

Hiya year 2,

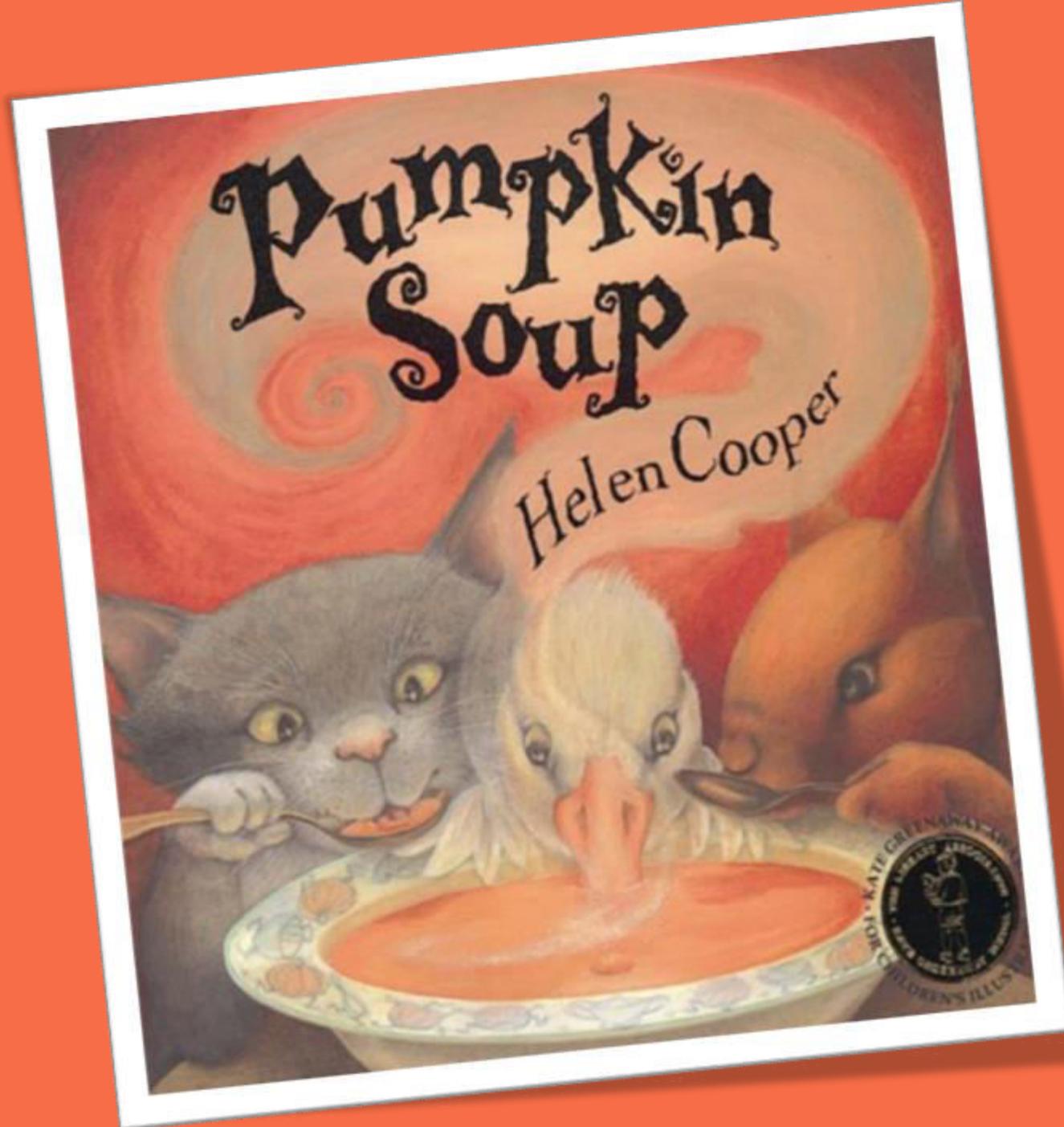
Last week you did lots of geography. Can you name the 4 countries which make up the United Kingdom? Can you remember the capital cities of England, Northern Ireland, Scotland and Wales?

We have chosen a new story for this week! I know you may have heard it already in the classroom but knowing books by heart is a fantastic skill to have. Again, you have some English, Maths and another topic to do each day.

Keep safe and see you soon! Missing you loads!!

