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Home Learning Pack Year 2

Guidance and Answers

Week 7

08/06/2020

Classroom
secrets★

KIDS



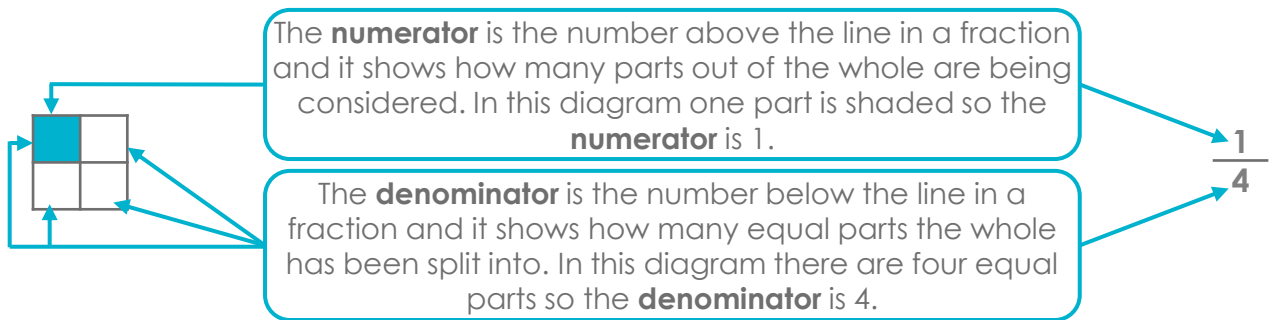
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This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Monday

Maths – Unit Fractions (page 2)

The focus for this week's maths work is fractions.



A **unit fraction** is a fraction where the numerator is 1. For example, $\frac{1}{4}$ or $\frac{1}{3}$.

Question 1 – This question shows four different shapes, each split into parts and one part is shaded. To find out which shapes show one quarter, children should look for shapes that have been split into four equal parts with one part shaded.

The correct images are: **B** and **C** (D is not correct because the four parts are not equal)

Question 2 – In this question, children are shown three different representations of **unit fractions**. For each representation, children should first count how many of the equal parts are shaded/circled. This gives them the **numerator** for the corresponding fraction. Then children should count how many equal parts the whole representation has been split into. This gives them the **denominator** for the corresponding fraction.

The correct answers are: A. $\frac{1}{3}$; B. $\frac{1}{2}$; C. $\frac{1}{4}$

Question 3 – In this question, four different representations have been sorted into two groups. Children have to identify how they have been sorted in order to label each group.

Children should look at the representations in the first group and work out which fraction they are both representing. To do this, they should first count how many of the equal parts are shaded/circled to find the **numerator** and then count how many equal parts the whole representation has been split into to find the **denominator**. Repeat this for the second group.

The correct answers are: A. $\frac{1}{2}$ one half; B. $\frac{1}{3}$ one third

This week's pack supports the activities from the [Week 7 timetable](#) on Classroom Secrets Kids.

Monday

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the images in the space picture. They may also choose to label other objects they can see in the picture. Children are then asked to write a sentence or more about the picture.

Children should use the image and word bank they have created to write sentences about the picture. The sentences could include **conjunctions** to link ideas together. Conjunctions are words like when, if and because. Including conjunctions in sentences expands the sentences by giving more detail or explanation. For example, An astronaut is driving the space buggy carefully across the surface of the planet when it breaks down.

Every sentence should also begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Tuesday

Maths – Non-Unit Fractions (page 4)

A **non-unit fraction** is a fraction where the numerator is not 1. For example, $\frac{3}{4}$ or $\frac{5}{7}$.

For a recap on **numerator** and **denominator**, please see page 2.

Question 1 – In this question, children are shown five different images that represent fractions. In order to find out which fraction each image matches, children should first find the **numerator** by counting how many of the equal parts are shaded and then count how many equal parts the whole image has been split into to find the **denominator**. Repeat this for each image. Children will then see which fraction is not matched to an image and is therefore the odd one out.

The correct answers are: A. $\frac{2}{3}$; B. $\frac{3}{4}$; C. $\frac{1}{3}$; D. $\frac{2}{4}$; E. $\frac{4}{4}$. The odd one out is $\frac{1}{4}$.

Question 2 – In this question, children can see five different shapes and five different fractions, some of which are blank. For A, C and E, children should look at the **numerator** of each fraction and shade in that number of parts on the corresponding shape. For B and D, children should count how many parts of each shape are shaded to find the **numerator** of the blank fraction and then count how many equal parts each shape has been split into to find the **denominator** of the blank fraction.

