


# The Avenue Primary School

## Work from home - Year 2



### Suggested daily timetable

	<b>Morning</b>		<b>Afternoon</b> <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. <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>		
Mon	<b>Spelling Shed</b>  Contraction words	<b>Maths</b>  White Rose Summer Term Week 3 (Lesson 1)	<b>History</b>  Have a look at the pictures below of the seaside over time or use the internet to research together and find your own. Is there anything that is the same or different? How many comparisons can you make?
Tue	<b>Spelling Shed</b>  Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	<b>English</b>  Write a fact file / create a page for a non-fiction book about the Giant Pacific Octopus. (See below)	<b>Beach safety</b>  Create a poster about how to stay safe at the beach. Use this video to help: <a href="https://www.bbc.co.uk/bitesize/clips/z94jxnb">https://www.bbc.co.uk/bitesize/clips/z94jxnb</a>
Wed	<b>Spelling Shed</b>  Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	<b>Maths</b>  White Rose Summer Term Week 3 (Lesson 2)	<b>PE</b>  Get your dancing shoes on and follow some of these 'JustDance' dance routines. <a href="https://www.youtube.com/channel/UCOVlhde7N5uGDIFXXWWEbFQ">https://www.youtube.com/channel/UCOVlhde7N5uGDIFXXWWEbFQ</a>
Thu	<b>Spelling Shed</b>  Homophones and near-homophones	<b>English</b>  Imagine you have had a daytrip to the seaside. Write a postcard to a friend (or a teacher!) to tell them about your day. Use the descriptive word mat below to help.	<b>Science</b>  Superworm Treasures in Soil Activity (see below)
Fri	<b>Spelling Shed</b> 9:30am Spelling Shed Hive Game for the spellings learnt this week (above)! We'll send the code on MarvellousMe.	<b>Maths</b>  White Rose Summer Term Week 3 (Lesson 3)	<b>Art</b>  Create a piece of jellyfish artwork using materials in your home. You could use a paper plate for the head and cut up some old materials to make their tentacles. We can't wait to see what you make! 

**Our new topic is Beachcombers – we'll be exploring the wonderful world of deep, dark oceans!**

## Maths:

Visit the White Rose Maths website using this link:

<https://whiterosemaths.com/homelearning/year-2/>

White Rose Maths have made some fantastic short videos to support the children's Maths learning during this time.

This week I would like the children to watch and work through the first three lessons of the **Summer Term - Week 3**.

This includes:

- Lesson 1: Fact Families addition and subtraction number bonds to 20 (We have done lots of work on fact families and number bonds to 20 already!)
- Lesson 2: Compare number sentences (We have done lots of work on using greater than (>), less than (<) and equal to (=) signs so the children should be secure with this knowledge. They may need some support completing the questions including number sentences)
- Lesson 3: Related facts (Again, we have lots of work on this understanding. For example,  $4 + 4 = 80$  so we know that  $40 + 40 = 80$ )

I hope you find these videos helpful and enjoy having the pressure taken off you for a little while! During the video please be on hand to help your child through the questions and there will be times the videos ask you to pause to answer a question together.

## English:

### Lesson 1

Write a fact file / create a page for a non-fiction book about the Giant Pacific Octopus.

You can find information here:

[https://www.youtube.com/watch?v=9vQnKO\\_2kKk](https://www.youtube.com/watch?v=9vQnKO_2kKk)

<https://www.youtube.com/watch?v=4Tcnq2iYJJo>

Collect all your information to answer questions:

*What is a Giant Pacific Octopus?*







*Where do they live? Can you find it on a map?*

*What do they eat? Where would they be in a food chain? Are they a carnivore, herbivore or omnivore?*

*Tell me one really interesting fact about the Giant Pacific Octopus (or more if you're exploding with facts!)  
Start with the sentence opener 'Did you know...'*

# Seaside

## Descriptive Words



**What Sort of Noises Might You Hear?**  
blustering, crunching, dripping, instrumental, lapping, laughing, musical, playing, rustling, splashing, squawking, squealing

**What Is the Sand Like?**  
brown, coarse, cold, dry, golden, grainy, gritty, hot, rough, smooth, slimy, speckled, waterlogged, wet


**What Could the Water Be Like?**  
blue, choppy, clear, cold, distant, foamy, lulling, murky, salty, stagnant, still, wavy

**What Might Seaside Creatures Be Doing?**  
circling, crawling, creeping, flying, hiding, lurking, scuttling, sticking, swimming, swooping

