

# Year 2 – Home School Learning

Week beginning- 8.6.20



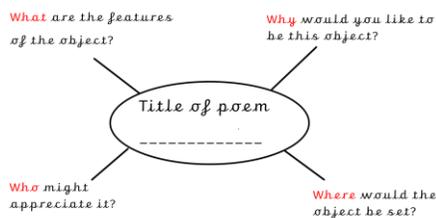
<p style="text-align: center;"><b>English</b></p> 	 <p style="text-align: center;"><b>Fractions</b></p>	<p style="text-align: center;"><b>Topic</b></p> 
<p><i>Read</i> the poem 'Teabag' by Peter Dixon</p> <p><b>Activity 1</b></p> <p>Perform the poem to an audience using:</p> <ol style="list-style-type: none"> <li>1. Correct pace</li> <li>2. Expression</li> <li>3. Gestures and facial expressions</li> </ol>	<p style="text-align: center;"><u>Fractions – Equal Parts</u></p> <p>Complete the pattern:  <math>0 + 10 = 10</math>  <math>1 + 9 = 10</math>  <math>2 + \underline{\quad} = 10</math>  <math>3 + 7 = 10</math>  <math>\underline{\quad} + 6 = 10</math>  <math>5 + 5 = 10</math>  <math>\underline{\quad} + \underline{\quad} = 10</math></p> <p>Activity 1:            Find 18 objects.            How many different <u>equal</u> groups can you make?            (Remember this means each group needs to be the same with none left over)</p> <p>Complete as a practical activity.            Or            Record in pictures.            Challenge:            Try other numbers. What can you find out?</p>	<p>Our theme is all about the SUMMER!</p> <p><b>Activity 1</b></p> <p>Create a mind map/ brain storm of everything you think of related to the summer. You can just write down key words. Try and use all of your senses. What can you see when you look out of the window? What can you see on your daily walk? luscious, green leaves. Butterflies dancing, blue skies. What can you hear? E.g birds singing, children laughing, maybe waves crashing if you are thinking about the beach.</p> <p>What can you touch/feel? Warm ground, soft sand.            Write down all of your ideas with summer being the word in the middle.</p>
<p><b>Activity 2</b></p> <p>Reread the poem 'Teabag' and identify:</p> <ol style="list-style-type: none"> <li>1. Repeating lines within the poem</li> <li>2. The rhyming couplets</li> </ol>	<p style="text-align: center;"><u>Fractions – Half</u></p> <p>Use your number bonds pattern to 10 to help you make your number bonds to 20.</p> <p><math>0 + 20 = 20</math>  <math>1 + 19 = 20</math>  <math>2 + \underline{\quad} = 20</math>            Continue the pattern...</p> <p>Activity 2:            Find half of these...            Use the help sheet for guidance.</p> <p>Draw a picture or use a fraction tree.</p> <p><math>\frac{1}{2}</math> of 2 =  <math>\frac{1}{2}</math> of 4 =  <math>\frac{1}{2}</math> of 12 =  <math>\frac{1}{2}</math> of 26 =  <math>\frac{1}{2}</math> of 48 =  <math>\frac{1}{2}</math> of 82 =</p>	<p><b>Activity 2</b></p> <p>Using your ideas from the mind map. Create your own summertime picture.            You could create a picture of the beach or a picture of your back garden. Think of all the colours you could use. You could create your picture using paint, felt pens, coloured tissue paper. You can use any materials that you have got at home. Good Luck.</p>

Challenge:  
Find  $\frac{1}{2}$  of 142  
Find  $\frac{1}{2}$  of 20 biscuits

**Activity 3**

Use the planning sheet provided to plan a new version of the poem, based on an object, plant or animal related to summer.

i.e. flower, butterfly, sun etc



**Fractions – Half – Problem solving**

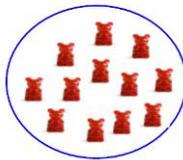
Use your number bonds pattern to 10 to make your number bonds to 100.

$0 + 100 = 100$   
 $10 + 90 = 100$   
 $20 + \underline{\quad} = 100$   
Continue the pattern...

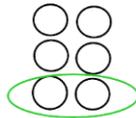
Activity 3:

Read the questions carefully. You can draw them out again to help you.

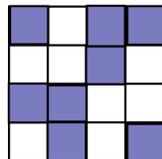
1. Annie has some gummy bears. She circles half of them. How many did she start with?



2. Eva says, I have  $\frac{1}{2}$  because I have 2 marbles. Do you agree?



3. Dora is asked to shade half of her shape. This is what she shades... Is she correct?



4. I am thinking of a number. Half of my number is more than 20 but less than 25. What could my number be?

**Activity 3**

Over the last few weeks it has been very hot outside and we have had some lovely sunny days. However, the sun gives off UV light which is very harmful for our skin. We need to know how to protect ourselves from the sun. Watch this you tube clip of George staying safe in the sun.

<https://www.youtube.com/watch?v=T7ghJsZug60>

The key message is...

SLIP  
SLOP  
SLAP!

Create a poster about how to keep safe in the sun.

Once you have finished your activities – you could take a photo of them and email them to the office or put them on Twitter. We would love to see them!

**Activity 4**

Use your plan to rewrite the poem. Remember to include:

1. Repeating lines
2. Rhyming couplets
3. Correct layout  
( 4 lines for each verse)
4. Correct use of punctuation

**Fractions – quarter**

Can you find all the even numbers between 11 and 31?

11

31

Activity 4:

Find 1 quarter of these...  
Use the help sheet for guidance.

Draw a picture or use a fraction tree.

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

5.

( Capital letter at the start, commas at the end of lines 1, 2 and 3 and a full stop at the end of line 4)

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

$\frac{1}{4}$  of 28 =

$\frac{1}{4}$  of 88 =

$\frac{1}{4}$  of 84 =

Challenge:

$\frac{1}{4}$  of 124 =



$\frac{1}{4}$  of

Fractions – Quarter – Problem solving

**Activity 5**

Edit your poem, focusing on up-levelling your word choice, punctuation, spelling etc)

When you are happy with the final poem, publish it. This means writing it out neatly or even typing it and illustrating it.

Please email your writing to us or share it on our Year 2 Twitter page.

Good luck!

Can you find all the odd numbers between 7 and 29?

**7**

**29**

Activity 5:

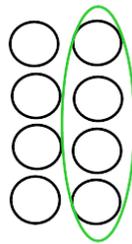
Read the questions carefully. You can draw them out again to help you.

1. Annie has some gummy bears. She circles 1 quarter of them.

How many did she start with?

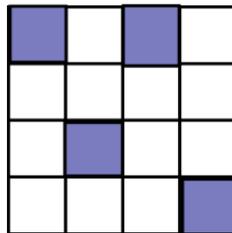


2. Eva says, I have  $\frac{1}{4}$  because I have 4 marbles. Do you agree?



3. Dora is asked to shade 1 quarter of her shape. This is what she shades...

Is she correct?



4. I am thinking of a number. 1 quarter of my number is more than 3 but less than 9. What could my number be?