The correct answers are: A. Any 3 parts shaded; B. $\frac{2}{4}$; C. Any 1 part shaded; D. $\frac{2}{3}$; E. 3 parts shaded.

Question 3 – In this question, a character (Maddie) says she has eaten $\frac{2}{4}$ of a pizza.

Children have to decide if Maddie is correct or not and explain their answer. The **numerator** of the fraction will be the number of slices Maddie has eaten. The **denominator** will be the number of equal slices that the whole pizza was cut into.

The correct answer is: Maddie is incorrect. The pizza was cut into 3 equal slices. This means each slice is a third so she ate $\frac{2}{3}$ of the pizza.

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Tuesday

English – Recognising Simple Contractions (page 5)

The aim of this activity is for children to practise recognising and using simple contractions. There are five questions to complete.

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

It is important that children learn to use the apostrophe correctly when forming contractions.

Question 1 – In this question, children must read the sentence and then underline the contractions within it.

The correct answers are: **couldn't and wasn't**

Question 2 – In this question, children are given three sets of two words. They must match each set to its contraction.

The correct answers are: **did not = didn't, we have = we've, you will = you'll**

Question 3 – In this question, children must use six words to make three different contractions.

Various answers, for example: **she'd, we've, you're, you're, we're**

Question 4 – In this question, children are given a sentence and they must rewrite it using contractions.

The correct answer is: **You wouldn't be able to walk on Jupiter because it isn't solid.**

Question 5 – In this question, children are given three facts about space which are wrong. They should rewrite each fact with a contraction.

Venus isn't the closest planet to the Sun. You can't go into space without a spacesuit. There aren't ten planets in our Solar System.

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Wednesday

Maths – Find a Half (page 6)

a half $\frac{1}{2}$

This is a unit fraction so the **numerator** is 1.

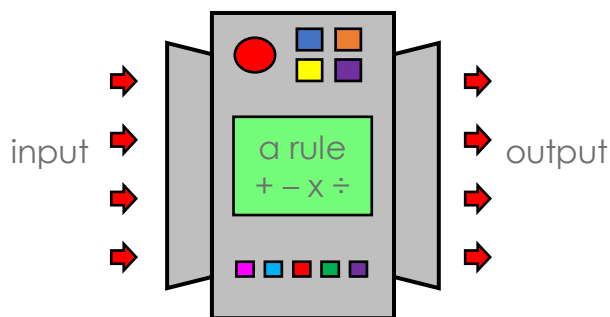
There are two equal parts so the **denominator** is 2.

To find half of a shape or group of objects, they must be split into two equal parts or groups. Children could use any small objects, for example, pieces of pasta, pegs or bricks to share into two equal groups to find the answers.

To find a half of a quantity, you must divide the whole number by the **denominator** (2) to find the **unit fraction**. Again, children could use any small objects to share into two equal groups to work out the division.

For a recap of the terms **numerator**, **denominator** and **unit fraction**, please see page 2.

Question 1 – In this question children can see a **function machine**.



A **function machine** is a diagram that represents a machine. It takes an input, applies a rule to it, such as addition, subtraction, multiplication or division, and delivers the answer as an output.

The rule for this function machine is to halve numbers. There are four different inputs – one number, two with place value counters and one using Base 10 equipment. For each input, children should identify which numbers are going into the function machine. They then halve that number either by using the same number of small objects and sharing them into two equal groups, or by dividing it by two if they know the two times table. For the number 70, it might help the children to split it into 60 and 10 first, before they begin to halve it.

The correct answers are: $60 = 30$; $20 = 10$; $40 = 20$; $70 = 35$

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Wednesday

Maths – Find a Half (page 6) continued

Question 2 – This question presents five numbers on the top row that have to be matched to their half on the bottom row. Children can halve the numbers on the top row either by using the same number of small objects and sharing them into two equal groups, or by dividing them by two if they know the two times table. For the number 100, children can use the related fact $10 \div 2 = 5$ to help them. 100 is ten times bigger than 10, so half of 100 will be ten times bigger than 5.

The correct answers are: **A = 2; B = 3; C = 4; D = 1**

Question 3 – In this question, a character (Daisy) needs to work out which item(s) of clothing in the half price sale she can afford with her £10. Children should work out what half of £20, £18 and £26 is either by using the same number of small objects and sharing them into two equal groups, or by dividing them by two if they know the two times table.

