



# North Downs Home Learning Projects and Activities

## Year 2 - Week beginning 1/6/20

### Weekly Maths Tasks (Aim to do 1 per day)

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>



You could also try the following activities:

- Counting in halves

Things you will need:

- A set of 'Halves counting fractions cards' (see resources)
- Scissors



What to do:

#### Task one

- Cut up the counting fractions cards. Don't cut along the dotted lines!
- Mix the cards up.
- Put the cards back in order, smallest number first.



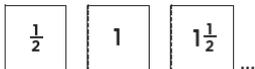
#### Task two

- Mix the cards up.
- Fold the cards in half along the dotted lines.
- Place the cards so that the shapes are face up.
- Put the cards in order, smallest number first.



#### Task three

- Mix the cards up again.
- Turn them over so you can't see the shapes.
- Put the cards in order, smallest number first.



- Turn the cards over to check whether you were right!

- Try this. Can you make these cakes as well?

#### Practice Sheet Mild

##### Chocolate cornflake cake recipe

This recipe would make too much for one family! Calculate how much of each ingredient would be needed to make  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$  of the amount.

12 tablespoons golden syrup  
 24 tablespoons of butter  
 48 squares of chocolate  
 36 cups cornflakes

- Melt the butter, syrup and chocolate in the microwave, this only usually takes about 30 seconds.
- Stir in the cornflakes.
- Spoon into cake cases and leave to set.

#### Ingredients Table

Ingredient	Whole amount	$\frac{1}{2}$ amount	$\frac{1}{3}$ amount	$\frac{1}{4}$ amount
Golden syrup	12 tablespoons			
Butter	24 tablespoons			
Chocolate	48 squares			
Cornflakes	36 cups			

### Weekly Reading Tasks (Aim to do 1 per day)

Our work this week is based on **Instructions**. All of the resources you need (in blue) are attached in the documents with this week's tasks.

#### Day 1 - Story time.

- Read and enjoy the story, [Wild Pets](#).
- Answering Questions - Look at the set of Wild Pet Questions. Carefully read each question. Write your answers neatly in the spaces provided or use your exercise book.

#### Day 2 - Possessive apostrophes

- Re-read the story, [Wild Pets](#).
- Follow instructions using 'Apostrophes to show possession' on the English weekly tasks PDF. Complete the exercises on Possessive Apostrophes.

#### Day 3 - Reading

Read '[In every corner](#)' and draw and write about a monster using expanded noun phrases.

#### Day 4 - Listen to the stories:

<https://www.storylineonline.net/books/clark-the-shark/>

<https://www.storylineonline.net/books/library-lion/>

Can you compare the 2 stories? What do you notice about the titles? Can you write some new titles for animal stories using the same type of patterns?

#### Day 5 - Watch these non fiction fact videos

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

Write a set of questions about each animal type you have learnt about.

## Alien fractions

### Things you will need:

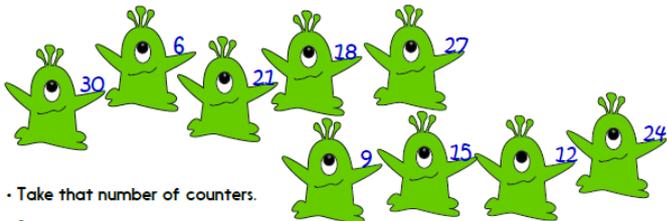
- An outline of a spaceship
- 30 counters/pennies
- A pencil



### What to do:

- The aliens are going on an adventure!
- Each  $\frac{1}{3}$  of the spaceship must have the same number of aliens. Otherwise the spaceship will become unstable.
- Choose an alien with a number.

○	
○	$\frac{1}{3}$ of 12 is 4
○	$\frac{1}{3}$ of 18 is
○	...
○	



- Take that number of counters.
- Share the counters equally between the three parts of the spaceship.
- Write the fraction sentence.
- Choose at least four other aliens with numbers to go on an adventure. Each time, work out how many aliens need to be in each  $\frac{1}{3}$  of the spaceship.

