Home Learning Pack – Year 2 – W/B Monday 8th June, 2020

Dear Year 2 parents and carers,

Thank you so much for your fantastic effort with your home learning packs last week. We saw some fabulous examples of learning.

Thank you for attending the Zoom meetings set up. Please be advised these will be on a weekly basis, at the same time with the same log in details until further notice. Fro your reference the timings are below:

Please also be advised there are two Zoom meetings that have been organised for this week – **Friday 12th June at 1.40pm for pupils in Year 2 – Cardiff and Friday 12th June at 1pm for pupils in Year 2 – Canberra**.

Please continue to send any queries directly to head@deanshanger.northants-ecl.gov.uk or if urgent to grussell@deanshanger.northants.sch.uk.

We have compiled a list of tasks for you to complete as part of your home learning this week. **Many of the suggested links will signpost you to the website Twinkl. You will need to log-in to this website to access these.** Log-in details are as follows:

Step 1: Go to www.twinkl.co.uk/offer
Step 2: Enter the code CVDTWINKLHELPS
Step 3: You may need to create an account.

If you haven't already done so, please send two paragraphs to your child's teacher to add to their report. We would like a paragraph from your child and another from yourselves. This can encapsulate how they think their year has gone, academically or behaviorally. Feel free to send a message to your child's teacher if you are unsure.

Maths

Please continue to access 'Times Table Rockstars' and 'NumBots'. Your log in details for both these websites should be the same.

If you cannot access TTRockstars, the link below should help you with paper-based multiplication:

https://www.twinkl.co.uk/resource/t2-m-1706-year-3-beat-the-clock-editable-times-tables-grid

Should you have any trouble accessing any document please do not hesitate to get in contact with grussell@deanshanger.northants.sch.uk

We can now access learning through Maths – White Rose available at https://whiterosemaths.com/homelearning/year-2/. Should you need to access these documents, the log-in details are:
Username: Parent
Password: DeanshangerP1!

Lessons for the week beginning 8th June:
Lesson 1 – Unit fractions
Lesson 2 – Non-unit fractions
Lesson 3 – Find a half
Lesson 4 – Find a quarter
Lesson 5 – Friday Maths challenge (to be updated on the website)

These learning tasks have been affixed at the bottom of this document. If you would like paper copies of these documents please make contact with us so that we can prepare sufficient copies and place them outside the front gate.

Please also be advised, the answers and videos are available directly from the website. Should you need anything emailed over to you or need any support with accessing anything, send an email to grussell@deanshanger.northants.sch.uk.

Should you need any further work, please check on the BBC Bitesize website as there is a new lesson uploaded daily (please be advised however these aren't always in line with our learning journey):

https://www.bbc.co.uk/bitesize/subjects/zjxhfg8

English

This week in English, we would like your child or children to write a recount. This can be any day of your child or children's choice in the past two/three months.

A recount needs to include the following features:

- Who, what, where, when, why and how.
- Chronological order
- First person
- Past tense
- Adverbs of time

The following link provides daily tasks for writing and grammar with images for inspiration:
https://www.pobble365.com/
Select an image that interests your child or children. Then complete activities about the picture that appear below, such as, 'Perfect picture', 'Story starter', 'Question time', 'Sick sentences' or 'Sentence starter'. Your child or children can then write a story about that picture. The pictures and/or daily tasks can be printed out, if you need to print them off. This activity can be written on paper, filmed, typed into a word document or said aloud to an adult or sibling.

SPag.com

- KS1 SATs Grammar Test (B)

- Paper version (supporting document) – Year 2 English Grammar and Punctuation Test 2

Reading comprehension

The Reading Comprehension activity this week is 'What was London like after the Great Fire'. (Supporting document)

Additional writing task

This week we would like your child or children to write a book review of any book that they have read recently. The supporting document is a template of a book review that your child or children can use if they wish. The book review can be of a fiction or non-fiction book.

Science

What does adopting (or looking after) a plant involve? Do any children any of have plants in their home or garden. Who looks after these plants? Who waters them?

How should you look after your pot plant? What does it need to stay alive? Plants need water and light. Take your children's and ask them how they might be able to test their ideas.

Set up a separate experiment to find out what all plants need in order to survive. For this you will need:

- Three identical trays of quick-growing seeds (e.g. mustard or cress seeds) 'planted' on cotton wool

- A watering can and water

- A sunny spot in your homes where all three trays can be left undisturbed

Together discuss how you could set up an experiment to find out whether the seeds need water in order to live and grow.

Ask the children: Which things in our investigation need to stay the same? (the seeds and the location of the seeds) Which things will we change? (the amount of water given to the seeds)

1. The first plant tray could use too much water.

2. The second tray could use no water at all.

3. The third tray may lack light.

All three seed trays should be placed in the same location. The children should record their observations and the amount of water they give their seeds each day in the form of written notes, drawings or simple block graphs. At the end of the week, or when the seeds show significant signs of growth or change, you can conclude and evaluate the investigation.

Geography

What is the weather like today? Invite the children to look through your window. Then ask the following: Is the weather affecting what is happening to the plants in people's gardens today? If it's dry, will the plants be thirsty? If it's wet, will they drown? If it's cold, will they die? If it's hot, will they wilt? If it's windy, will they blow over?

Discuss the weather and climate in your home and/or other countries and how this affects the plants that grow there. Think about the seasons and how this affects plants. Focus on local plants, possibly around Deanshanger, then include plants found in other countries the children are familiar with, including plants found in extreme environments: rainforests, deserts, tundra.

Make a poster/gallery of plant life from different regions of the world – and of people looking after (or tending) plants. You could arrange your pictures in a grid, as follows: Do the plants look different or the same? Invite the children to give reasons for any differences or similarities in appearance.

PSHE

Tell the children we don't grow plants just to decorate our gardens – we use plants in all kinds of ways. For example, we can eat and cook with fruit and vegetables.

How else might we use fruit and vegetables?

For food and drink – cereals, fruit, vegetables, herbs, tea, chocolate For decoration – garden plants, houseplants
For building materials – straw, bamboo, wood, cellulose
For clothes – cotton fibre For medicines – antibiotics, painkillers, cough mixture
For celebrations – Christmas trees, wedding bouquets

The following website provides useful information:

plants4products.org.uk/bioproducts.htm – Plants 4 Products website has an interactive 'house' that helps children discover products made from plants.

Make a poster called 'People and Plants'. Ask the children to draw pictures, find photographs and write about how people in the host and home country (and in other parts of the world, if you wish) use plants in many different ways. In conclusion, the children will begin to realise how important plants are to people all over the world – and how we use them and couldn't live without them.

RE

Research what a Christian pilgrimage is. Where might a Christian go on a pilgrimage? Do you know any famous pilgrimages? Have you visited or seen a pilgrimage?

Art

Using a different medium to your chosen one last week can you draw one part of a plant, close up. You could choose either the stem, roots, leaves or petals.

Possible medium may include chalk, pastels, water-colour, sketching, paint among many others.

Computing

This week in computing, we would like your child or children to complete the following activities on Purple Mash:

- Vehicles in 2Code
- Top Row Keys in 2Type

Name:	Class:	Date:

1. Tick three things we know about 7th September 1666 from the first three sentences.

   The Great Fire of London started.   #
   The wind was blowing less hard.   #
   The fire went out.   #
   People could see what the city looked like.   #
   The fire had been burning for five days.   #

2. How many homes were destroyed by the Great Fire?

   _____

   _____

3. *"Over 13,000 houses and 10 churches had been destroyed."*

   What does the word *"destroyed"* mean in this sentence? Tick one.

   rebuilt   #
   burned or knocked down   #
   left empty   #
   a bit damaged   #

4. What information does the last heading introduce?

   _____

   _____

5. Why do you think the government said that all new homes had to be made of brick or stone instead of wood?

   _____

   _____

6. Do you think it would have been sensible to stay in London after the fire? Explain your answer.

   _____

   _____

1b
1 mark

1b
1 mark

1a
1 mark

1c
1 mark

1d
1 mark

1d
2 marks

53

What Was London Like After the Great Fire?

1 On Friday 7th September 1666, the fire was almost out. It had been burning for five days.

3 The wind wasn't blowing so hard any more and people could see what the city looked like.

5 ## *Homes destroyed*

6 The air was grey with ashes and smoke. Over 13,000 houses and 10 churches had been destroyed. Thousands of people had run into the fields and hills around London to escape from the fire, and now they had nowhere to go. Some people left London. Poor people lived on the streets and begged for money.