*Mrs McGuinness and Mr Pedwell*





# This week's story

Please enjoy the story first

[Youtube](#)



All of these activities can be done on paper.  
There is no need to print anything off.

# Day 1: English

Here is some information about pumpkins to read.

Have a go at answering these questions to test your understanding  
(Just write the question number on some paper and then your answer)



Pumpkins have been around for over seven thousand years. They were first discovered in Mexico, a country on the continent of North America. Pumpkins are usually orange but can sometimes be yellow, white, green or red. The name pumpkin comes from the Greek word 'pepon', meaning 'large melon'.

Pumpkins have thick shells which contain pulp and seeds. Pumpkins are usually shaped like a sphere and they vary in weight.

As a food, pumpkin can be baked, roasted, steamed or boiled as a savoury option. Pumpkin soup is very popular, as are roasted pumpkin seeds. Pumpkins can also be transformed into a dessert too, with pumpkin pie traditionally eaten during harvest time and holidays such as Thanksgiving and Christmas - especially in America!

Pumpkins are popular decorations during Halloween. Children often carve shapes into pumpkins which are illuminated by candles. The tradition is believed to have come from Ireland, where they used to carve faces into turnips, beetroot and other root vegetables as part of the Gaelic festival of Samhain.

1. Which country were pumpkins discovered in?
2. Pumpkins are compared to melons in the text, why?
3. Which 3D shape are pumpkins shaped like?
4. Which holiday are pumpkins used but **not** eaten?
5. What type of shapes might someone carve into a pumpkin?

6.

	TRUE	FALSE
Pumpkins are always orange.		
Pumpkins are cooked and served as a starter and main course only.		
Pumpkins are used during several different holidays		



# Day 1: Art



In the story, one of the illustrations shows the animals making soup through a window.

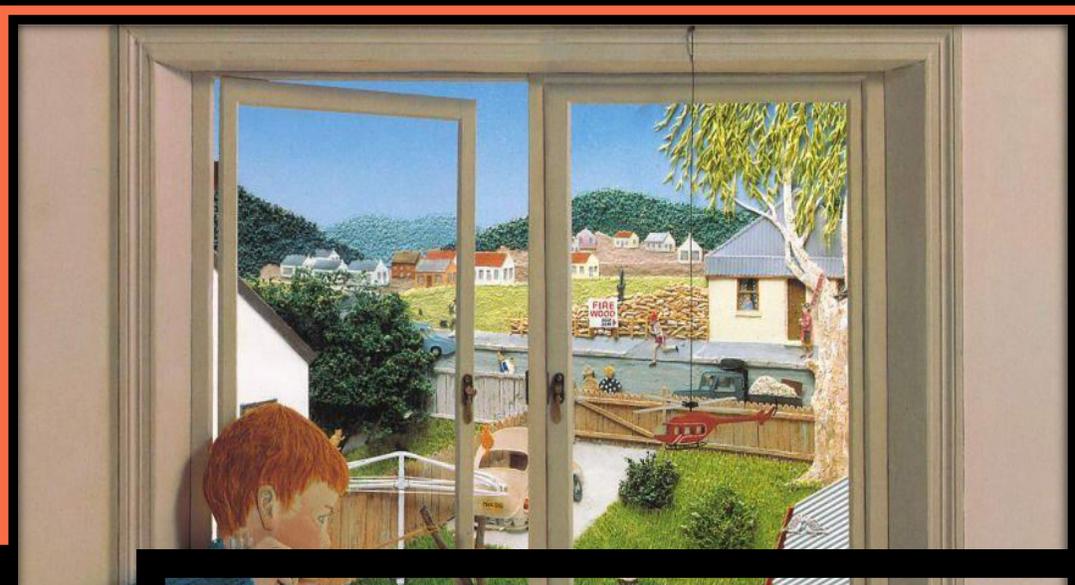
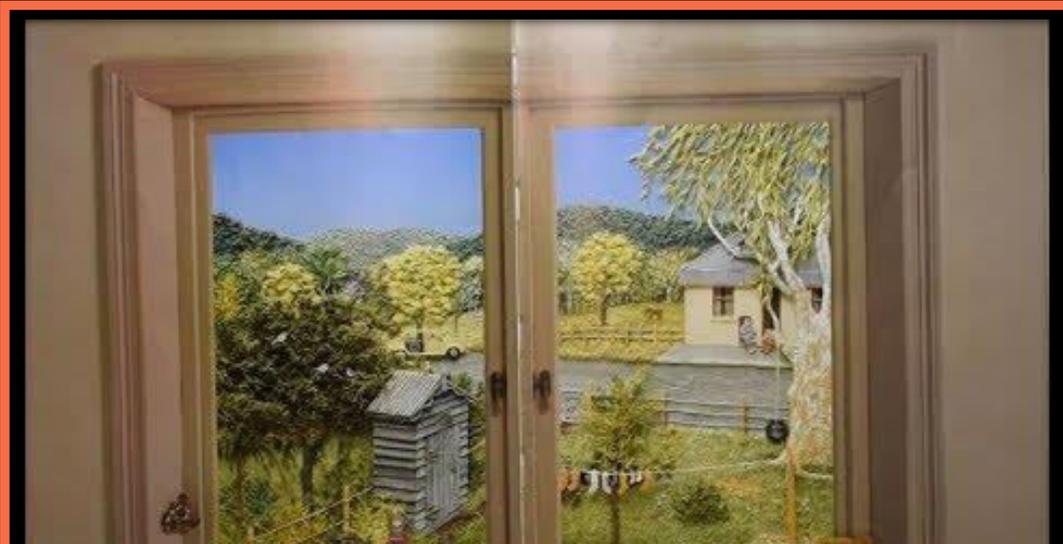
*What you can see if you go and look out of one of your windows?*