### S-t-r-e-t-c-h:

- Find  $\frac{1}{3}$  of 12,  $\frac{2}{3}$  of 12 and  $\frac{3}{3}$  of 12.  
Find  $\frac{1}{5}$ ,  $\frac{2}{5}$  and  $\frac{3}{5}$  of another number of aliens.

## Fraction Investigation

### Investigation Fraction clues

- Use your knowledge about finding fractions of numbers to solve this logic puzzle:

I am a whole number between 10 and 20.  
If you halve me, your answer will not be a whole number.

If you find  $\frac{1}{3}$  of me, your answer will be a number from the 5x table.

If you try to find  $\frac{1}{4}$  of me, you may get a headache!

What number am I?

- Have a go at this one!

I am a very special number between 10 and 20.  
I am special because if you find  $\frac{1}{2}$  or  $\frac{1}{3}$  or  $\frac{1}{4}$  of me, you will always get a whole number!

What am I?

### Challenge

I am a whole number between 10 and 20.  
If you halve me, the answer will be a whole number.  
If you find  $\frac{1}{4}$  of me, your answer will be an even number.

If you tried to find  $\frac{1}{3}$  of me, you would get a headache!  
BUT you could find  $\frac{1}{3}$  of the number one less than me.

What number am I?

- 3D shape recall

**Practice Sheet Mild**  
**Naming 3-D shapes**

Can you match the name to the shape?



Sphere

Cube

Cuboid

Cylinder

Square-based pyramid

Cone

Triangular prism

**Challenge**

1. Write next to the shape how many faces it has.
2. Write next to the shape how many vertices it has.

**Weekly Phonics/Spellings Tasks**

(some of these can be repeated over the week)

This week we are focussing on adverbs, which show how a verb is being done (e.g. running *quickly*).

- Find five examples (choose a verb and an adverb, for example scream and loudly). Write them down and then think of other adverbs you could use instead.

Here are some examples to help you: happily, kindly, quickly, gently, bravely, easily and quietly.

This week's common exception words are: Mr, Mrs, Parents, prism and pyramid.

- Try [Misspelling Spotters](#) sheet below, it's a new one.

**Weekly Writing Tasks**

(Aim to do 1 per day)

Our work this week is based **Animals**. All of the resources you need (in blue) are attached in the documents with this week's tasks.

**Day 1 - Planning time.**

- You are going to write a story about a pet and what it gets up to at night time. Today you will plan your story. Use the Story planner to write your ideas in each section if you would like to. (If you get stuck or not sure what to do, look at the Example Planner)

**Day 2. BIG WRITE**

- Today you are going to write out the wild pet story that you planned yesterday. Remember to edit your work when you have finished and try and improve in at least 3 ways.



# Misspelling Spotters!

Can you spot and highlight all twelve spelling mistakes in the text below? Try competing with a friend to see who will be the first to find them all!



### What does the skeleton do?

Your skeleton acts as a framework, giving your body its shape. It also supports and protects all of your internal organs. Without a skeleton, your body would be like a wobbly jelly! To enable you to move, your skeleton is joined together with muscles and joints. Joints are where two bones join together.

### What are bones made from?

Bones are hard on the outside. The outer part of the bone is made from a mineral called calcium and a fibre called collagen. This makes it strong and flexible. However, bones are not solid all the way through. Blood vessels and spongy bone can be found inside each bone. At the centre is a soft tissue called bone marrow. Bone marrow is extremely important because it stores fat and it also makes new blood cells to keep your body healthy.

### What are some of the most important bones in the body?

The spine is one of the most important bone structures in your body because it connects your skull to your pelvis and keeps you standing upright. The spine is made up of 26 bones called vertebrae. Discs of cartilage between each vertebrae make the spine flexible. At the centre of your spine is your spinal cord, which is a complex network of nerves. These are essential for carrying nerve impulses between the brain and rest of your body. The ribs are also attached to the spine and form a protective cage around your heart and lungs.

