

## Year 2 Homework

Monday 29th January (To be handed in on Monday 5th February)

### **Diary Dates:**

PE on Thursdays. Children come to school in PE kit and no earrings / jewellery please.

**Monday 5<sup>th</sup> February – Year 2 Great Fire of London Day - We will be making houses on this day for our re-enactment of the Great Fire of London. Please save any boxes you have at home, of any size, and these can be now brought into school. Please make sure they are named. Everyone will need to bring in a box of their own. Thank you.**

Tuesday 6<sup>th</sup> & Wednesday 7<sup>th</sup> February – Parents' meetings

Friday 9<sup>th</sup> February – INSET Day

Monday 12<sup>th</sup> – Friday 16<sup>th</sup> February – Half Term break

Monday 19<sup>th</sup> February – back to school.

This week in English, we will:

- continue our new text, Usborne's The Great Fire of London
- answer questions on a text
- write a newspaper report on the Great Fire of London

This week in Maths, we will:

- use the x sign
- write multiplication number sentences
- use arrays
- make equal groups

### **Spellings:**

These are the spellings we will be focusing on this week – adding 'er' and 'est' to words ending in 'y'.

A spelling shed assignment has been created. Children should practise spelling these words at home on spelling shed a few times a week until they are mostly confident that they can spell them correctly from memory. We will not be having a written weekly spelling test and will instead monitor the data we are given from Spelling Shed to assess how children are progressing with their spellings. Please turn over for the spellings.

happier,  
happiest,  
angrier,  
angriest,  
drier,  
driest,  
tidier,  
tidiest,  
funnier,  
funniest

### **CHALLENGE:**

Can you use your spellings in sentences?  
Have you used the words correctly?  
Do your sentences make sense?

### **Maths Focus**

From now on, we will put in the Maths focus card on this homework letter in case your child forgets to stick it in the diary.

Maths Focus w/c 29.1.24
<u>Fractions</u> What is a half? How do you write the fraction? What is a quarter? How do you write the fraction?  Count out 12 toys. Can you say what is $\frac{1}{2}$ ? Can you say what is a $\frac{1}{4}$ ? Repeat for other amounts <u>e.g.</u> 4, 8, 24, 28, 32, 48, 20 CHALLENGE: Can you find $\frac{3}{4}$ of the amount? How do you do that?

### **Reading:**

A new book has been assigned on Boost. Please use the same username and password as for Rocket Phonics Rising Stars.

**Please read every night with an adult.** Remember to do the AR quiz before changing your book. Children can change their book any day, as soon as they have read the book and completed the quiz.

Please enter the date and any reading completed into the reading diary. These will be checked weekly.

### **Weekly English/Maths Homework Task (30 minutes)**

Please see attached.

Activity 1:

**a**

Add either ? . or ! and , to make a question, statement or an exclamation sentences.

The stars are very pretty tonight

What a great night to look at the stars

Where have all the stars gone

I can see the stars the moon and a rocket up in the sky

**c**

Which of these words is a verb?


Ben

sit

car


drive

wheel



**e**

List FOUR adjectives to describe what you see in this picture.



\_\_\_\_\_

\_\_\_\_\_

**b**

Make longer words by adding the suffix -er, -ful or -est. Write the new word in full. Remember some letters might need to change.

dark \_\_\_\_\_

happy \_\_\_\_\_

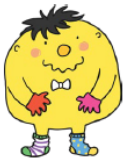
hope \_\_\_\_\_

plain \_\_\_\_\_

**d**

Oops Mr Whoops has made FOUR punctuation mistakes in his sentence. Can you underline the words that should start with a capital letter?

Next saturday benji and santi will be driving a pretty campervan in america.



**f**

Practise writing these year 2 common exception word spellings.

children children **children** \_\_\_\_\_

\_\_\_\_\_

every every **every** \_\_\_\_\_

\_\_\_\_\_

after after **after** \_\_\_\_\_

\_\_\_\_\_

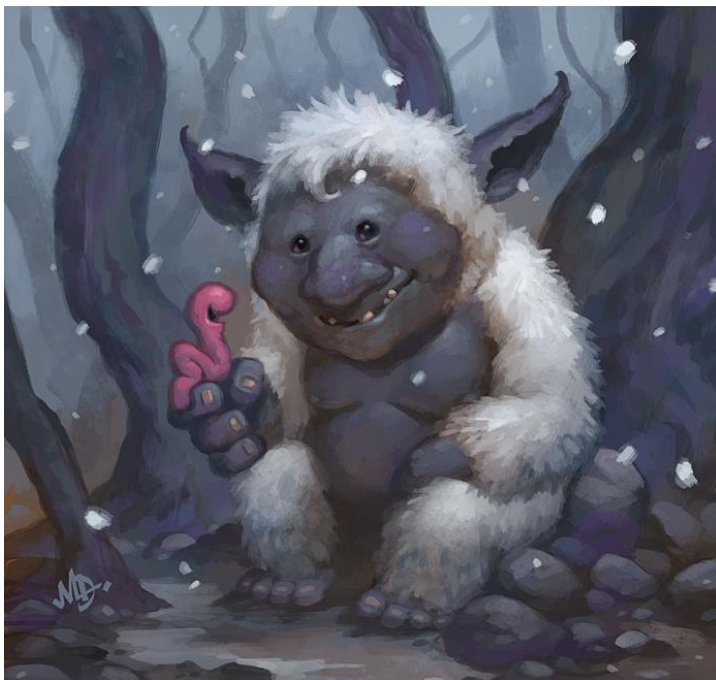
father father **father** \_\_\_\_\_

\_\_\_\_\_

improve improve **improve** \_\_\_\_\_

\_\_\_\_\_

Activity 2:



Look at the picture. Think about ...

- What kind of creatures are they?
- Have they just met or did they already know each other? Are they friends?
- What is the larger character going to do with the pink creature?
- How do they feel about each other? How do you know?
- What are they saying? Add speech bubbles to the picture.

Free writing ...

**Choose either** -

to describe the characters, think about their appearance and personality. Describe the setting.

**OR**

to write a story about the characters.

Remember capital letters, full stop, ? ! adjectives, conjunctions (and so but because) adverbs.

