

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!

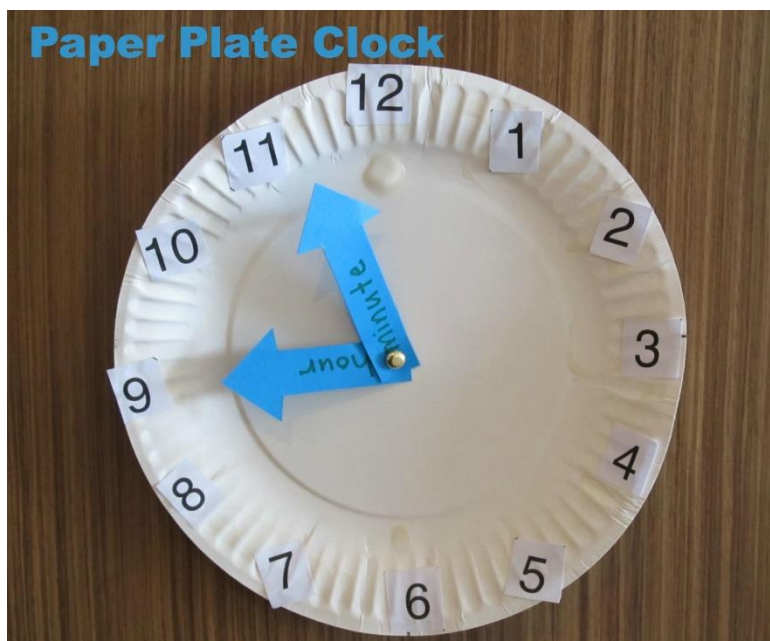
	Morning		Afternoon <i>Begin your afternoon session with some handwriting. Keep those writing fingers moving!</i>
	You can use Phonics Play at any time to practise Phase 6 rules. www.phonicsplay.co.uk		
Mon	Phonics Play Phase 6 Tumbling Tumbleweed	Maths Telling the time (o'clock and half past) See the worksheet below.	Geography Research an instrument and the country it originates from. See if you can find the country on a map. Listen to the sound the instrument makes and think about how it makes you feel.
Tue	Phonics Play Phase 6 Magical Matching	English Can you identify nouns and adjectives in the sentences? See the worksheet below.	Science Take part in a 'Guess the sound' quiz. Sort sounds into those that were difficult to recognise and those that were easy. Collect sounds familiar to the children such as a zip opening and closing, a microwave pinging, a car horn hooting, a dog barking, a person snoring, rain falling and a toilet flushing.
Wed	Phonics Play Phase 6 Pond Life Plurals	Maths Telling the time (quarter to and quarter past) See the worksheet below.	PE Dance with Air, Fire, Earth and Water! https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-dance-with-the-elements/z7m2y9q
Thu	Phonics Play Phase 6 Planetary Plurals	English Can you identify verbs in the sentences? See the worksheet below.	Music Each week we'll listen to a new type of music. This week we'd like you to listen to some PAN PIPE music. https://www.youtube.com/watch?v=e5WKgLTUNPg How does it make you feel?
Fri	Phonics Play Phase 6 Past Tense Penguins	Maths Telling the time (5 minutes) See the worksheet below.	Music Learn the song <i>Tiddalik the Frog was thirsty, thirsty</i> : https://www.bbc.co.uk/teach/school-radio/music-ks1-tiddalik-the-frog-1/zi9spg8 If you're feeling brave, you could perform it to your family!

PS. Be sure to take part in this year's annual **Summer reading challenge**:

<https://summerreadingchallenge.org.uk/about-the-challenge>

Maths:

This week we are going to be looking at telling the time. You could make your own like this one, or you could use your clock at home.



Work through the sheets below to learn how to tell the time at o'clock, half past, quarter to and quarter past and finally to the nearest five minutes (**not all of the children have learnt about reading the clock to the nearest 5 minutes**).

Explain that when the minute hand is on the right hand side of the clock, it shows how many minutes past the hour. When the minute hand is on the left hand side of the clock, it shows how many minutes to the hour.

Monday: O'clock and Half Past

Match the events to the approximate times they happen.
Can you show the time on your clock?

9 o'clock

Lunchtime

Half past 10

Go to school

12 o'clock

Home time

Half past 3

Playtime

What time is it?



It is past

Complete the tables.