### What is the skull?

The skull protects your brain. The brain controls the whole body, so it is very important that it is well protected. The skull is made up of twenty-two bones and the only moveable part in the skull is the lower jaw. This allows you to eat and talk.



Spell the words correctly in the table below.


- Try a word wheel challenge (it is at the bottom of this document). How many words can you find? Can you find the 9 letter word?
- Look at the word *Night*. How many other words spelt *-ight* can you collect? Write sentences containing your words. *I got a really big fright.* Can you get more than one of your words into the same sentence? *I got a fright at night when I put on the light. What a sight! There was a bright green frog having a fight with a beetle all slender and slight.*

## Day 3 - Locating nouns, adjectives and adverbs

- Read the story of *The Girl Who Cried... Monster!*
- Use one colour to highlight 10 of the nouns in the story.
- Use a second colour to highlight 10 of the adjectives.
- Use a third colour to highlight 5 of the adverbs.

## Day 4. - Prepositions

- Revise what a preposition is and highlight them in the poem *Gladrack*.

## Day 5 - It's Writing Time

- Look at the 'creature feature' sentence starters on *Monster Mash Up*. Using those listed on *Prepositions* to get you started, add a prepositional phrase to each starter.
- Use one of the phrases you have created as the beginning of a monster story.
- Carry on writing the story, using as many prepositions as you can in your sentences.

**Learning Project - to be done throughout the week: Animals**  
(These are things to do through the week...aim for two or more if you can, and feel free to choose from last week's activities if there are any you did not do)

**Our activities this week are all linked with the topic of Animals.**

**Animal grouping:** Get your child to group animals into two columns. Identifying animals that can fly and cannot fly. What do animals eat? Scientists group animals into three different groups according to what animals eat. These groups are carnivores, herbivores and omnivores. Carnivores eat other animals, herbivores eat plant material including fruit, leaves, vegetables, omnivores eat a mixture of meat and plant material. (Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores)

<https://www.twinkl.co.uk/resource/t-t-19730-animal-groups-sorting-cards-photos>

**Needs of an animal:** Can all animals be kept as a pet? Think about a particular animal and find out if that animal could be a pet. Draw pictures of different animals. Sort the animals into two groups; suitable for a pet and not suitable for a pet. Explain why animals were sorted in a particular way.

[www.rspcaeducation.org.uk/teachers](http://www.rspcaeducation.org.uk/teachers)



- Design a leaflet explaining to potential pet owners what each animal will need. - Interview a pet owner to discuss the responsibilities involved with looking after an animal. How often do they need to find their pet? Who helps clean? What does their pet eat? Find some pegs at home. Can you create your own mini animal or object, cut it in half and stick it to a peg.

**Photography/Drawing:** Can you take a photo of your pet? If you don't have a pet could you get a relative/friend to send you a photo of theirs.



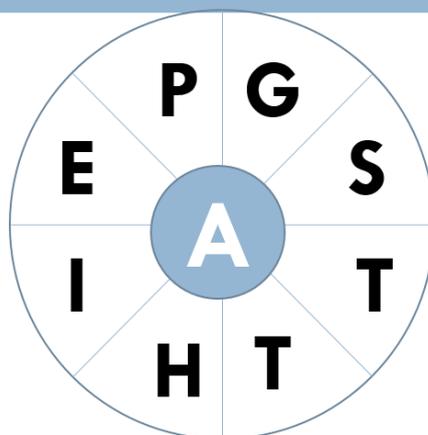
Use the photo to draw a picture of the pet. Post it on the blog. Use this icon

**Create a mask :** Using different materials around the house, create a mask of their favourite animal. Think about the colours and shape. Can they add different textures to their mask?



# Word Wheel

**Targets**  
Good 10+  
Excellent 15+  
Outstanding 20+



Find as many words as possible using the letters in the wheel.  
Each word must use the hub letter and at least 2 others.  
Letters can be only used once. There's a 9 letter word.