



## Year 2 Home Challenges w.b 20<sup>th</sup> & 27<sup>th</sup> April 2020

### Every Day

Practise your Phonics/Speed Reads – see suggested timetable for activity ideas.

Read a book – either to yourself, an adult or your brother or sister (or your toys if you want!). Practise reading clearly and try to use expression in your voice to tell the story. Remember to use a range of strategies to decode unfamiliar words; phonics, syllables or read the whole sentence to see what it could be. Alternatively, someone could read you a story and ask you questions on it. Use the animal prompts in your Learning Log.

### Log Ins

#### **Purple Mash:**

Username: Green/Red

Password: Green/Red

#### **Espresso:**

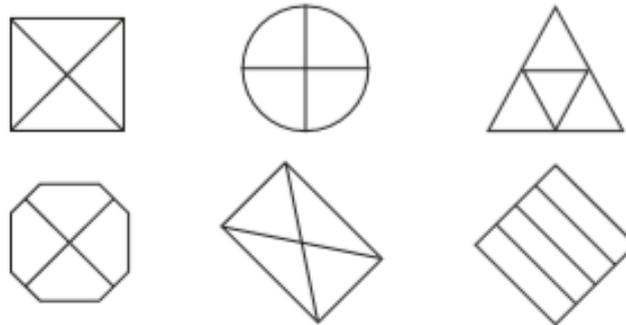
Username: student5848

Password: clf171

<https://www.discoveryeducation.co.uk/login/eha/?service=espresso>

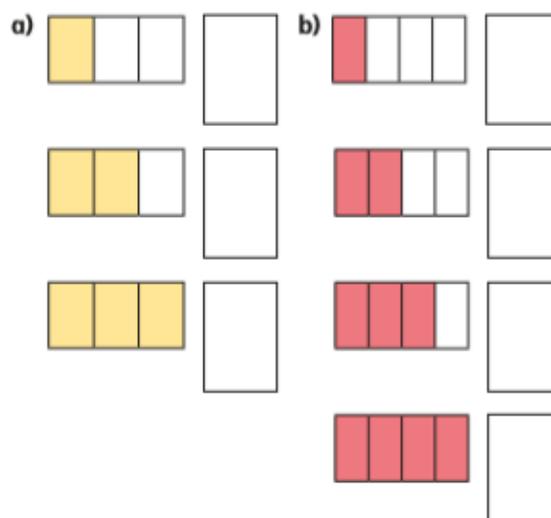
### Maths – Week 1

Over the next 2 weeks, we are going to recap fractions. We will practise finding fractions of shapes, numbers and measures. Watch the video in 'Week 1, Lesson 1' called 'Making Equal Parts' here; <https://whiterosemaths.com/homelearning/year-2/> to refresh your memory on whole and parts. The top number of the fraction is called the 'Numerator' and the bottom number is called the 'Denominator'. The bottom number tells us how many pieces the whole (shape or number) has been split into while the top number tells us how many 'pieces' of the whole we have. Have a go at shading  $\frac{1}{4}$  of these shapes.



### **Does it matter which quarter you colour?**

Next, work out what fraction of these shapes has been shaded. Look at how many the whole shape has been split into (bottom number) and how many parts have been coloured (top number).



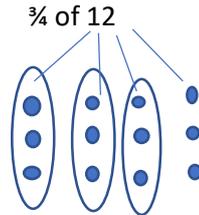
Ask an adult to draw some simple shapes for you or print some off using the computer. Can you split them into 2, 3 or 4 equal parts to make halves, thirds or quarters? Practise shading a fraction of each shape – can you say how much is shaded or not shaded?

## Maths – Week 2

In Year 2, we need to be able to find  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$  of shapes and numbers.

When finding a fraction of a number, we use this method:

The denominator is a 4 which means we're splitting the whole into 4 parts (quarters).



The numerator is a 3 which means we have 3 parts of the whole. If it was a 1, we would only circle 1 of the parts.

