

# 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!**

	<b>Morning</b>		<b>Afternoon</b>
	You can use Phonics Play at any time to practise Phase 6 rules. <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>		<i>Begin your afternoon session with some handwriting. Keep those writing fingers moving!</i>
Mon	<b>Spelling Shed</b>  Year 2 Common Exception words	<b>Maths</b>  Multiplication Monster for 2 times tables (see below)	<b>Tees Valley Music Lesson</b> Play some Japanese Taiko drumming using a dining room chair: <a href="https://youtu.be/bYi9eiU7DbQ">https://youtu.be/bYi9eiU7DbQ</a>
Tue	<b>Spelling Shed</b>  The /s/ sound spelled c before e, i and y <i>Example: race, city</i>	<b>English</b>  Read the below reading comprehension about different versions of <i>Twinkle Twinkle Little Star</i> and answer the questions.	<b>BBC Teach Music</b> See if you can keep in time to the beat: <a href="https://www.bbc.co.uk/teach/bring-the-noise/evfs-ks1-music-play-it-bring-the-noise/z4sq92p">https://www.bbc.co.uk/teach/bring-the-noise/evfs-ks1-music-play-it-bring-the-noise/z4sq92p</a>  Learn about the different types of musical instruments. Which do you prefer? <a href="https://www.bbc.co.uk/teach/bring-the-noise/orchestral-families/zfbvy9q">https://www.bbc.co.uk/teach/bring-the-noise/orchestral-families/zfbvy9q</a>
Wed	<b>Spelling Shed</b>  Words with the spelling a after w and q <i>Example: watch, wand</i>	<b>Maths</b>  Dividing into 2 groups	<b>D&amp;T / Music</b> Make a rubber band guitar from recycled packaging and elastic bands. Cut a hole in a box or carton and stretch rubber bands of different thicknesses across it. Pluck the rubber bands to see how their thickness affects the pitch of the sound created.
Thu	<b>Spelling Shed</b>  Words with ph or wh spellings <i>Example: dolphin, when</i>	<b>English</b>  Who did your parents' listen to when they were younger? Listen to the music! Make a fact file about their favourite musician. You'll have to do some research first and then write out your findings.	<b>Music</b> Each week we'll listen to a new type of music. This week we'd like you to listen to some CLASSICAL music. <a href="https://www.classicfm.com/discover-music/best-classical-music-for-kids/">https://www.classicfm.com/discover-music/best-classical-music-for-kids/</a>  Which instruments can you hear? Do you recognise this tune? <a href="https://www.youtube.com/watch?v=tc9nVR6jOxU">https://www.youtube.com/watch?v=tc9nVR6jOxU</a>
Fri	<b>Spelling Shed</b>  9:30am Spelling Shed Hive Game for the spellings learnt this week (above)! We'll send the MarvellousMe code.	<b>Maths</b>  Multiplication and division word problems	<b>Science</b> Plot a range of different sounds heard indoors and out on a sound map, showing the location of each sound. Sit in a quiet area to listen carefully and mark the sounds they hear with a cross on their maps, labelling each cross with the name or source of the sound.

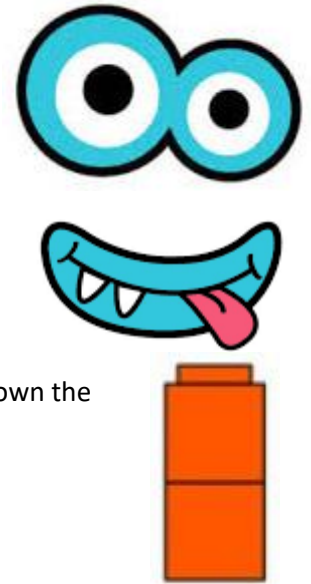
## Maths:

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

This is the multiplication monster (you could make yours out of a hoop, a bowl, a stuffed toy, or you/your child could become the multiplication monster!). Our multiplication monster isn't very hungry this week, so he only likes to be fed in groups of 2.

Find things around your house that your child could group together. You could use cubes, counters, or even socks! 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 2'. Ask your child to write down the multiplication number sentence for this:  $7 \times 2 = 14$ .

See how many you can complete!

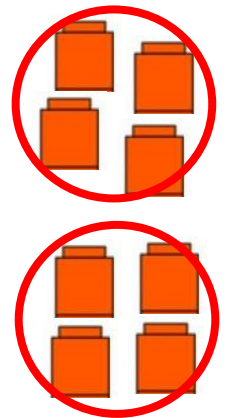


### Lesson 2: Dividing into 2 Groups

This lesson is going to be opposite to Monday's lesson! This time, ask your child to split different numbers of objectives into two groups.