5 o'clock	

Half past 4	
1 o'clock	



Who is telling the time correctly?



Dora

The time is half past 6



Amir

The time is half past 3



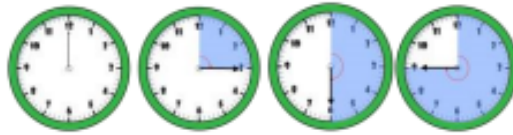
Alex

The time is half past 2

Can you spot the mistakes they've made?

Wednesday: Quarter Past and Quarter To

Look at the clocks.

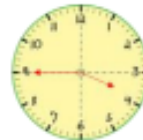


Discuss how the minute hand has travelled. Identify when the time is quarter past the hour and quarter to the hour. Give the children individual clocks with moveable hands and ask them to make quarter to/past times.

Match the clocks to the correct time.



Quarter to four
Quarter past four
Quarter to three
Quarter past three



Complete the table.

The minute hand is pointing to ____ The hour hand is just after ____ The time is <i>quarter</i> ____ <i>seven</i>	
The minute hand is pointing to ____ The hour hand is just before ____ The time is <i>quarter</i> ____ <i>two</i> .	



Quarter past is always later than quarter to.

Do you agree with Teddy?
Explain why.

Using a demonstration clock, ask the children to count round in minutes. When the minute-hand is pointing to a number, record how many minutes have passed the hour in a table. What do they notice? Will this pattern continue?

Minute hand pointing to	Minutes past the hour
1	5
2	10
3	15

Show the children times to 5-minute intervals on a large clock. Ask the children to identify what time is being shown. Give the children individual clocks with moveable hands. Ask the children to make times to 5 minute intervals.

Match the times to the correct clock.

20 past 6



5 to 9



10 to 2



20 to 11



25 to 3



10 past 1



It is ten to one.

Dora



It is ten past ten.

Amir



It is ten to two.

Alex

Who is correct? Explain your answer.

English:

An **adjective** is a describing word.
Adjectives tell us more information about **nouns**.



The **white** rabbit sat in the **wooden** hutch.

1. Underline the adjectives in these sentences.

- a) The brave princess fought the scary dragon.
- b) The strong wind made the old trees shake.
- c) Some red racing cars sped down the narrow roads.

2. Copy the sentences, choosing the most suitable adjective from the brackets.

a) The cat chased the _____ mouse. (blue, tiny, big)

b) A tiger growled at the _____ children. (hairy, long, scared)

c) The _____ clown tripped over his shoes. (funny, ugly, cold)

d) The _____ grandma frowned as she sat in the café. (busy, soft, happy)

3. Tick the boxes to show whether the word underlined is an adjective or a noun.

Adjective	Noun
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

The small boat was being pulled by the larger boat.

Jemma's black and white cat was purring loudly.

The fearsome giant chased after the small girl.

Where have the naughty children disappeared to?

4. Write an adjective which means the opposite to these words:

a) sad = _____

b) tall = _____

Verbs can be **action** words. They show what the subject of the sentence is doing.
They can also be **being** words. These verbs identify who or what a noun **is, was, or will be**.
They are usually a form of **'to be'**.

1. Circle the action and being verbs in the sentences.

- a) Claire ate her breakfast.
- b) Sam heard voices outside.
- c) She was trapped.
- d) Gemma bought a present.
- e) Danny walked through the park.

2. Tick whether the underlined verbs are simple past or simple present.

	Past	Present
She <u>walked</u> to school every day.	<input type="checkbox"/>	<input type="checkbox"/>
I <u>eat</u> pancakes for breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
Sarah <u>sings</u> in the shower.	<input type="checkbox"/>	<input type="checkbox"/>
I <u>danced</u> at the disco.	<input type="checkbox"/>	<input type="checkbox"/>

3. Add the most appropriate being verb (**was, is, were, are, am**) to the sentences below.

- a) Poppy _____ unable to see the key she needed.
- b) Fatima wanted to leave the party because it _____ beginning to get dark.
- c) You _____ fantastic during the performance last night.
- d) Poppy _____ twelve today.

4. Rewrite the sentences below and change the verbs from **past** to **present** tense.

- a) Blue whales were the biggest animal on our planet.
- b) They were bigger than elephants!
- c) They weighed 150 tons.
- d) The blue whale's skin was springy and smooth.

a) _____

b) _____

c) _____

d) _____