12 ## *Homes rebuilt*

13 After a while, some people were given work. They had to clear up the mess left by the fire. Then builders started to build new homes. The government said that all new buildings had to be built out of brick or stone instead of wood.
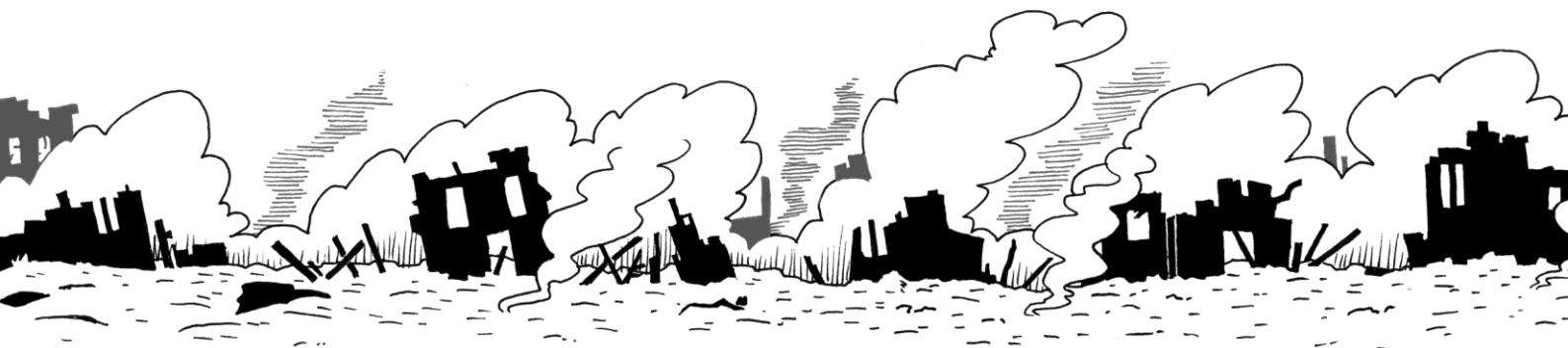
Book Review

Book Title: _____

Author: _____

Fiction or Non-Jiction: _____

Who would ;jou recommend the booh to? Wh9?

Whot is the booh obout?

Illustration

Rotin9: ☆ ☆ ☆ ☆ ☆

Whot o9es and interests is this booh suitoble Jor? Wh;j?
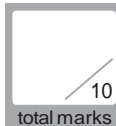
Year 2 English Grammar and Punctuation 2

1. **Which type of word** is underlined in the sentences below?

She laughed <u>loudly</u> at the man telling jokes.

He whispered <u>quietly</u> during the story.

Jessica held the baby <u>gently</u>.

verbs ☐

adjectives ☐

nouns ☐

adverbs ☐

2. Put in the **apostrophe** to show **possession**.

A m i n a s new bike was very fast.

3. **Tick the correct word** to complete the sentence below.

I hope_____there will be face painting at the party.

Tick **one**.

when ☐

if ☐

that ☐

because ☐

4. What **type** of word is **underlined** in the sentence below?

The cake was <u>tasteless</u>.

Tick **one** box.

a verb ☐

an adjective ☐

a noun ☐

an adverb ☐

5. **Tick** the sentence that is a **statement**.

Elephants have long trunks. ☐

How tall is a giraffe? ☐

What a lovely day! ☐

Check you have closed the door to the lion's enclosure. ☐

- -

6. Underline the **expanded noun phrase** in the sentence below.

Faiza's red and gold dress swirled as she danced.

- -

7. **Tick** to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past Tense	Present Tense
Sam rode his bike.		
Nazeem was dancing.		
Sally is eating.		

8. Add commas to the sentence below.

Susie Shabana Tom Amjid and Molly went swimming.

1 mark

9. Write the words **it is** as one word, using an **apostrophe**.

Don't forget_____my birthday tomorrow.

1 mark

10. Why do the underlined words start with a **capital letter**?

<u>Queen Isobel</u> and <u>King Benjamin</u> enjoyed watching the horse racing at <u>Ascot</u> on <u>Thursday</u> afternoon.

_____

_____

_____

_____

1 mark

END OF TEST

total for this page

Year 2 English Grammar and Punctuation 2

Answers

1
- verbs ☐
- adjectives ☐
- nouns ☐
- adverbs ☒

1 mark

2   A m i n a **'** s new bike was very fast.

1 mark

3
- when ☐
- if ☐
- that ☒
- because ☐

1 mark

4
- a verb ☐
- an adjective ☒
- a noun ☐
- an adverb ☐

1 mark

5
- Elephants have long trunks. ☒
- How tall is a Giraffe? ☐
- That monkey has stolen my lunch! ☐
- Check you have closed the door to the Lions enclosure. ☐

1 mark

6   **Faiza's red and gold dress** swirled as she danced.

1 mark

7

Sentence	Past Tense	Present Tense
Sam rode his bike.	x	
Nazeem was dancing.	x	
Sally is eating.		x

1 mark

8   Susie, Shabana, Tom, Amjid and Molly went swimming.

1 mark

9   Don't forget **it's** my birthday tomorrow.

1 mark

10 Award 1 mark for responses that explain that the words start with a capital letter because they are names.

Also award 1 mark for responses that refer to the words being proper nouns, e.g. they are proper nouns

1 mark

White Rose Maths

1 Complete the sentences for each shape.

a)

There are **2** equal parts.

There is **1** part shaded.

$\frac{1}{2}$ is shaded.

b)

There are **3** equal parts.

There is **1** part shaded.

$\frac{1}{3}$ is shaded.

2 There are **4** equal parts.

There is **1** part circled.

$\frac{1}{4}$ is circled.

3 Tick the shape that has $\frac{1}{2}$ shaded.

☑ ☐ ☐

4 Tick the shape that has $\frac{1}{3}$ shaded.

☐ ☐

☑

5 Tick the shapes that have $\frac{1}{4}$ shaded.

☐   ☑

☐

6 What fraction of each shape is shaded?

| $\frac{1}{2}$ | $\frac{1}{3}$ | $\frac{1}{4}$ |

What is the same about the fractions?

What is different about them?

7 Here are some fractions.

| $\frac{1}{2}$ | $\frac{2}{3}$ | $\frac{3}{4}$ | $\frac{1}{4}$ | $\frac{1}{3}$ |

Tick all the unit fractions.

Compare answers with a partner.

Can you think of any more unit fractions?

8 Match the objects to the unit fractions.

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

Unit fractions

1 Complete the sentences for each shape.

a)

There are ☐ equal parts.

There is ☐ part shaded.

☐ is shaded.

b)
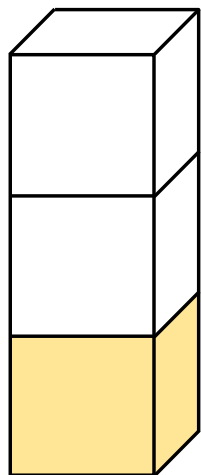
There are ☐ equal parts.

There is ☐ part shaded.

☐ is shaded.

2 There are ☐ equal parts.
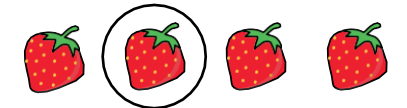
There is ☐ part circled.

☐ is circled.

3 Tick the shape that has $\frac{1}{2}$ shaded.
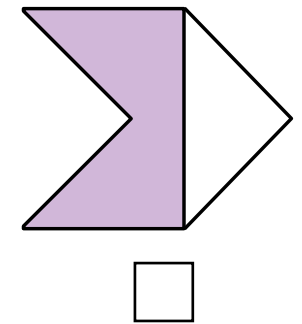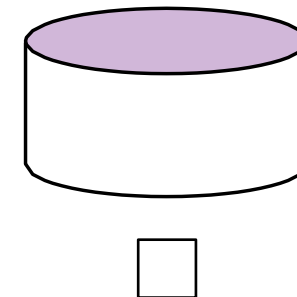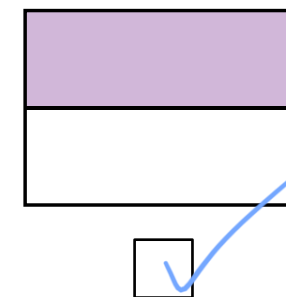
☐   ☐   ☐