Practise using this method to find the fractions of these numbers:

Find $\frac{1}{2}$ of...	Find $\frac{1}{3}$ of...	Find $\frac{1}{4}$ of...	Find $\frac{3}{4}$ of...
12	9	12	20
8	21	16	28
24	18	4	36
2	12	8	12
4	15	20	8
16	3	24	4

To extend your learning you could:

- Practise finding a  $\frac{1}{4}$  of a number by finding half, then half again.
- Compare fractions of numbers using  $<$   $>$  and  $=$  signs.
- Use tens and ones to find  $\frac{1}{2}$  or  $\frac{1}{4}$  of big numbers. (For example  $\frac{1}{2}$  of 84 is 42.  $\frac{1}{2}$  of 80 is 40 +  $\frac{1}{2}$  of 4 is 2)

Try these word problems next. Remember to show your working out and write a word answer (eg Mary ate 4 sweets.)

- 1) Peter had 12 toy cards. He gave  $\frac{1}{4}$  to his friend. How many did he have **left**?
- 2) Sunjit has 21 cherries. He eats  $\frac{1}{3}$  of them. How many does he eat? How many does he have left?
- 3) Marvin had 20 pencils. He broke 10 of them. What **fraction** was left?

Either write your own problems now or ask an adult to write some for you. There are some good worksheets here that you could print off: <https://whiterosemaths.com/homelearning/year-2/>

This fraction wall game is a good way to see how fractions fit together to make a whole:

<https://www.purplemash.com/#app/games/fracwall>

## English

Over every 2 week English block, we will ask you to work on a larger project, adding smaller bits of writing each day. This fortnight, we would've been starting our new topic on 'Ready, Steady, Cook' so we'd like you to **create a restaurant brochure**.

### Week 1

- Start by thinking of your own restaurant. Give it a name and think about what type of food you will serve (breakfasts, healthy food, vegetarian food, Italian etc).
- Think of 5 meals that you'd like to include on your menu. Here are some weblinks to give you some inspiration. <https://www.bbcgoodfood.com/recipes/collection/kids-cooking> <https://realfood.tesco.com/recipes/collections/easy-recipes-for-kids.html> (You may have to get creative with the ingredients you've got in the cupboards!)
- Draw those 5 meals and write a description of them. Think about what they'd taste like, look like and smell like. Imagine eating them and describe how yummy they are!
- If you are able to, try and make a couple of your ideas. Take photos of the process or draw each step you took.
- Write the recipes for each dish to go in your restaurant brochure. Use numbers and time words to order the instructions, give clear commands and include safety tips.

### Week 2

- Create a leaflet to tell people about your new restaurant; when it will be opening, how much things cost, what food you serve, what the dress code is etc.
- Email or write a letter to someone in your family, asking them if they'd like to come to the opening of your restaurant.
- If you've been able to make one of your dishes, ask people in your family to try it and write you a review to go in your brochure. You could proof-read, edit and improve their writing before publishing it in your brochure!
- Put all of this together to create a brochure to advertise your new restaurant to the public.

## Topic Challenges: 'Ready, Steady, Cook!'

<b><u>Art</u></b> Do some still life drawing or sketching of pieces of food. Look at the lines and colours on them.	<b><u>Music</u></b> Learn the words and sing along to 'Food, Glorious Food!' Write your own version of it, changing the food lyrics.
<b><u>RE</u></b> This month sees many religious festivals taking place. Christians have celebrated Easter, Hindus have celebrated Rami Navami, Buddhists have celebrated Hanamatsuri and Jewish people will celebrate Passover. Create your own festival celebration. Choose one of the celebrations (you can also choose one that's not on this list!) and think of a party you could host to celebrate it.	<b><u>Eco</u></b> Go on a hunt around your garden. Find something that's taller than you, shorter than you, smaller than your foot, longer than your hand. Keep a record of what you find.
<b><u>Art</u></b> Create a front cover for your restaurant brochure	<b><u>DT</u></b> Collage a fruit bowl (or a meal of your choice) from cut out bits of magazines etc.
<b><u>RE</u></b> Make a comic strip to show the events of the Easter story.	<b><u>History</u></b> Research food from different periods of time. Have a look at what and how people ate and create a timeline of food throughout the ages.
<b><u>Science</u></b> Classify and sort the food in your fridge or kitchen cupboards. You could sort it into food groups or think of your own categories (needs to be cooked/can eat raw etc).	<b><u>Geography</u></b> Research food from around the world. Print out a world map and draw food that would be grown or found in each country you've researched.
<b><u>Science</u></b> Write a food diary of what you eat this week. Create a tally chart showing how many items of food you have from each of the food groups. You could turn this into a block graph or pictogram. You could do this on Purple Mash!	<b><u>Eco</u></b> Create a garden alphabet. Can you find something in your garden beginning with each letter of the alphabet? Make sure your letters are formed correctly! Draw a picture to go with each thing you find and colour them carefully.

