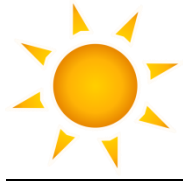


Year 2 Homework

21st May 2021



Dear Parents and Carers,

This week in English, we have used our plans from last week's learning, to write our own banning narrative closely following the story of 'The King Who Banned The Dark'. We have included language features such as:

- adverbs for when and time adverbials ("At first", "After a while", "Soon enough" etc);
- adverbs for where and prepositions ("Above the palace", "In the streets" etc);
- adverbs for how ("carefully", "sneakily", "stealthily" etc);
- conjunctions ("because", "although", "that", "which" etc);
- adjectives ("majestic", "noble", "regal", "terrified" etc).

We worked hard to include these key features in our writing as well as different sentence types such as question sentences ("Why would the king ban the dark anyway?" etc) and exclamation sentences ("How infuriating is the ban of the dark!" etc).

In Maths, we have continued learning about fractions. We have looked at both unit and non-unit fractions; numerator (top number –how many parts we are focussing on) and denominator (top number - how many parts the whole is equally divided into); equivalence of one half and two quarters; recognising and finding three quarters; counting in fractions and problem solving with fractions. Understanding that a non-unit fraction has any number other than 1 as its numerator (top number – how many parts we are focussing on) and $\frac{2}{4}$ and $\frac{1}{2}$ are equivalent have been difficult concepts for some children to understand. Some children have been using practical apparatus to 'divide', 'split', and 'group' and 'fraction'. In addition, we've learnt how to use bar models for fraction problem solving.

Thank you for your support

Miss Murphy, Miss Macoy, Mrs Astbury and Miss Hardisty

Activities:

1. Reading: Read your BugClub book.
2. English: Think about the story, The King who Banned the dark. Can you come up with an idea for a story where someone bans something important?
3. Use the following homophones and put them into sentences that would be suitable for each. Ensure you create at least one sentence that includes all 3 of the homophones below.

their	there	they're
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3. Maths: On Mathletics, practice fractions equivalences and using bar models to divide into equal groups.
4. Art: For Mondays art lesson you will be sketching a portrait of you posing with an object that means something to you. Please bring in an object that represents you or your interests and hobbies. This could be a football for a keen footballer, or a trophy or medal. This shouldn't be too valuable as it could get lost or damaged in school, so think carefully about what you want to bring in.