You could make your two 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 2 groups. For example, 'Can you divide 8 objects into two groups?'. Ask your child to write down the division number sentence for this:  $8 \div 2 = 4$ .

Challenge: Ask your child to divide an odd number of objects into 2 groups. Can you divide odd numbers by 2? Why/why not?



### Lesson 3: Multiplication and Division Word Problems

Using their knowledge of multiplication and division of the 2 times tables, complete these word problems with your child.

1. There are 16 cakes. There are 2 friends.  
How many cakes does each friend have?
2. Miss Jackson gives out 9 party bags. There are 2 balloons in each bag. How many balloons does she give out?
3. There are 10 sweets. There are 2 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 2 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 ears do 12 children have?

# Twinkle, Twinkle, Little Star

## 1 Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are.

Jane Taylor

## 8 Twinkle, Twinkle, Chocolate Bar

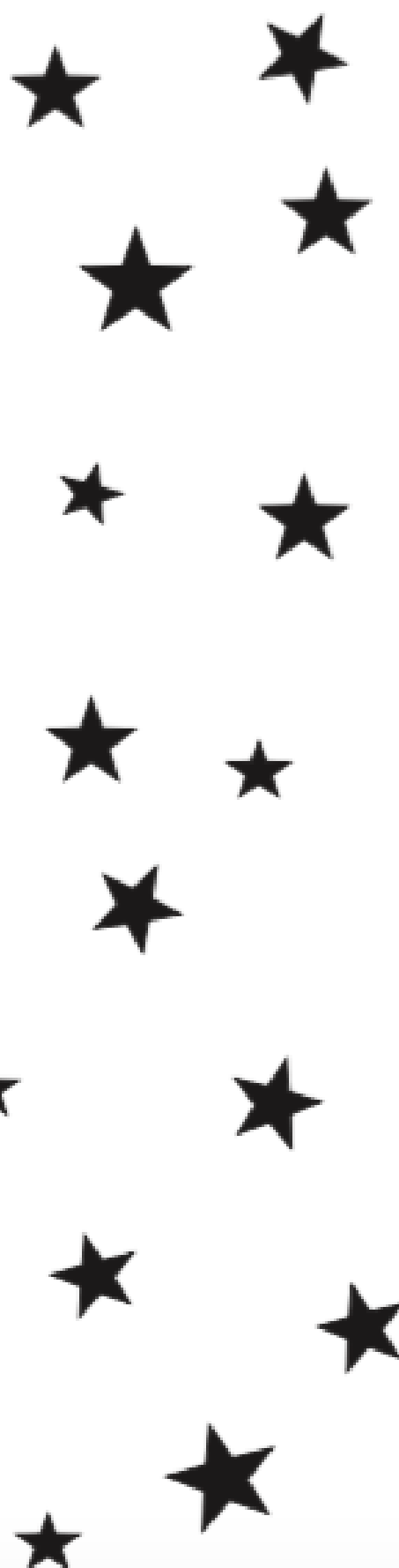
Twinkle, twinkle, chocolate bar,  
Your dad drives a rusty car.  
Press the starter,  
Pull the choke.  
Off he goes in a cloud of smoke.

Anon

## 14 Twinkle, Twinkle, Little Bat!

Twinkle, twinkle, little bat,  
How I wonder what you're at!  
Up above the world you fly,  
Like a tea-tray in the sky.

Lewis Carroll



1. Write the words from the first poem that rhyme with:

star \_\_\_\_\_

high \_\_\_\_\_

2. In poem 2, why isn't the first line "*Twinkle, twinkle, chocolate cake*"? Tick the best answer.

The writer likes bars of chocolate better than chocolate cake. ☐

Chocolate cake doesn't fit with the poem's rhymes. ☐

Chocolate cake doesn't twinkle. ☐

3. What do you do after you press the starter in poem 2?

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4. In poem 2, do you think the car is a new car? Say why.

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5. Twinkle, twinkle, little \_\_\_\_\_,

I see you have a nice new coat.

Which is the best missing word for the first line of this poem:

horse ☐      boy ☐

moon ☐      goat ☐

6. Draw lines to show which things you read about in the same poem

star

tea-tray

chocolate bar

diamond

bat

cloud of smoke