Are there people? Are there flowers? Is there washing hanging on the line? Is it wet or is it dry?



Jeannie Baker is a children's book author and artist and many of her masterpieces and illustrations look out of a window and show the changes throughout a day and a longer period of time.

On the next page, look at her work and watch her wordless book, called "The Window"



[Youtube](#)





Take a pencil and a piece of paper and sit by a window.

Look out, what do you see?



Sketch what you see and colour it in. Look for all the small details and all of the events which are happening.

Make sure you include the washing that is hanging on the line, or the toys that are on the lawn, or the cars that are lining the streets.

# Day 1: Maths

*Halving facts to practise this week*

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 20 = 10$$

$$\frac{1}{2} \text{ of } 50 = 25$$

$$\frac{1}{2} \text{ of } 30 = 15$$

$$\frac{1}{2} \text{ of } 70 = 35$$

$$\frac{1}{2} \text{ of } 90 \text{ is } 45$$

$$\frac{1}{2} \text{ of } 100 = 50$$

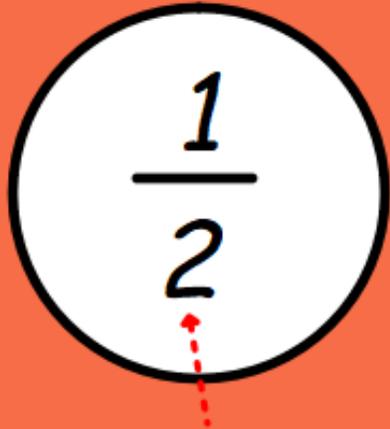
$$\frac{1}{2} \text{ of } 200 = 100$$



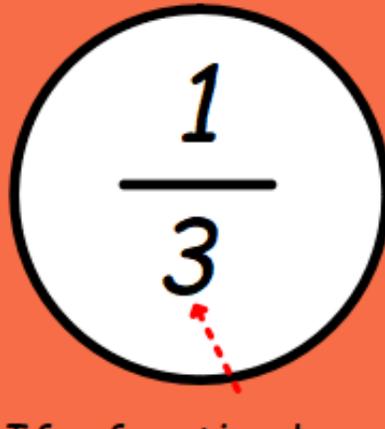
*This week we are going to learn about fractions*

*Finding a fraction of a number can be tricky.*

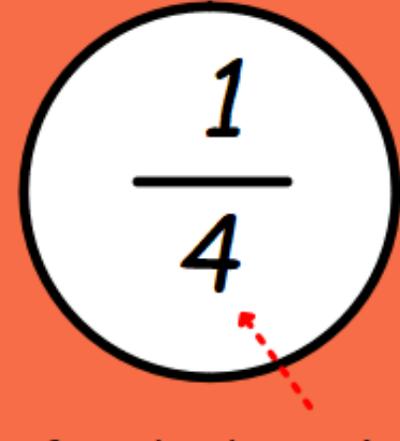
*Here are some fractions you need to know*


$$\frac{1}{2}$$

*If a fraction has a 2 at the bottom it is called a half.*


$$\frac{1}{3}$$

*If a fraction has a 3 at the bottom it is called a third.*


$$\frac{1}{4}$$

*If a fraction has a 4 at the bottom it is called a quarter.*

*This means a half*

$$\frac{1}{2}$$

*So a question with half  
in might look like this...*

$$\frac{1}{2} \text{ of } 6 =$$

*To find a fraction we  
can use the bar model  
again*



*This is a blank bar model*

$$\frac{1}{2}$$

The fraction shows us what we need to do to the bar model.