4 Tick the shape that has $\frac{1}{3}$ shaded.

☐   ☐

☐

5 Tick the shapes that have $\frac{1}{4}$ shaded.

☐   ☐

☐
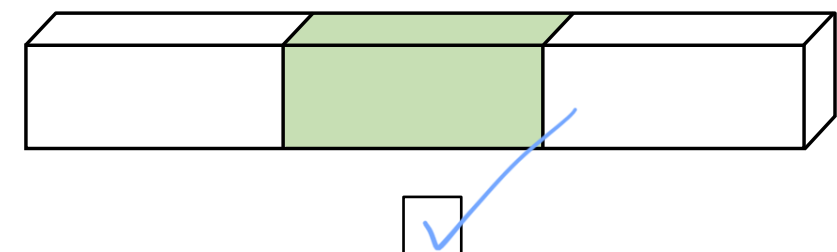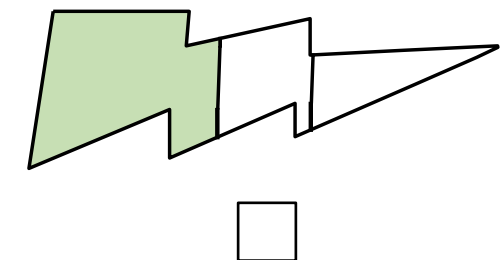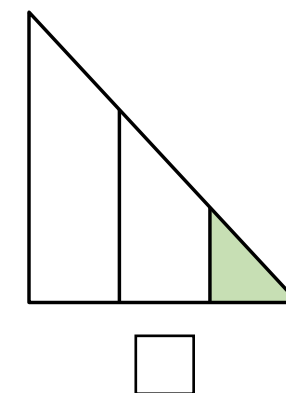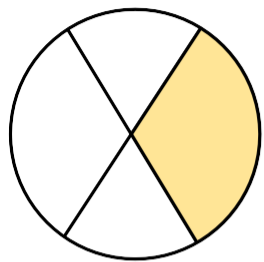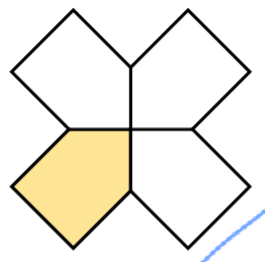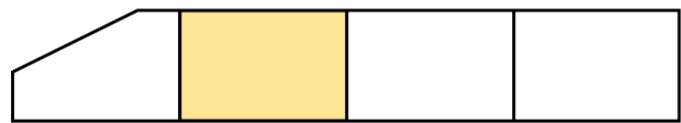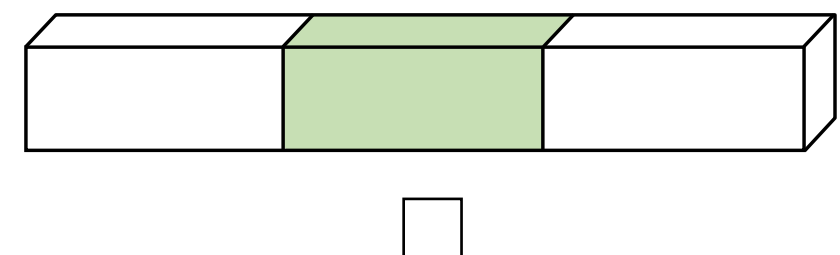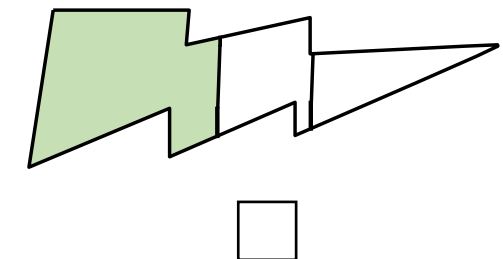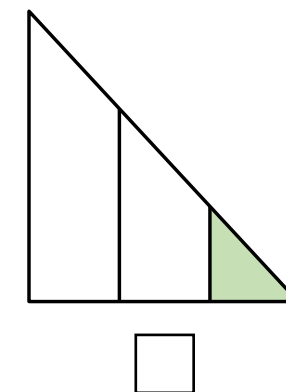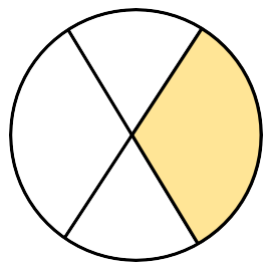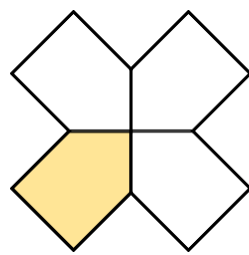
6 What fraction of each shape is shaded?

☐   ☐   ☐
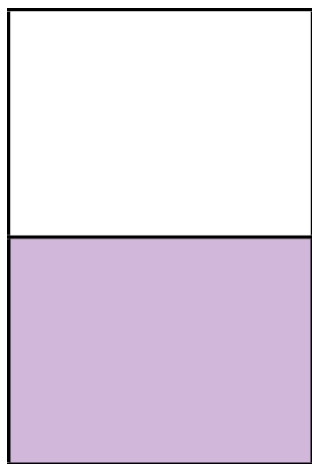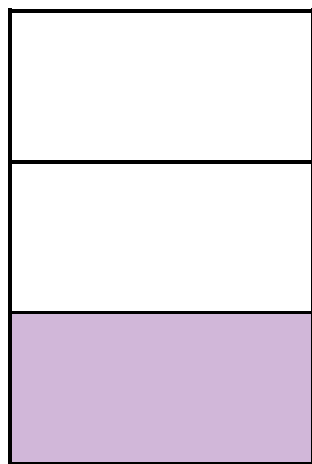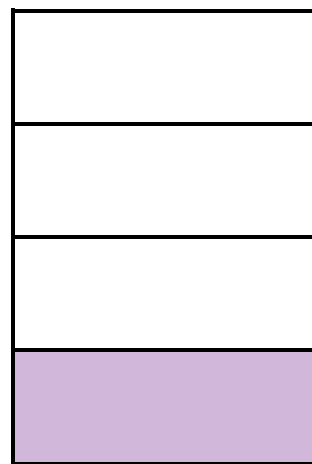
What is the same about the fractions?

What is different about them?

7 Here are some fractions.

| $\frac{1}{2}$ | $\frac{2}{3}$ | $\frac{3}{4}$ | $\frac{1}{4}$ | $\frac{1}{3}$ |

Tick all the unit fractions.

Compare answers with a partner.

Can you think of any more unit fractions?

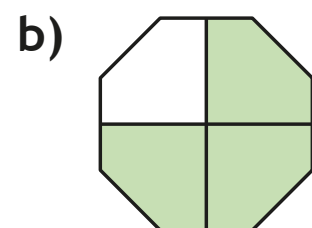**8** Match the objects to the unit fractions.
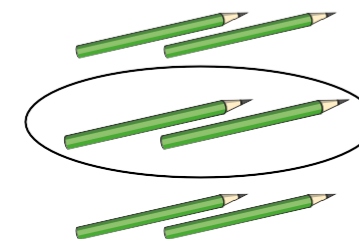
$\frac{1}{2}$
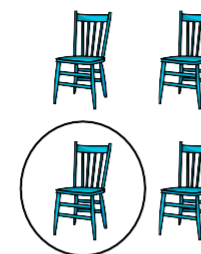
$\frac{1}{3}$
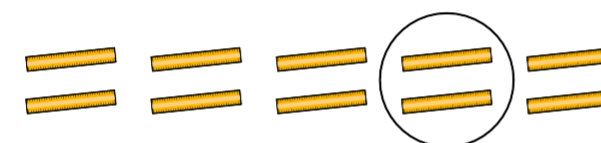
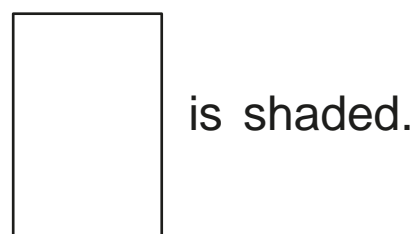$\frac{1}{4}$

$\frac{1}{5}$
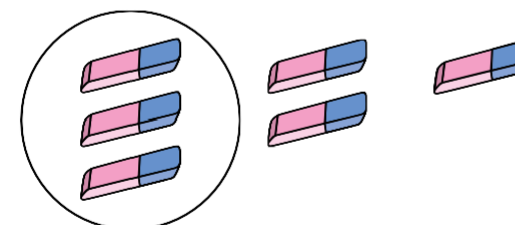
Non-unit fractions

1 Complete the sentences.
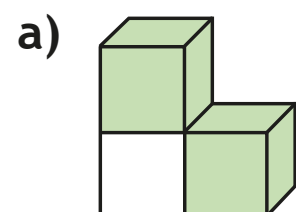
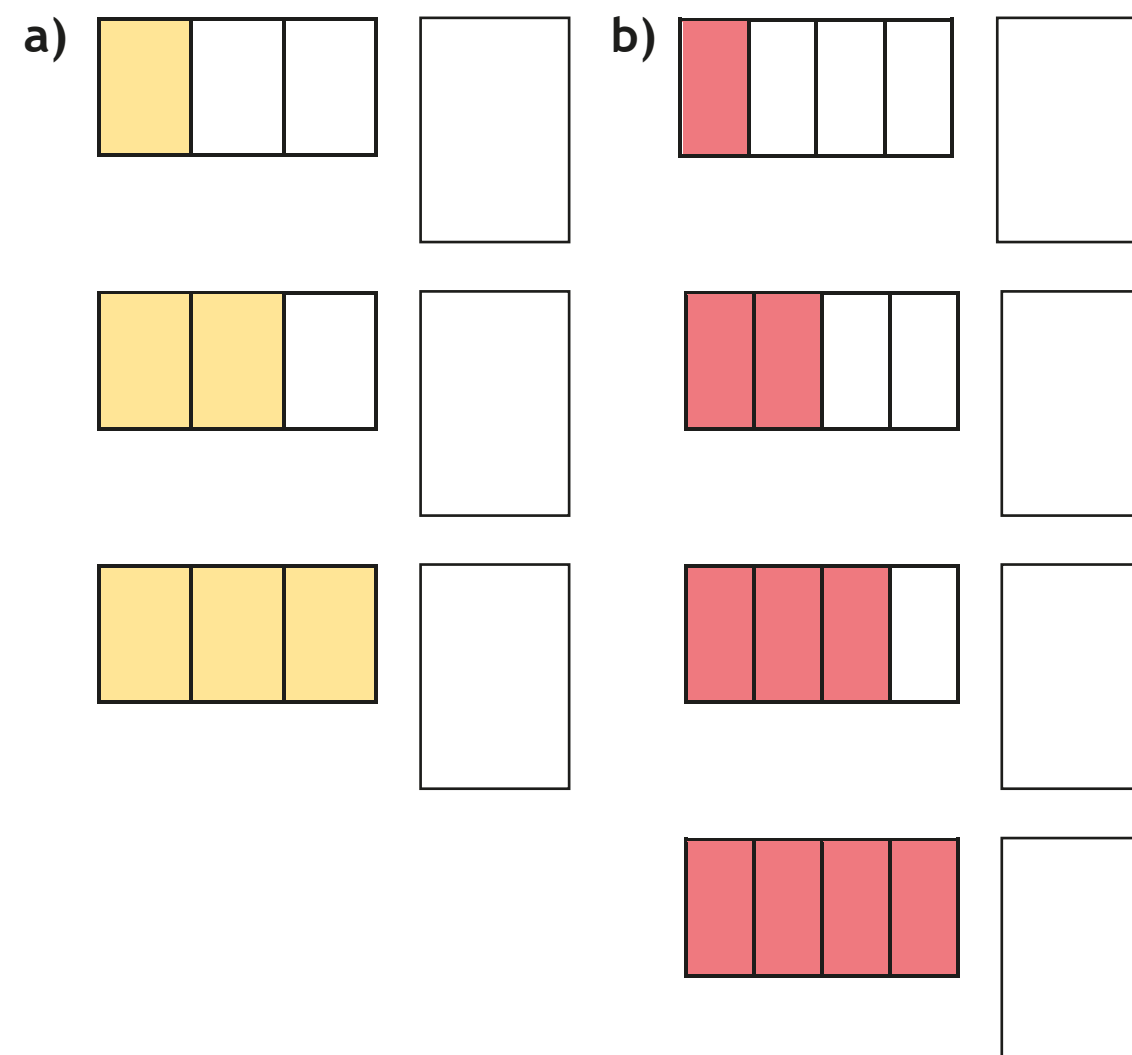**a)** There are 3 equal parts.