Please pick and choose activities from here across the 2 weeks.

## Year 2 Speed Reads

Please find the speed reads for your group below. Try some of the activities from the suggested timetable to help you learn them. 'Espresso' and 'Phonics Play' are both great websites with videos and activities to try using the new sounds within your words.

### Apples

The different ways of spelling the sounds /u/ and /i/

u- **but**, **some**. (u and o)

i – **sigh**, **pie**, **like**, **why**, **kind** (igh,ie,i-e,y,i)

<i>mother</i>	<i>umbrella</i>	<i>moonlight</i>	<i>fried</i>	<i>another</i>	<i>kite</i>
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### Espresso Link:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item114342/grade6/module63429/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item114342/grade6/module63429/index.html)

### Bananas

The different ways of spelling the sounds oa/ and long and short /oo.

oa- **boat**, **grow**, **bone**, **no**, **toe**, **dough** (oa,ow,o-e,o,oe,ough)

oo- **zoo**, **clue**, **tune**, **blew**, **do**, **music**, **you** (oo,ue,u-e,ew,o,u,ou)

<i>though</i>	<i>rescue</i>	<i>goal</i>	<i>flute</i>	<i>snowfall</i>	<i>human</i>
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### Espresso Link:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item114610/grade6/module63429/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item114610/grade6/module63429/index.html)

### Cherries

To learn the rules for changing nouns into adjectives and to start by looking at +y.

e.g – **grease**- **greasy**/ **laze**-**lazy**/ **wind**-**windy**.

Try changing these nouns into adjectives

<i>bone</i>	<i>crisp</i>	<i>slime</i>	<i>cheese</i>	<i>sparkle</i>	<i>dust</i>
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### YouTube Link:

<https://www.youtube.com/watch?v=CivBP3k0V-s>

## **Pears**

To look at **compound words**. Two words that make sense on their own but are put together to form a new word with a new meaning.

<i>cardboard</i>	<i>earthworm</i>	<i>timetable</i>	<i>somewhere</i>	<i>passport</i>	<i>basketball</i>
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Espresso Link:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item742247/grade1/module735174/index.html?source=search-all-all-all-all&source-keywords=compound%20words](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item742247/grade1/module735174/index.html?source=search-all-all-all-all&source-keywords=compound%20words)

## **Strawberries**

To add the suffix 'ing' to the end of words.

<i>writing</i>	<i>hopping</i>	<i>dancing</i>	<i>bouncing</i>	<i>swimming</i>	<i>skipping</i>
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Espresso Link:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item910988/grade1/module910304/collection910318/section910923/index.html?source=search-all-all-all-all&source-keywords=adding%20ing](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910988/grade1/module910304/collection910318/section910923/index.html?source=search-all-all-all-all&source-keywords=adding%20ing)

## **Watermelons**

To look at whether a word has the 'tial' or the 'cial' suffix.

<i>partial</i>	<i>official</i>	<i>essential</i>	<i>influential</i>	<i>confidential</i>	<i>artificial</i>
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Espresso Link:

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item713125/grade2/module709257/index.html?source=search-all-all-all-all&source-keywords=ial%20suffix](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item713125/grade2/module709257/index.html?source=search-all-all-all-all&source-keywords=ial%20suffix)