## The Avenue Primary School

## Work from home - Year 2

## Suggested daily timetable

Our new topic is Beat, Band and Boogie - we'll be exploring music and dancing!

|  | Morning |  | Afternoon <br> Begin your afternoon session with some handwriting. Keep those writing fingers moving! |
| :---: | :---: | :---: | :---: |
|  | You can use Phonics Play at any time to practise Phase 6 rules. www.phonicsplay.co.uk |  |  |
| Mon | Spelling Shed <br> Year 2 Common Exception words | Maths <br> Multiplication Monster for 5 times tables (see below) | Science <br> Soap Experiment (see below) |
| Tue | Spelling Shed <br> A recap of the 'er' sound spelled: er, ur, ir. Can you choose the right one? | English <br> Can you find the missing punctuation on the text below? | Design Technology <br> Design a drum using a tube (see below) |
| Wed | Spelling Shed <br> A recap of the 'or' sound spelled: or, ore, aw, au. Can you choose the right one? | Maths <br> Dividing into 5 groups | PE <br> 'High or low?’ dance game (see below) |
| Thu | Spelling Shed <br> A recap of the 'ee' sound spelled: ee, ea. Can you choose the right one? | English <br> Take part in the Roald Dahl competition below by writing a new character description of The Twits! | Music <br> Each week we'll listen to a new type of music. This week we'd like you to listen to some ROCK music. <br> Which instruments can you hear? |
| Fri | Spelling Shed 9:30am <br> Spelling Shed Hive Game for the spellings learnt this week (above)! <br> We'll MarvellousMe the code. | Maths <br> Multiplication and division word problems | Design Technology <br> Make your drum and evaluate it (see below) |

PS. Be sure to take part in this year's annual Summer reading challenge:
https://summerreadingchallenge.org.uk/about-the-challenge

## Lesson 1: Multiplication Monster (the children might remember the multiplication monster from lessons in school!)

This is the multplication monster (you could make yours out of a hoop, a bowl, a stuffed toy, or you/your child could become the multiplication monster!) Our multplication monster is hungry this week, so he only likes to be fed in groups of 5.

Find things around your house that your child could group together. You could use
 cubes, counters, 5 ps or even hands! Give your child a number of groups that you'd like them to feed to the monster. For example, 'Feed your monster 7 groups of 5'. Ask your child to write down the multiplication number sentence for this: $7 \times 5=35$.

See how many you can complete!

## Lesson 2: Dividing into 5 Groups

This lesson is going to be opposite to Monday's lesson! This time, ask your child to split different numbers of objectives into five groups.
You could make your five groups with hoops, bowls, plates or baskets. Find objects around your house. You could use cubes, counters, or even socks! Give your child a number of objects that you would like them to divide into 5 groups. For example, 'Can you divide 10 objects into five groups?' Ask your child to write down the division number sentence for this: $10 \div 5=2$. Challenge: Ask your child to divide 22 objects into five groups. Can they be divided equally? How many would be left over?


## Lesson 3: Multiplication and Division Word Problems

Using their knowledge of multiplication and division of the 5 times tables. Complete these word problems with your child.

1. There are 30 cakes. There are 5 friends. How many cakes does each friend have?
2. Miss Jackson gives out 9 party bags. There are 5 balloons in each bag. How many balloons does she give out?
3. There are 10 sweets. There are 5 friends. How many sweets does each friend have?
4. There are 4 people coming to Miss Burnett's party. She thinks that each person at her party will eat 5 biscuits each. How many biscuits does she need?
5. 20 children go camping. Each tent can fit two children in. How many tents do they need?
6. How many fingers do 3 children have?

## Missing Punctuation Task

There is punctuation missing in this text - can you spot what is missing and add it in. It could be:

| . full stop |
| :--- |
| . comma |
| ' apostrophe |
| ? question mark |
| I exclamation mark |
| capital letters |

Everyone was ready for Ashleys birthday party at long lastIt was time for us to pile into the car and drive overWe hopped in and immediately Jaime demanded we listen to Rihanna"No way" I called out
"Stop all the racket $\square$ " Mum hollered. With that, jaime muttered something about the radio and peace was restoredWe put our seatbelts on and started to sing to the radio
"Have you remembered the presentMum questioned as we were about to pull out of the driveway.
"Oh no $\square$ Mum, stop $\square I$ left it on the stairs" I exclaimed, as I tried to squeeze past Jaime to get out

Finally, we were ready. coats on, hair brushed and (at last) presents in our hands. Off we went to ashley $\square$ s house. I was so excited because I knew Marley $\square$ Boas $\square$ Marlon and jessica were going to be there too. I just loved birthdays so much and knew the party today would be one to remember.

## Middlesbrough Reads Roald Dahl

 challenges
## The Twits

It's time for our final Roald Dahl challenge. That's right, this is our very last competition in the series. We're so pleased that so many children have taken part so far and we've loved seeing all of your wonderful work. If your child hasn't taken part yet, then this is your last chance to win a bundle of Roald Dahl books! The final challenge is inspired by The Twits - let's try and get the highest number of entries yet,

The Twits are husband and wife - they are very smelly, play nasty tricks on each other, and are horrible to animals. They even have bits of food in their hair! It's time for a makeover. Find your favourite shampoo or shower-gel and imagine that you have used it to transform the Twits - not only are they clean, they are also very good people!

Write a character profile based on your makeover - what do they look now? What are their likes and dislikes? Maybe you've given them
 lessons in how to be polite?

Send your entries to bororeads@literacytrust.org.uk by noon on Friday 19 June. Please include the child's name, age, and the school they attend in your email.

Good luck!

## Top tips

- Listen to the full Audio book (and read along!) on YouTube here.
- Download these character description prompts for the Twits or look at these slides with descriptions from the text
- Watch this video on BBC Bitesize for tips on what to include in your character description - their job, how to make use of similes, hobbies


## Science

## Why Soap Works Experiment

You will need:

| - A bowl | - Liquid hand soap |
| :--- | :--- |
| - Some water | - A hand towel |
| - A sprinkle of black pepper | - A camera (optional) |
| (or another spice) |  |

In this experiment, you are going to find out why soap works and why it is better than using just water to wash your hands.
In the experiment, the surface of the water in the bowl represents your hands. The pepper represents harmful dirt and germs that need to be washed away.


There are two tests in this experiment and they will show you what happens when you wash your hands with and without soap.


Fill the bowl with water, but not all the way to the top.


Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.


Test 1: Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.


Dry your hand, then dip your finger into the liquid hand soap.


Test 2: Dip your soapy finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

## Prediction table

Draw a picture and write a sentence.

| What do you think will happen without soap? | What actually happened? |
| :---: | :---: |
| What do you think will happen with soap? |  |
| What actually happened? |  |
|  |  |

## Design Technology

You will need:

- A crisp tube (or something similar)
- Decorations for the drum


## Design a Drum

Make a list of the materials you are going to use and draw a picture.


What does your drum look like?

Does my drum look like my design?
yes no

What is the best part of your drum?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
What could you make better?
$\qquad$
$\qquad$
$\qquad$

PE

Play a game of 'high or low?'. Listen to a tuned instrument playing different notes. Stretch up high for high notes, crouch down low for low notes and stretch your arms out to the sides for middle notes.

Vary this by leaping when playing the triangle, freezing when hearing a drum, move around to the beat of a drum by hopping, jumping.

Build up a sequence of movements to create a dance!