There are 2 parts shaded.
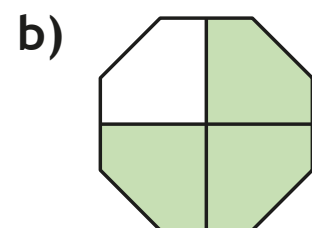
$\dfrac{2}{3}$ is shaded.

b) There are $\boxed{4}$ equal parts.

There are $\boxed{3}$ parts shaded.

$\dfrac{3}{4}$ is shaded.
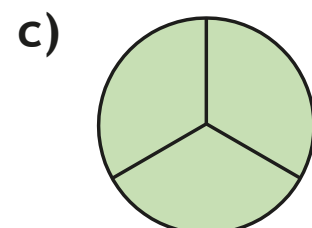
c) There are $\boxed{3}$ equal parts.

There are $\boxed{3}$ parts shaded.

$\dfrac{3}{3}$ is shaded.

2 What fraction of each shape is shaded?
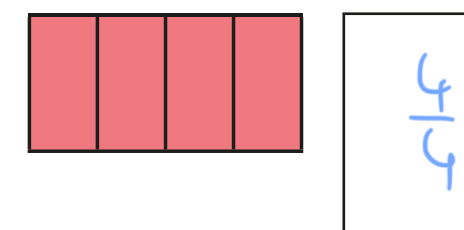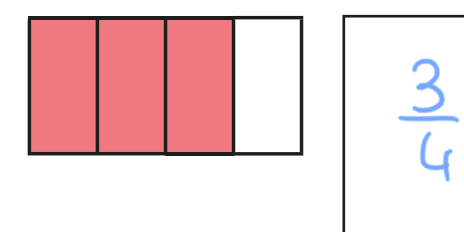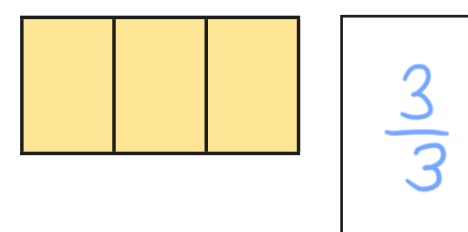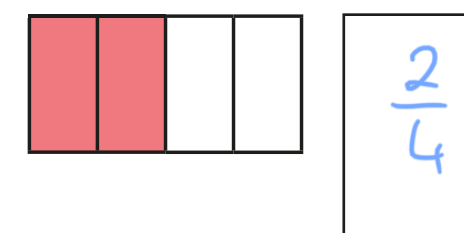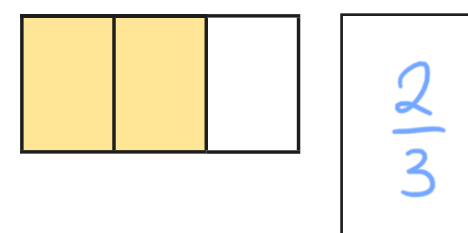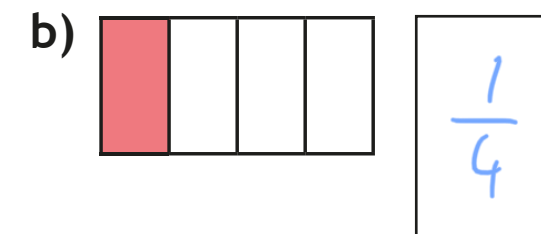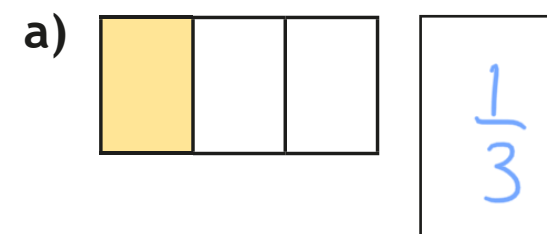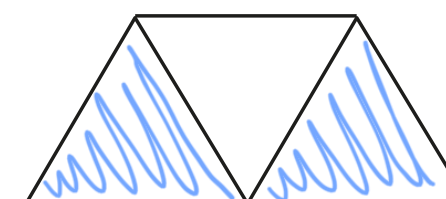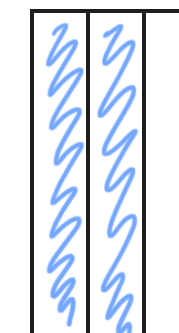
a)

$\dfrac{1}{3}$

$\dfrac{2}{3}$

$\dfrac{3}{3}$

b)

$\dfrac{1}{4}$

$\dfrac{2}{4}$

$\dfrac{3}{4}$

$\dfrac{4}{4}$

**3** Colour $\dfrac{2}{3}$ of each shape.

4 Colour $\frac{3}{4}$ of each shape.
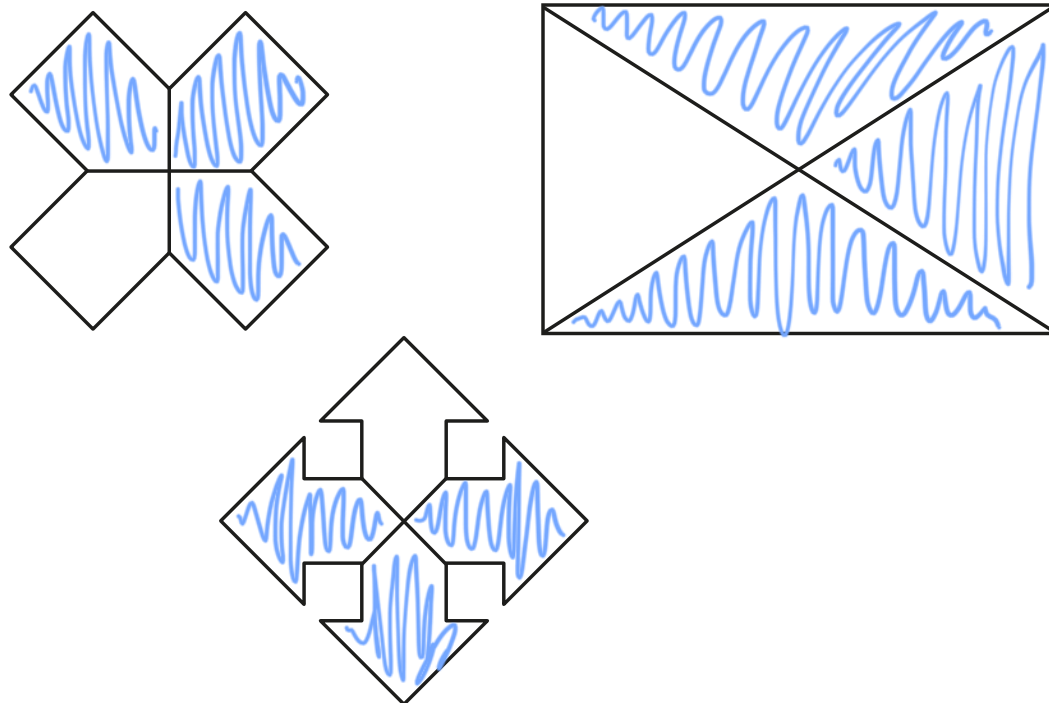
5 A shape has 3 equal parts.

a) What fraction is shaded if there are 2 parts shaded?

$\frac{2}{3}$ is shaded.

b) What fraction is shaded if there are 3 parts shaded?

$\frac{3}{3}$ is shaded.

6 Write the fractions in the table.

| $\frac{1}{3}$ | $\frac{3}{4}$ | $\frac{1}{2}$ | $\frac{1}{4}$ | $\frac{2}{3}$ |

Unit fractions	Non-unit fractions
$\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$	$\frac{3}{4}$ $\frac{2}{3}$

7 Fill in the boxes to give a unit fraction and a non-unit fraction.

unit fraction $\frac{1}{5}$ non-unit fraction $\frac{2}{5}$

Work with a partner.