The number at the bottom tells us how many parts we need at the bottom of our bar model.

The number at the bottom of a half is 2. So we need 2 parts at the bottom of our bar model:

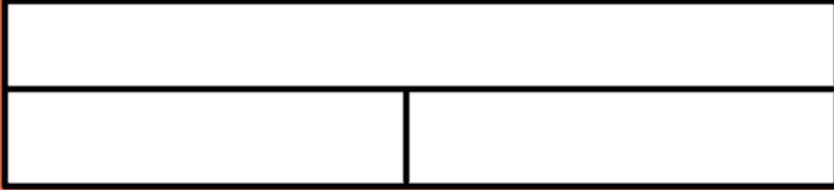


Now we have our bar model set for finding half we can answer a question about  $\frac{1}{2}$

Let's have a go at this question...

$$\frac{1}{2} \text{ of } 6 =$$

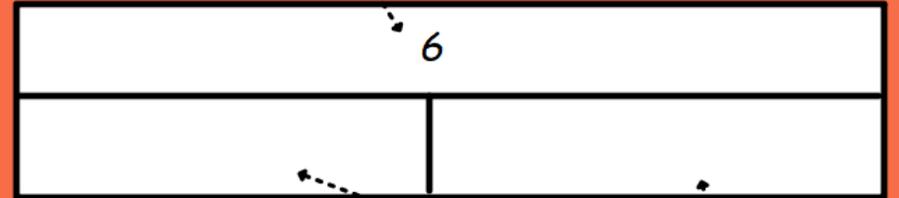
(What is half of 6?)



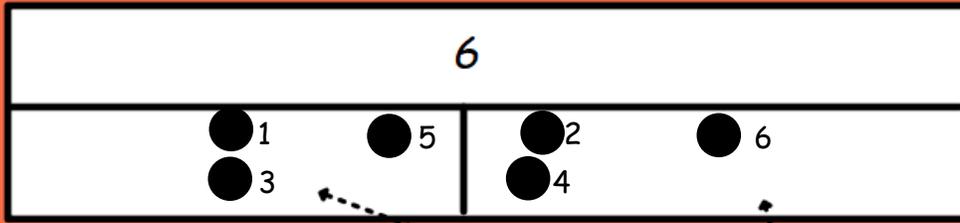
We write this number at the top of the bar model.

$$\frac{1}{2} \text{ of } 6 =$$

(What is half of 6?)

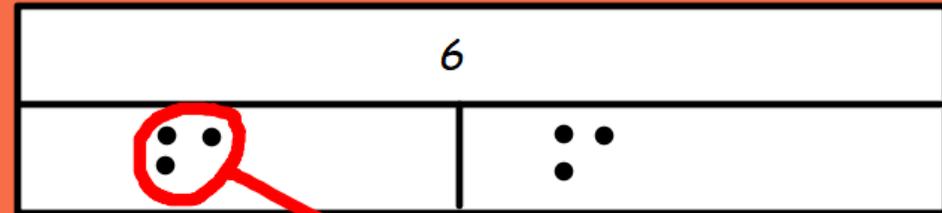


To answer this we must share 6 into the 2 parts.



Share the dots between the parts, go from one **part** to the next **part** up to your **total**.