The correct answer is: **Daisy can buy the dress because half of £20 is £10; or the jumper because half of £18 is £9. She cannot buy the jacket because half of £26 is £13, so she does not have enough money.**

English – Using Commas in a List (page 7)

A **comma** is a type of punctuation indicating a pause between parts of a sentence or separating items in a list. For example: The cat, dog, mouse and rat ran down the street. We don't put a **comma** before the word 'and' in a list.

The activity involves recognising and using **commas** in a list. The correct answers are shown below:

Question 1 – This question involves circling the **commas** in each sentence.

Max's best friends are Liam , Joe , Maisy and Connie. Lexi's favourite subjects are Maths , Music , Art and PE.

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Wednesday

English – Using Commas in a List continued

Question 2 – This question requires the child to read both sentences and tick one. Children may find it helpful to circle the **commas** to see if they placed correctly in the sentence.

A. Dan saw monkeys, lions, zebras and tigers at the zoo.

B. Dan saw, monkeys, lions, zebras and tigers at the zoo.

The **commas** are used correctly in the list of animals in sentence A because the commas start after the first animal in the list.

Question 3 – This question requires the child to check if the **commas** have been placed correctly in the list of family members. Your child will need to recognise that before the last word in a list of words 'and' should be used instead of a **comma**.

Joe is correct because 'and' should go after 'grandma' not a comma. The correct sentence is: Mia liked to visit her nan, granddad, grandma and uncle.

Question 4 – This question involves your child using the words in the word bank and **commas** to complete the sentence, including a list of foods.

My favourite foods are strawberries, chocolate, chicken and pizza
or

My favourite foods are chocolate, strawberries, chicken and pizza.

The phrase 'and pizza' will be the final item in the sentence because it includes 'and' before the last item in the list.

This week's pack supports the activities from the [Week 7 timetable](#) on Classroom Secrets Kids.

Wednesday

English – Using Commas in a List continued

Question 5 – This question requires the child to think of items an astronaut may need for a trip to space and what they might see. Your child may find it easier to write the items down first, before creating the sentences using the list and commas.

Various answers, for example:

The astronaut picked up his moon boots, helmet, a telescope and gloves. She saw rockets, shooting stars, craters and aliens on her trip to the moon.

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Thursday

Maths – Find a Quarter (page 8)

a quarter $\frac{1}{4}$

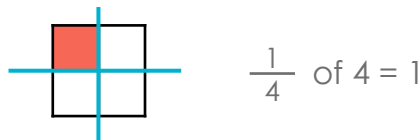
This is a unit fraction so the **numerator** is 1.

There are four equal parts so the **denominator** is 4.

It will help children with this work if they remember that a quarter is half of a half.

Therefore, to find a quarter of an amount they can find half of the amount first and then halve their answer. For example, if we wanted to find $\frac{1}{4}$ of 4 we could do $\frac{1}{2}$ of 4 first, which is 2 and then $\frac{1}{2}$ of 2 which is 1, so $\frac{1}{4}$ of 4 is 1.

Question 1 – In this question, children have to find a quarter of three different amounts. There is a grid next to each calculation with the same number of squares in it and children can use this to help them by shading a quarter of the grid. It may help them to draw two lines on each grid to divide it in half both vertically and horizontally, as shown in the diagram below.



The correct answers are: $\frac{1}{4}$ of 16 = 4; $\frac{1}{4}$ of 8 = 2; $\frac{1}{4}$ of 12 = 3

Question 2 – This question presents two **bar models** and some statements to complete. **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts.

Children should complete the bottom row in the bar models first, by working out what half of the numbers on the middle row are. They can then use the completed bar models to complete the statements about a half and a quarter of the amounts.

The correct answers are: A. $\frac{1}{2}$ of 20 is 10; $\frac{1}{4}$ of 20 is 5; B. $\frac{1}{2}$ of 16 is 8; $\frac{1}{4}$ of 16 is 4

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Thursday

Maths – Find a Quarter continued

Question 3 – In this question, children must work out which cake a character (Tom) decorated by finding out how many candles and stars he used. To work out a quarter of each number, children should either work out half and half again, or divide the number by four. These answers will tell the children how many candles and stars Tom used to decorate his cake. They can then see which cake has the correct number of each on it.

The correct answer is: Tom decorated cake A because one quarter of 20 candles is 5 candles and one quarter of 16 stars is 4 stars.

English – Four Types of Sentences (page 9)

An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, **exclamations** begin with the words **how** or **what**, and end with an exclamation mark. For example: What a beautiful day it was!

A **command** is a type of sentence which gives an instruction. It includes an imperative (or bossy) verb which is often at the beginning of the sentence. For example: Tidy up your toys. An **imperative verb** is a verb that tells someone to do something so that the sentence it is in becomes an order or command. For example, fold is the imperative verb in "Fold your clothes up."