Find other examples of unit fractions and non-unit fractions.

Write five examples of each.

e.g.
unit fractions: $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{7}$

non-unit fractions: $\frac{2}{7}$ $\frac{3}{11}$ $\frac{6}{100}$ $\frac{5}{17}$ $\frac{6}{99}$

White Rose Maths

1 Complete the sentences.

a)

There are 3 equal parts.

There are 2 parts shaded.

☐ is shaded.

b)

There are ☐ equal parts.

There are ☐ parts shaded.

☐ is shaded.

c)

There are ☐ equal parts.

There are ☐ parts shaded.

☐ is shaded.

2 What fraction of each shape is shaded?

a)

b)

3 Colour $\frac{2}{3}$ of each shape.
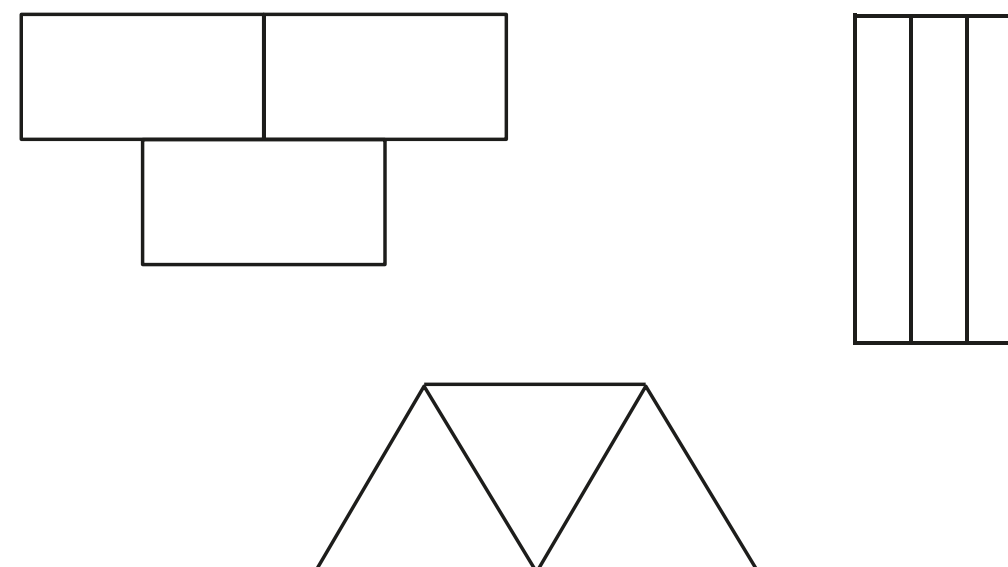
4 Colour $\frac{3}{4}$ of each shape.
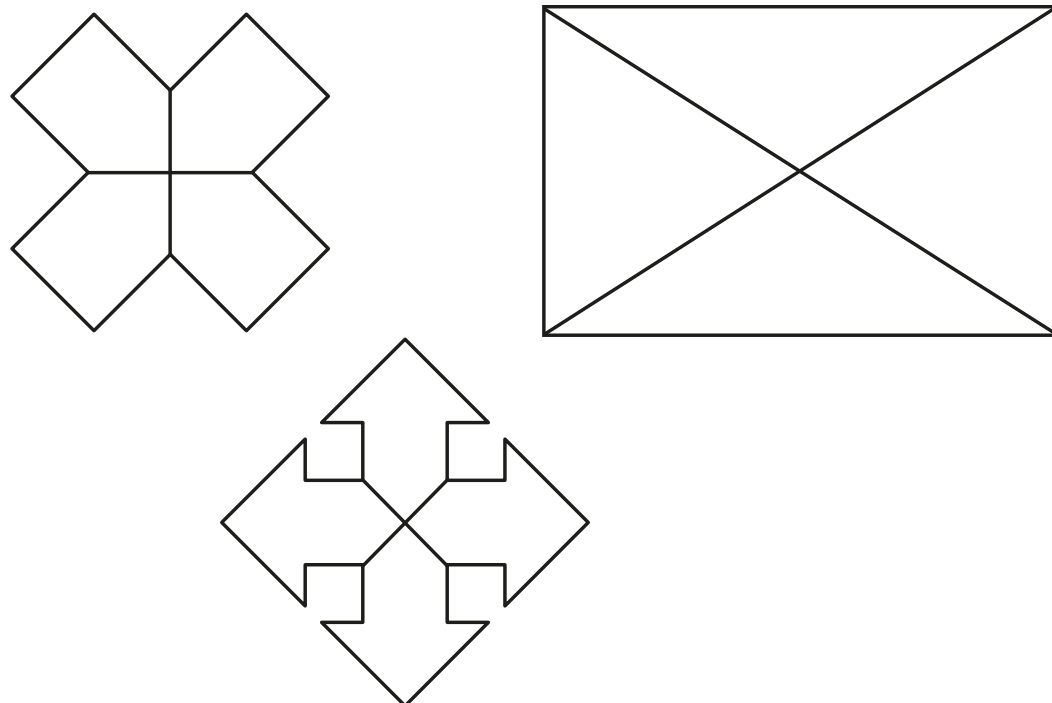
5 A shape has 3 equal parts.

a) What fraction is shaded if there are 2 parts shaded?
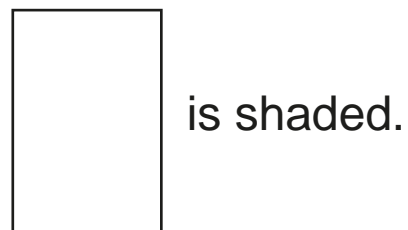
☐ is shaded.

b) What fraction is shaded if there are 3 parts shaded?

☐ is shaded.
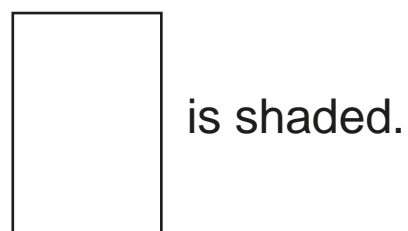
6 Write the fractions in the table.

$\frac{1}{3}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{3}$

Unit fractions	Non-unit fractions

7 Fill in the boxes to give a unit fraction and a non-unit fraction.

unit fraction $\dfrac{\square}{5}$ non-unit fraction $\dfrac{\square}{5}$

Work with a partner.

Find other examples of unit fractions and non-unit fractions.

Write five examples of each.

unit fractions: _____

non-unit fractions: _____

White Rose Maths

1 Here are 6 counters.

a) Share the counters into 2 equal groups.

Group 1 | Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between

2 groups.

There are 3 counters in each group.