**What Could It Smell like at the Seaside?**  
damp, fishy, fresh, musty, salty, sweet

**What Might the Food Be Like?**  
colourful, creamy, crunchy, fried, hard, refreshing, sugary, sweet, tasty, unhealthy

**How Might You Feel When You're at the Seaside?**  
calm, chilly, cold, entertained, excited, free, gleeful, happy, relaxed, sunburnt, warm

 visit [twinkl.com](https://www.twinkl.com)

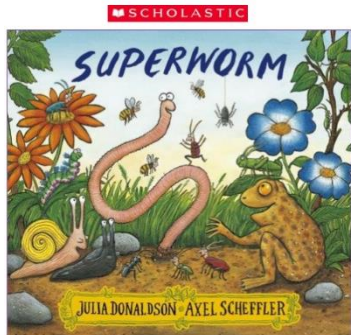
History:





## Science:

Read the story 'Superworm' by Julia Donaldson. If you don't have the book at home, this YouTube video also tells the story wonderfully. Books for Kids Read Aloud: (A Julia Donaldson Storybook Collection) Superworm - <https://www.youtube.com/watch?v=4pZwNie69n8>



5-7 Years Home Learning Pack

# Treasures in soil

## Objectives

- To identify and name a variety of everyday materials
- To sort everyday objects according to the materials they are made from

## Resources

- *Superworm* by Julia Donaldson and Axel Scheffler
- A large container filled with soil
- 2 trays labelled 'Treasure' and 'Trash'
- A selection of 'Trash' objects eg plastic spoons, lids, bottle tops, buttons
- A selection of 'Treasure' objects eg metal spoons, jewellery items, paper clips,
- A magnet (optional)

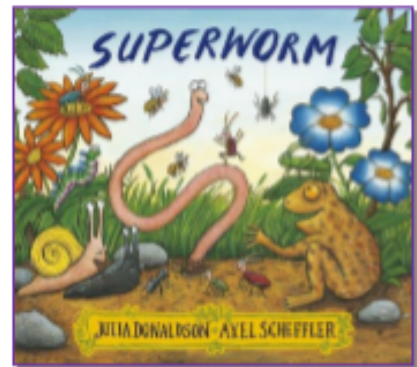
Resource Bank  
primary

## Treasures in soil

### 5-7 Years Home Learning Pack

## Outcomes

- Children will identify objects which they consider to be 'trash' or 'treasure', and identify the material they are made from
- Children will sort a collection of everyday materials according to their materials, identifying qualities they have in common



## Lead in

After reading the story of *Superworm* with your child, revisit the part where he tunnels, twists and winds through the soil. Explain that just like Superworm, they are going to seek treasure in the soil.

## Task

The large container of soil should be pre-filled with a selection of metal objects such as paper clips, spoons and jewellery as well as plastic objects such as buttons, lids and sweetie wrappers. Using a spoon or small spade, encourage your child to dig around and find something buried in the soil.

Explain that all items found should be placed in either the 'trash' or 'treasure' tray. Children can use *Resource Sheet 1: Trash or treasure?* to record their findings.

Prompt your child to notice what materials the objects on their trays are made from. Once the children have identified the objects materials as metal and plastic, encourage them to describe what the plastic objects have in common and what the metal objects have in common. For example, the metal objects are shiny and heavier or the plastic objects are colourful and lighter. Your child can add these describing words to *Resource Sheet 2: Metals and plastics*.

## Extension

Ask your child how they can find out which of Superworm's treasures are magnetic. This should reinforce that plastic and certain kinds of metal will not stick to a magnet. Explain to the children that magnets are used in real life to sort out metal objects such as tins and cans in recycling centres. Provide your child with a magnet and ask them to re-label their trays 'Magnetic' and 'Non-magnetic'. Can they sort their treasure again using these headings?

## Treasures in soil

### Resource Sheet 1: Trash or treasure?

What did you find in the soil? Record your findings on this sheet.

#### Trash:

Draw or write the things you found:

---

---

---

---

---

---

#### Treasure:

Draw or write the things you found:

---

---

---

---

---

---

## Treasures in soil

### Resource Sheet 2: Metal and plastic



Are these items metal or plastic? .....



Are these items metal or plastic? .....

#### Describing plastic:

Write some words that describe plastic:

.....

.....

.....

.....

.....

.....

.....

#### Describing metal:

Write some words that describe metal:

.....

.....

.....

.....

.....

.....

.....