A **statement** is a type of sentence which expresses a fact, idea or opinion. Statements can be simple, compound or complex sentences. For example: The flowers in the garden stretched towards the sun.

A **question** is a type of sentence which requires an answer. It starts with a **question opener**. A **question opener** is a word or phrase typically used to start a question, such as who, what, when, where or how. For example: Who let the cat out?

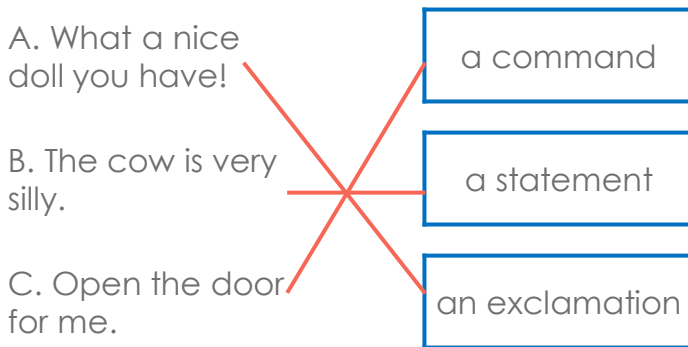
The activity involves recognising and using all four sentence types. The correct answers are on the next page.

This week's pack supports the activities from the Week 7 timetable on Classroom Secrets Kids.

Thursday

English – Four Types of Sentences continued

Question 1 – This question involves your child reading all the sentences before matching each sentence to the correct sentence type.



A is an **exclamation** because the sentence starts with 'what', conveys emotion and uses an exclamation mark to punctuate the end of the sentence.

B is a **statement** because it conveys an opinion about the cow.

C is a **command** because it starts with an **imperative verb** and gives an instruction.

Question 2 – This question requires your child to read all the sentences before deciding which sentence is a **question**.

'What can I do with the gold?' should be ticked

This sentence should be ticked because it starts with a **question opener** and requires an answer.

Question 3 – This question involves your child reading the **statement** about the door and using some of the existing words to create a **command** about the door.

Various answers, for example: Shut the door.

'Shut the door.' is a **command** because it starts with an **imperative verb** and is an instruction to close the door.

This week's pack supports the activities from the [Week 7 timetable](#) on Classroom Secrets Kids.

Thursday

English – Four Types of Sentences continued

Question 4 – This question requires the child to read the sentence and decide if the sentence is a **command** or not.

The children are very kind.



This sentence is a command.

Wes is incorrect because the sentence is a statement. Various possible explanations, for example: It does not begin with an imperative verb.

The sentence is a **statement** because it gives an opinion about the children. It does not give an instruction.

Question 5 – This question requires your child to create different sentence types about the moon. It might help your child to imagine they are interviewing an astronaut about the moon or that they have travelled to the moon themselves and they are describing what they can see.

Various answers, for example:

Question – How high is the moon?

Command – Don't look at the moon.

Exclamation – What a bright moon it is!

Statement – The gleaming moon lit up the night sky.

This week's pack supports the activities from the [Week 7 timetable](#) on Classroom Secrets Kids.

Friday

Maths – Make Equal Parts (online)

Click on the link to play the Make Equal Parts activity about fractions. There are five questions for children to have a go at. If any mistakes are made, an explanation will be given of the correct answer.

<https://classroomsecrets.co.uk/free-year-2-make-equal-parts-iwb-fractions-activity/>

English – Guided Reading – Fictional Neil Armstrong Competition (pages 10 - 11)

Children should read the text and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about and what is happening and then answer the questions.

The answers to the questions are given below.

1. What date did Neil Armstrong take the first steps on the moon?

21st July 1969

2. What might the space party be like?

Various answers, for example: It might be great fun.

3. What did Neil Armstrong say when he took his first step on the moon?

"That's one small step for man, one giant leap for mankind."

4. How do you enter the competition?

You have to answer the question on the slip and post it to the address given or email it to competitions@thespacemuseum.org

5. Why is the event on the 21st July?

It is the anniversary of the moon walk.

This week's pack supports the activities from the [Week 7 timetable](#) on Classroom Secrets Kids.

Friday

English – Guided Reading – Fictional Neil Armstrong Competition (page 10 - 11) continued

6. What is the answer to the competition question?

B. Buzz Aldrin

7. Where is The Space Museum?

Moonlight Way, London

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Assembly Activity

Celebration certificate

On the following page in this pack (page 17), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