$\frac{1}{2}$ of 6 is equal to 3

2 Use counters.

a) Can you share 10 counters into 2 equal groups? _yes_

b) Can you share 11 counters into 2 equal groups? _No_
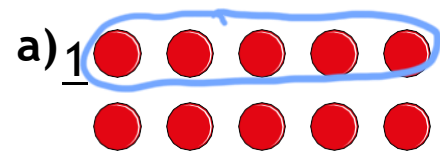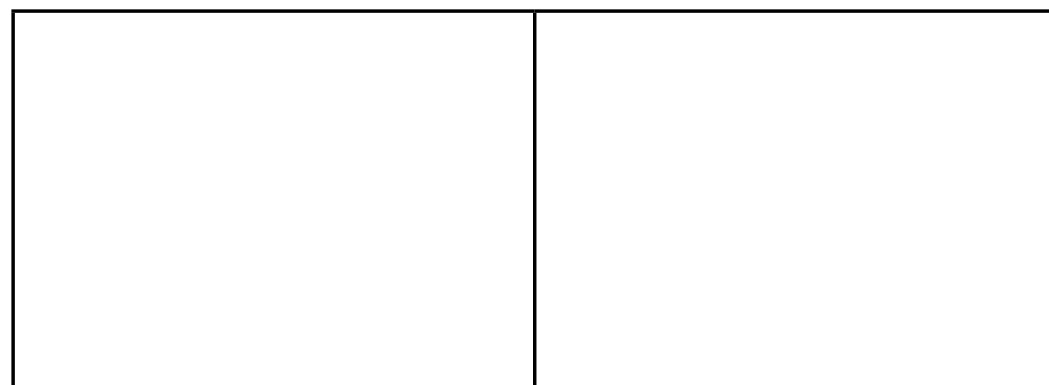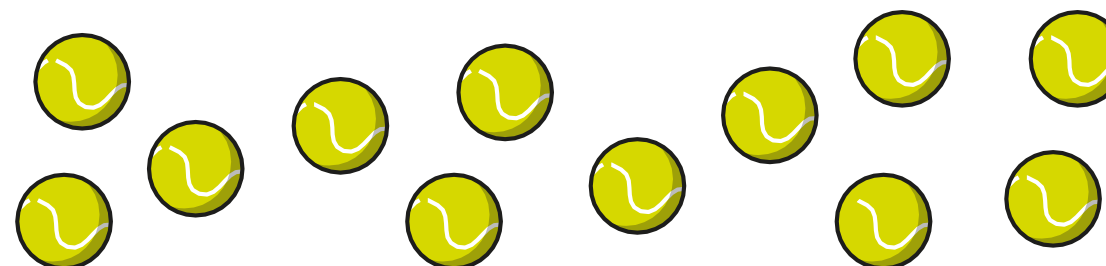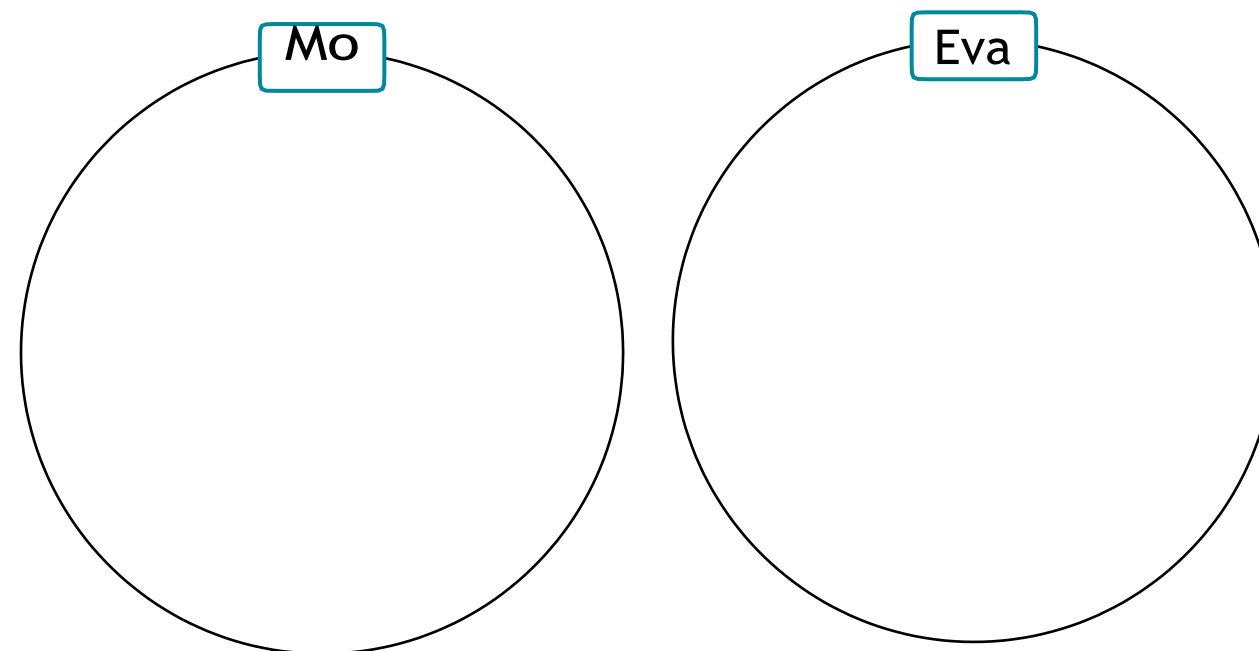
Talk about it with a partner.
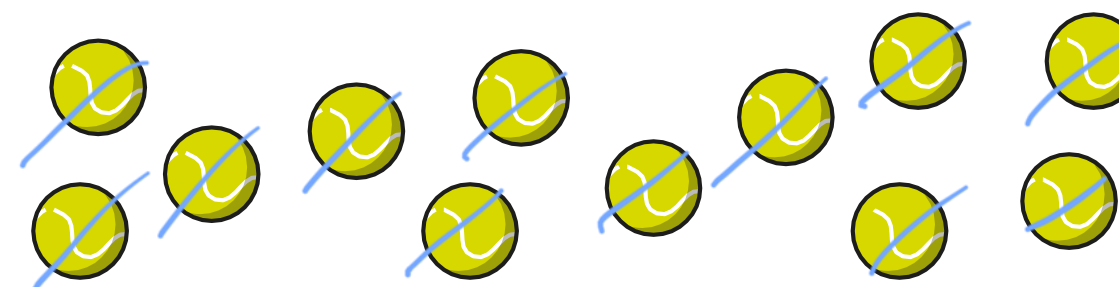
3 Mo and Eva have 12 tennis balls.

Share the tennis balls equally between Mo and Eva.

Mo | Eva

4 Find $\frac{1}{2}$ of each number.

Use the arrays to help you.

a)

$\frac{1}{2}$ of 10 = $\boxed{5}$

b)

$\frac{1}{2}$ of 16 = $\boxed{8}$

c)
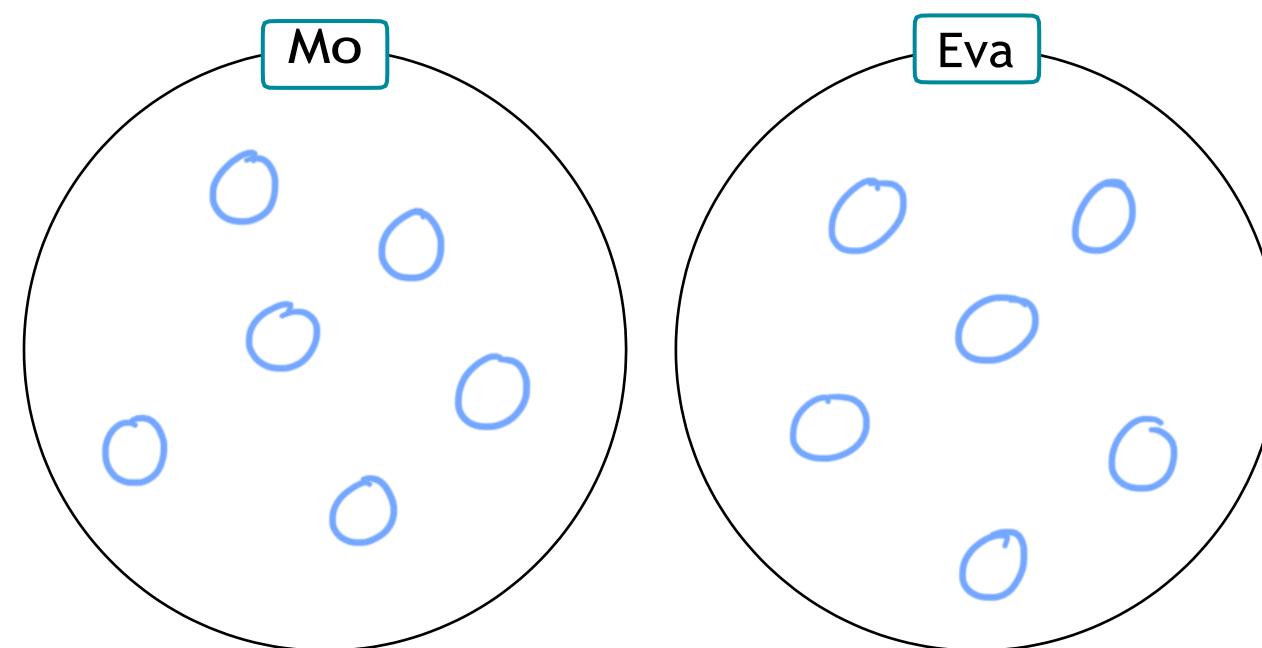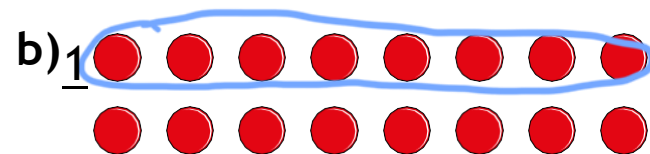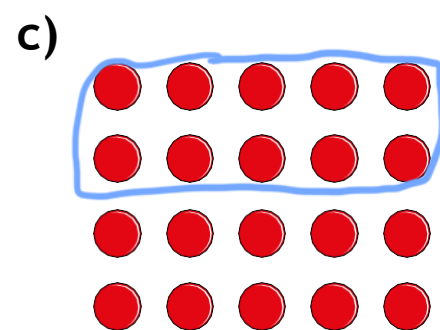
$\frac{1}{2}$ of 20 = $\boxed{10}$

5 Ron has run 20 m.
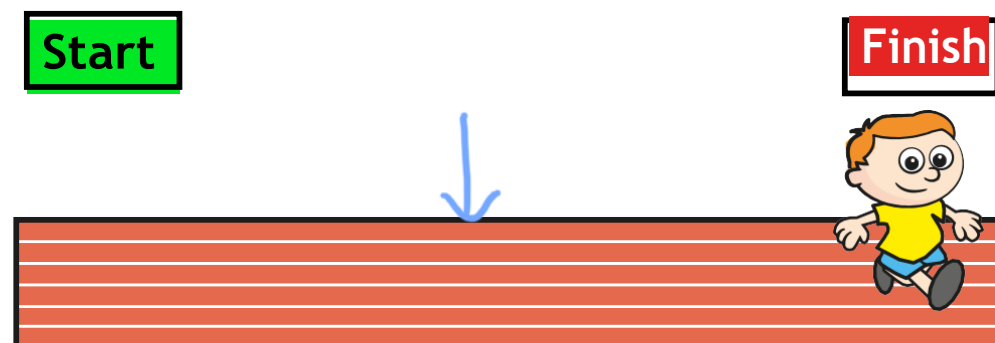
| Start | | Finish |

Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run? $\boxed{10}$ m

**6** Here are half of Annie's sweets.
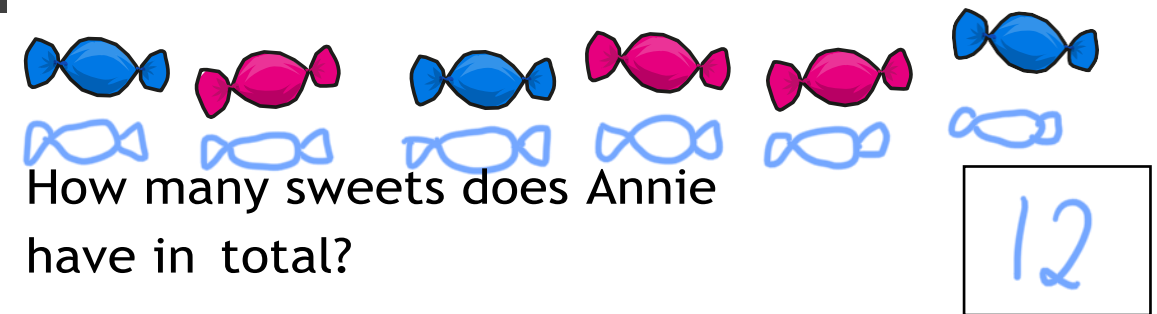
How many sweets does Annie have in total? $\boxed{12}$

Compare answers with a partner.

