



HOME LEARNING

YEAR 2

04/05/20

Morning Message

Good morning Year 2,

Welcome to week 3 of home learning. Hope you all had an amazing weekend?

You'll be pleased to that we do have a range of exciting activities for you this week so please enjoy them.

But before that, let's kick-start our day with a riddle.

What becomes wetter the more it dries?

We will reveal the answer to this riddle tomorrow.

Let's have a lovely day everyone.

Mr Duker, Ms Bastick and Mr Kai

Today's Picture



Writing

Complete a book review about your favourite story book.

You may use this template for support:

Starter:

Book Review

Book review by: _____

Title: _____

Author: _____

Non fiction Fiction

Would you recommend this book? Why?

☆ ☆ ☆ ☆ ☆

What is the book about?

Who would this book be suitable for? Age/interests

Book Illustration

Think about: Why the book is your favourite? Who you would recommend it to?

Remember: book title, author, descriptive language, conjunction (because), time words (also), picture and caption.

There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



Practice questions

a When did the story start?

Tick **one**.

Monday

Wednesday

Tuesday

Thursday

b Where was Molly playing?

When she came back, the palace
had gone. Her bedroom was tidy.
Molly didn't understand.
"It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

sad.

happy.

confused.

1 mark

2 What did Molly think was *magic*?

1 mark

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared. "Something with a lot of arms is tidying up," thought Molly.



3 What was Molly doing on Tuesday?

1 mark

4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

dropped.

picked up.

broken.

1 mark

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



5 Why was Molly always too busy to tidy up?



1 mark

6 Where did Molly look for the octopus?

Write down **one** place.



1 mark

7 *Then she had an idea...*

The word *idea* means...

Tick **one**.

a dream.

a feeling.

a thought.

an adventure.



1 mark

On Thursday, when her mother said, "Molly, tidy up!", Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she'd left a huge mess.

But she had a surprise... there wasn't an octopus: it was her mother!

So on Friday, when her mother said, "Molly, tidy up!", she did.



8 Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

She wanted to tidy her room.

She wanted to see the octopus.

She wanted to carry on dancing.



1 mark

9 Draw **three** lines to show where Molly was playing on each day.

Monday ●

● garden

Tuesday ●

● living room

Wednesday ●

● bedroom



1 mark

Continue reading your own book afterwards. Remember to read out to an adult.

Phonics focus this week: spell words which end in **-le**

Complete Spelling Rule 7 - **-le** at the end of words activities

<https://spellingframe.co.uk/spelling-rule/84/7-The-l-sound-spelt%E2%80%93le-at-the-end-of-words>

Fractions (Lesson 8)

Understanding other fractions

In this lesson, you will be introduced to non-unit fractions (fractions in which the numerator is not 1).

Key vocabulary: fraction, half ($\frac{1}{2}$), quarter ($\frac{1}{4}$), third ($\frac{1}{3}$), three-quarters ($\frac{3}{4}$), whole, part, equal part, numerator, denominator, fraction bar, unit fraction, non-unit fraction, equivalent, equal, odd, even, divided by (\div), share, pattern

Unit 10: Fractions, Lesson 8

Understanding other fractions

Discover



- 1** a) What fraction of the children are boys?
What fraction of the children are girls?
- b) Ola's kite is $\frac{3}{4}$ red.
Draw the kite.

Share

a)



There are 3 children.

The denominator is 3.

1 of the children is a boy.

The numerator is 1.

$\frac{1}{3}$ of the children are boys.

2 of the children are girls.

The numerator is 2.

$\frac{2}{3}$ of the children are girls.

b) $\frac{3}{4}$ of the kite is red.

The denominator is 4.

So there are 4 equal parts.

The numerator is 3.

So 3 parts are red.

$\frac{1}{3}$ is a unit fraction because the numerator is 1. $\frac{2}{3}$ and $\frac{3}{4}$ are

non-unit fractions.

What do you notice about the numerators?



$\frac{2}{3}$ is read as two-thirds and $\frac{3}{4}$ is read as three-quarters.



Think together

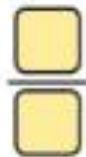
1 Complete the sentences.

This kite is made up of three equal parts.

The denominator is .

Two parts are yellow.

The numerator is .



of the kite is yellow.



Equal parts
do not always
have to look
the same.



2



a) Which kites show $\frac{3}{4}$ shaded?

b) Which kites have a unit fraction shaded?

c) Which kites have non-unit fractions shaded?

3 Is each sentence true or false?



a)



$\frac{3}{4}$ of the children are boys.

b)



$\frac{2}{4}$ of the animals are cats.



If the denominators are the same, I wonder if non-unit fractions are always greater than unit fractions.

Now complete pages 134-136 in your power maths books.

Tuesday and Thursday: Go on the Mathletics website to complete the tasks that have been set.
<https://www.mathletics.com/uk/>

Weekly Spellings

Revise spelling words which end in **-le** over the week to be tested on them on Friday.

(See word list below)

Make sure you put the words in sentences so you understand the meaning.

1. table
2. apple
3. bottle
4. little
5. middle
6. juggle
7. pickle
8. simple
9. cuddle
10. riddle
11. battle
12. middle
13. sprinkle
14. example
15. rectangle
16. wriggle
17. triangle
18. syllable
19. affordable
20. honeysuckle

Foundation Subjects Work (for the week)

Polar Bear Adaptation

This week you will be finding out how polar bears suit their habitat.

This task has been set for you on Purple Mash. Go to the red To Do button at the top left of your screen. When you have finished your work for the day, click on the red arrow at the top right of the screen and then save and exit. You will be asked if you want to continue the work or hand it in. Only hand it in when you have finished your weekly task and then your teacher can look at your amazing work.

How is a polar bear adapted to its environment?

What would happen if it lived in a different habitat?



Diary

Write a diary of what work and activities you did today. Remember to include your emotions and opinions.