



# YEAR 2 FLAMINGOS & HONEY BEES



DATE 24/4/26

NAME

## What is Independent Learning?

Independent Learning is a key part of your child's development and strengthens the links between home and school. Please encourage your child to be an independent learner with their learning. You can support your child by encouraging them to be a growing brain and try their best!

Each week, we will be sending a maths and English challenge for your child to complete. These are the non negotiables within your child's year group which are considered the core objectives a child needs to achieve in order to make good progress in learning the following year. When children hand in the home learning books each week, we will celebrate all the learning and practice children have done as a class.

As well as weekly English and maths challenges, we will also be sending a half-termly home learning project which links to the learning project we are covering at school. This is to be handed in during the last week of each half-term.

This half-term, our Big Learning Question is...

**How did the Victorians influence our lives?**

Can you create a project ready to show at the end of the half-term?



## Our English learning

- In English we are looking at persuasive adverts.
- Our focus poem is 'Queen Victoria's Bathing Machine'.

Can you plan your own persuasive adverts persuading people to visit Carr Manor?

## Our maths learning

In maths we are looking at fractions.

**Could you have a go at the maths challenges attached?**

There are also some column method questions for you to practise!

## Phonics and spellings

This week, we have been looking at the sound **wa** saying /wo/ and **qua** saying /quo/. Our focus words are :

**want, watch, wash, swap, quality, squash, squabble, quantity.**

Our common exception words are: **half** and **quarter**

Use Spelling Shed to help you practise this week's words. You will find your username and password in the back of your planner.



This week, we have been learning to read and spell words containing **wa** saying /wo/ and **qua** saying /quo/.



Level 6

**wa**

In some words, **wa** can make the /wo/ sound. This spelling is sometimes used at the beginning or in the middle of words.

**watch**  
**swap**



**qua**

In some words, **qua** can make the /quo/ sound. This spelling is sometimes used at the beginning or in the middle of words.

**quality**  
**squash**



### Common Exception Words

We have been learning to spell the common exception words **half** and **quarter**.

### Focus Words

	want	watch	wash	
swap	quality	squash	squabble	quantity

### Grammar

This week, we have been learning about using a possessive apostrophe.



Something that belongs to someone is called a **possession**. Instead of using the word 'belongs', we can use an **apostrophe** and add an **s** to show who it belongs to.

This is **Kit's** bag.  
**Ben's** food bowl is empty.



## wa saying /wo/ and qua saying /quo/



Level 6

Read the words below and choose the correct word to complete each sentence.

squash

wash

quality

squabble

swap

watch

1. "Please do not \_\_\_\_\_," shouted Mum from the top of the stairs.
2. Dad took his old \_\_\_\_\_ to the jewellers to get mended.
3. All the children had a quick drink of \_\_\_\_\_ before heading back into the disco.
4. Good \_\_\_\_\_ clothes are sold in the charity shop.
5. Sam had to \_\_\_\_\_ her dirty trainers after a long walk on the muddy trail.
6. Children must not \_\_\_\_\_ their packed lunches.

Can you write a sentence containing a **wa** or **qua** word?

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Main Idea/Title:

Introduction

The main point you want to make.

Argument 1

*Remember evidence!*  
**Useful words:**  
Firstly...  
Secondly...  
In my opinion...  
Some believe that...  
I feel that...  
I am sure that...  
It is certain...  
Therefore...  
Moreover...  
For this reason...  
  
*-Reasons for*  
  
*-Reasons against*  
  
*-Ask questions to get the reader thinking*

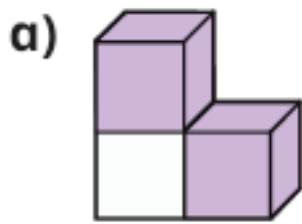
Argument 2

Argument 3

Conclusion

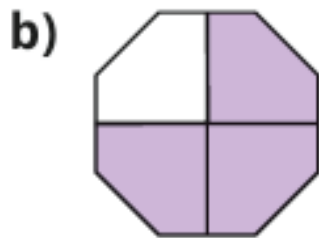
Sum up the main argument.

**1** Complete the sentences.



There are 3 equal parts.  
There are 2 parts shaded.

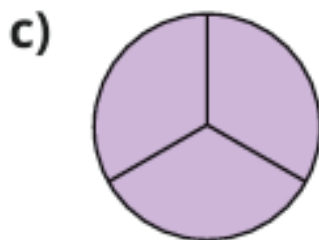
is shaded.



There are  equal parts.

There are  parts shaded.

is shaded.

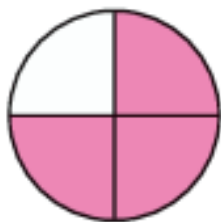


There are  equal parts.

There are  parts shaded.

is shaded.

1 Complete the sentences.



The shape has been split into



equal parts.



of the

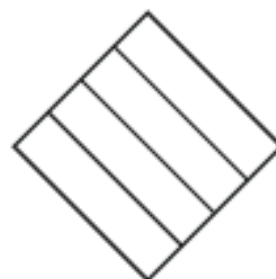
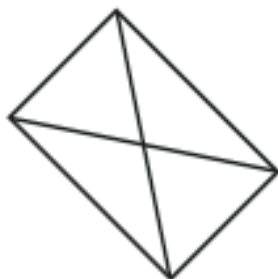


equal parts are shaded.

This can be written as



2 Colour  $\frac{3}{4}$  of each shape.



Does it matter which parts you colour?

f.

8 4

- 3 5

g.

2 4

+ 3 9

h.

4 8

+ 3 8

i.

7 1

- 3 4

k.

2 7

+ 5 7

l.

7 1

- 3 3

m.

3 6

+ 1 7

n.

4 7

+ 4 3

p.

9 2

- 8 4

q.

3 4

+ 6 6

r.

6 1

+ 4 7

s.

9 0

- 4 4