7 Colour $\frac{1}{2}$ of each shape.

Use the shapes to help you complete the number sentences.

a)

$\frac{1}{2}$ of $\boxed{24}$ = $\boxed{12}$

b)

$\frac{1}{2}$ of $\boxed{18}$ = $\boxed{9}$

8 Complete the number sentences.

$\frac{1}{2}$ of $\boxed{20}$ = 10

$\frac{1}{2}$ of $\boxed{14}$ = 7

Find a half

1 Here are 6 counters.

● ● ● ● ● ●

a) Share the counters into 2 equal groups.

Group 1	Group 2

b) Complete the sentences.

There are 6 counters.

The counters are shared equally between

☐ groups.

There are ☐ counters in each group.

$\frac{1}{2}$ of 6 is equal to ☐

2 Use counters.

a) Can you share 10 counters into 2 equal groups? _____

b) Can you share 11 counters into 2 equal groups? _____

Talk about it with a partner.

3 Mo and Eva have 12 tennis balls.

Share the tennis balls equally between Mo and Eva.

Mo ◯   Eva ◯

4 Find $\frac{1}{2}$ of each number.

Use the arrays to help you.

a)

$\frac{1}{2}$ of 10 = ☐

b)

$\frac{1}{2}$ of 16 = ☐

c)
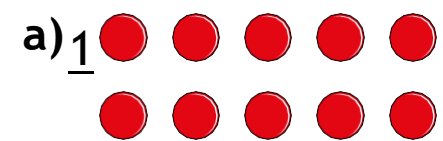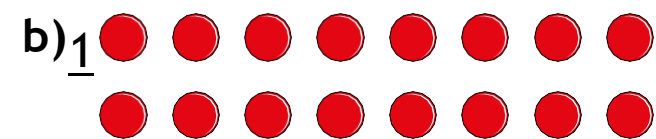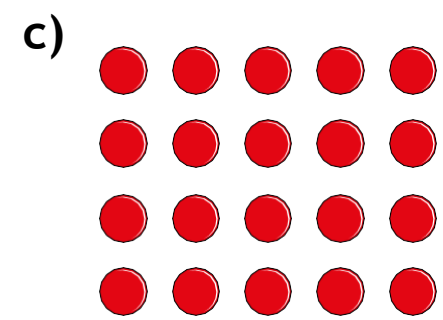
$\frac{1}{2}$ of 20 = ☐

5 Ron has run 20 m.

Start   Finish

Rosie has run half that distance.

a) Draw an arrow on the running track to show where Rosie is.

a) How far has Rosie run?   ☐ m

6 Here are half of Annie's sweets.
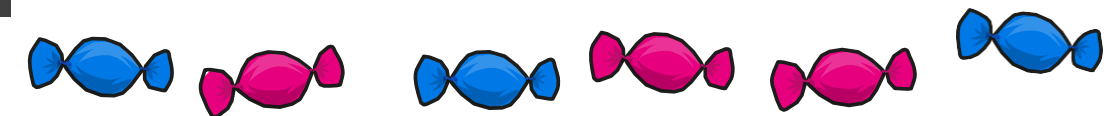
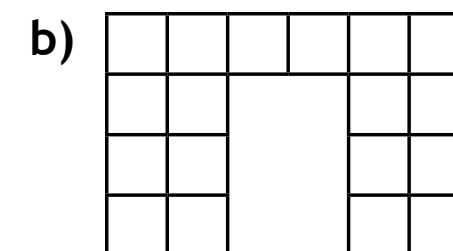How many sweets does Annie have in total?   ☐

Compare answers with a partner.

7 Colour $\frac{1}{2}$ of each shape.

Use the shapes to help you complete the number sentences.

a)

$\frac{1}{2}$ of ☐ = ☐

b)
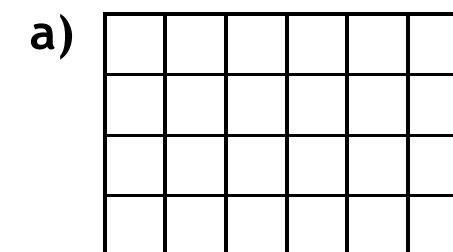
$\frac{1}{2}$ of ☐ = ☐

8 Complete the number sentences.

$\frac{1}{2}$ of ☐ = 10 $\frac{1}{2}$ of ☐ = 7

1 Here are 8 counters.
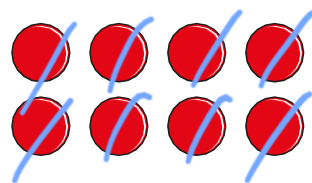
a) Share the counters equally into 4 groups.

b) Complete the sentences.

$\boxed{8}$ counters are shared equally

between $\boxed{4}$ groups.

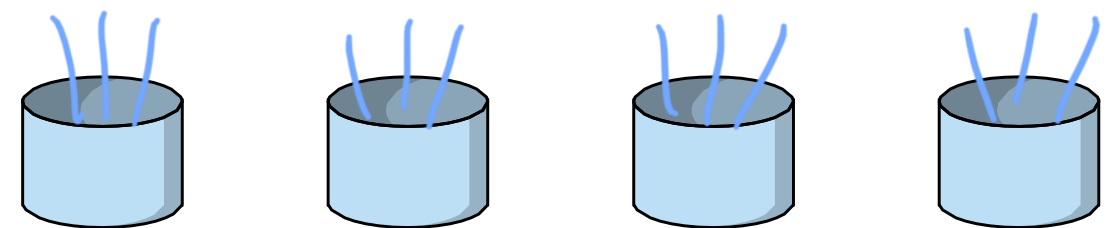There are $\boxed{2}$ counters in each group.

c) What is $\frac{1}{4}$ of 8? $\boxed{2}$

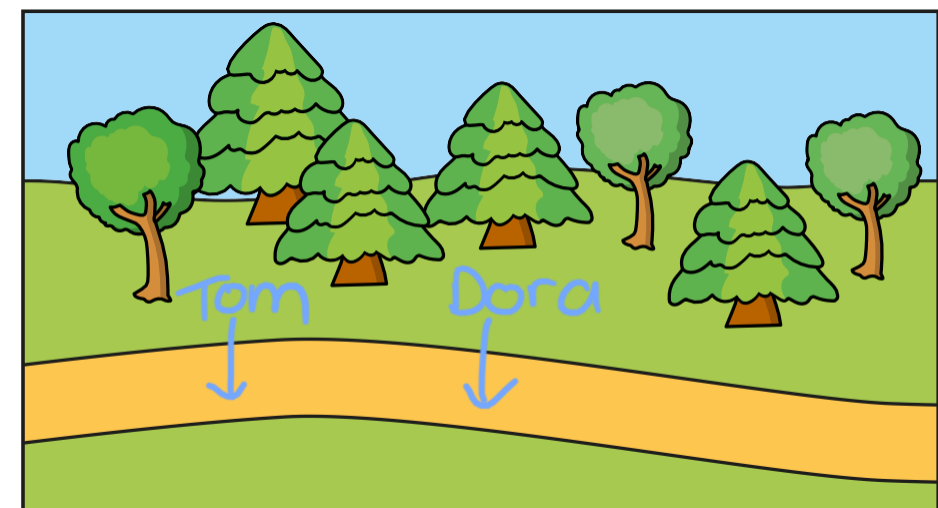How did you work this out?

2 There are 12 pencils.
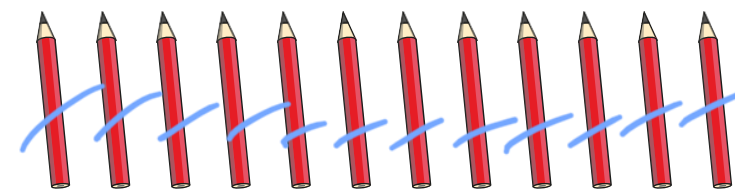
a) Share them equally between 4 pencil pots.

b) What is $\frac{1}{4}$ of 12? $\boxed{3}$

3 Tom and Dora are walking along a path.

By midday Dora has walked halfway.

Tom has walked a quarter of the way.

a) Draw an arrow to show where Dora is.

b) Draw an arrow to show where Tom is.

4 Use the bar models to help you work out a quarter.

a) Work out $\frac{1}{4}$ of 20

20

$\frac{1}{4}$ of 20 =

Use this method to find $\frac{1}{4}$ of 12

$\frac{1}{4}$ of 12 =

b) Work out $\frac{1}{4}$ of 16

Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

$\frac{1}{4}$ of 16 =

f a number is 7

$\frac{1}{4}$
What is the number?

5 Show that $\frac{1}{4}$ of 24 is 6
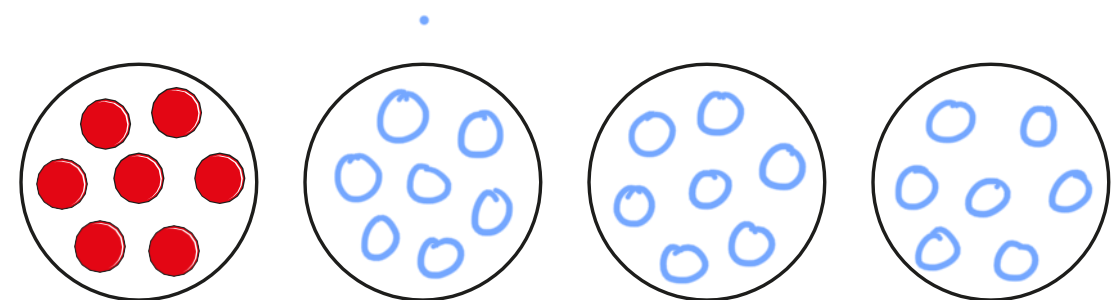
o

5
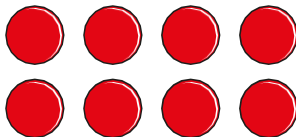
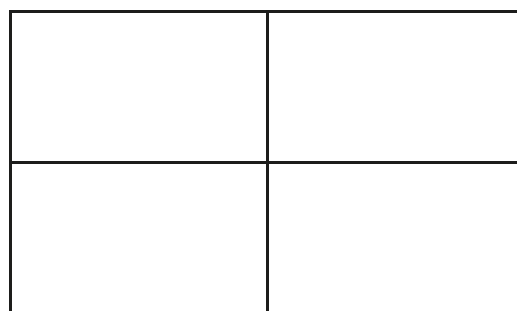**16**

4

The number is

3

4
10
12

2
5
6

28

1 Here are 8 counters.

a) Share the counters equally into 4 groups.

b) Complete the sentences.

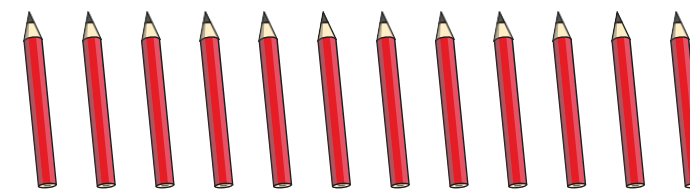[ ] counters are shared equally

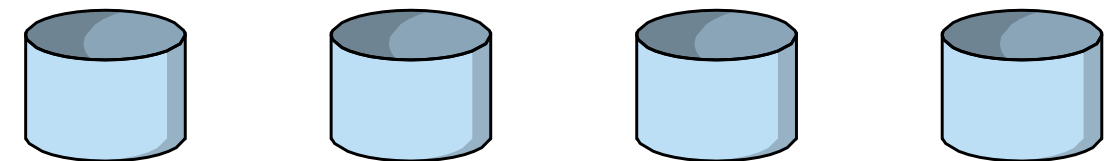between [ ] groups.

There are [ ] counters in each group.

c) What is $\frac{1}{4}$ of 8? [ ]

How did you work this out?

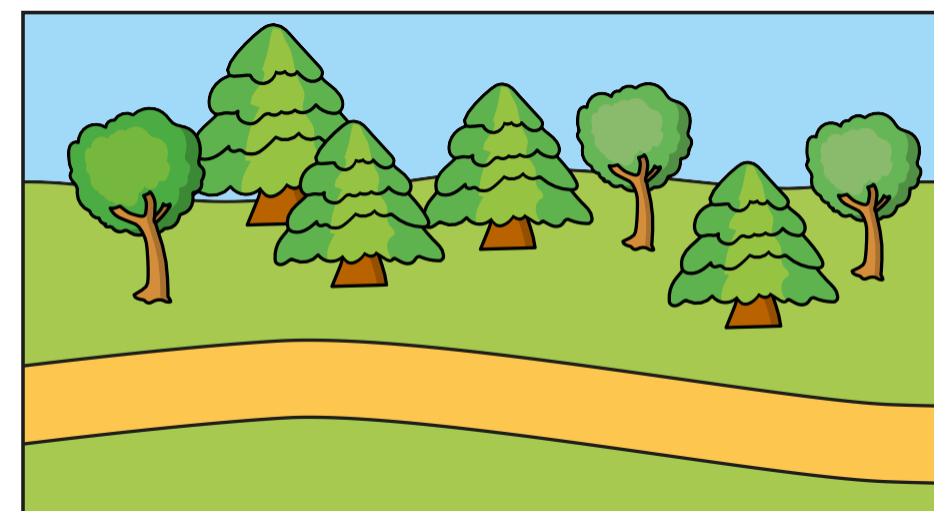**2** There are 12 pencils.

a) Share them equally between 4 pencil pots.

b) What is $\frac{1}{4}$ of 12? [ ]

3 Tom and Dora are walking along a path.

By midday Dora has walked halfway.
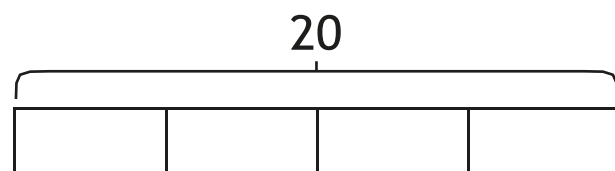
Tom has walked a quarter of the way.

a) Draw an arrow to show where Dora is.

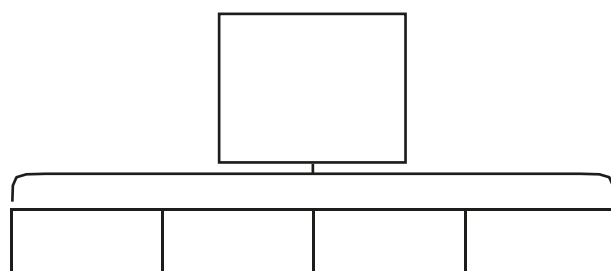b) Draw an arrow to show where Tom is.

4 Use the bar models to help you work out a quarter.
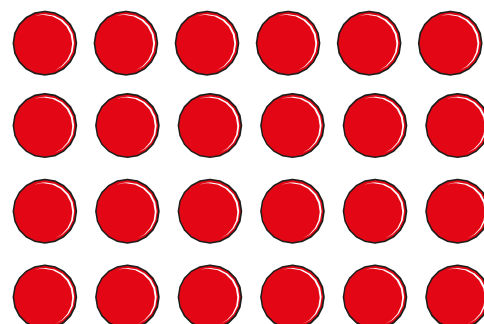
a) Work out $\frac{1}{4}$ of 20

20

$\frac{1}{4}$ of 20 =
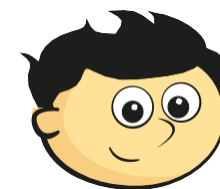
b) Work out $\frac{1}{4}$ of 16

$\frac{1}{4}$ of 16 =

5 Show that $\frac{1}{4}$ of 24 is 6

6 I can find a quarter by halving a number and halving again.

Use this method to find $\frac{1}{4}$ of 12
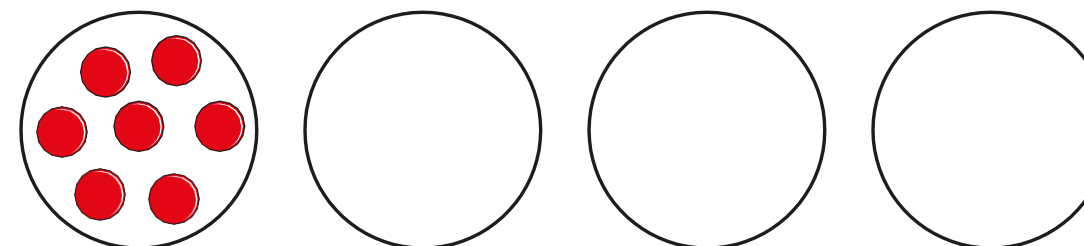
$\frac{1}{4}$ of 12 =

7 Complete the table.

Number	$\frac{1}{2}$ of Number	$\frac{1}{4}$ of Number
8		
20		
24		

8 $\frac{1}{4}$ of a number is 7

What is the number?

The number is

White Rose Maths
Home Learning Video Links

Year 2

Summer Term Week 7
(w/c 8ᵀᴴ June)

Lesson 1

Unit fractions

https://vimeo.com/425799745

Lesson 2

Non-unit fractions

https://vimeo.com/425799860

Lesson 3

Find a half

https://vimeo.com/425799938

Lesson 4

Find a quarter

https://vimeo.com/425800005