*To answer this we must share 6 into the 2 parts.*



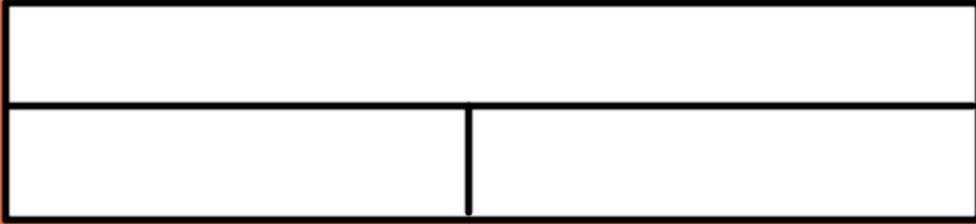
*Now we have shared out 6 we need to count how many in 1 of the parts.*

There are 3. So  $\frac{1}{2}$  of 6 = 3

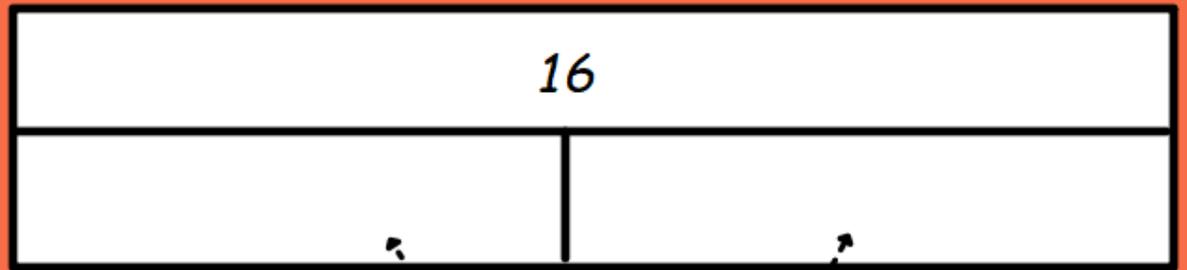
Let's have one more try together.

$$\frac{1}{2} \text{ of } 16 = ?$$

(What is half of 16?)



Put 16 at the top of our bar model



share 16 into the 2 parts

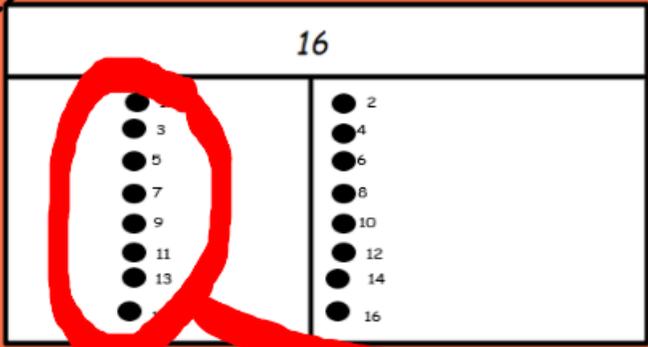
16

- 1
- 3
- 5
- 7
- 9
- 11
- 13
- 15

- 2
- 4
- 6
- 8
- 10
- 12
- 14
- 16

Share the dots between the parts, go from one part to the next part up to your total.

$\frac{1}{2}$  of 16 = ?  
(What is half of 16?)



$\frac{1}{2}$  Now we have to count how many in ONE of the parts.

There are 8. So  $\frac{1}{2}$  of 16 = 8

Using a bar model see if you can find  $\frac{1}{2}$  of these numbers.

12

8

14

18

20

4

# Day 2: English



Listen to the story again. How many times does the author use the word 'said' when characters speak? <https://www.youtube.com/watch?v=IDax5kx2-Ks>

Authors use lots of alternatives to said to explain how characters speak. The word they use might describe the **volume** of speech or **mood** the character is in.



**SAID IS DEAD!**





# SAID IS DEAD!



Put these alternatives to 'said' into these categories.  
 After, think of some more of your own.

Normally?	As a question?	As an answer?	Happily?	Loudly?	Full of worry?	Angrily?	Bossily?	Sadly?	Quietly?

whispered

sighed

murmured

wept

shrieked

sniffled

squeaked

snapped

scoffed

exclaimed

wailed

muttered

# Day 2: P.E.

Last week you did an active story to find missing treasure.

This week you need to find some magic seeds so you can grow and harvest some carrots ready to make a delicious soup!!

Have a go at this workout. If you have an envelope and some carrots at home, get them before you begin!



# Day 2: Maths

*Halving facts to practise this week*

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 70 = 35$$

$$\frac{1}{2} \text{ of } 20 = 10$$

$$\frac{1}{2} \text{ of } 90 \text{ is } 45$$

$$\frac{1}{2} \text{ of } 50 = 25$$

$$\frac{1}{2} \text{ of } 100 = 50$$

$$\frac{1}{2} \text{ of } 30 = 15$$

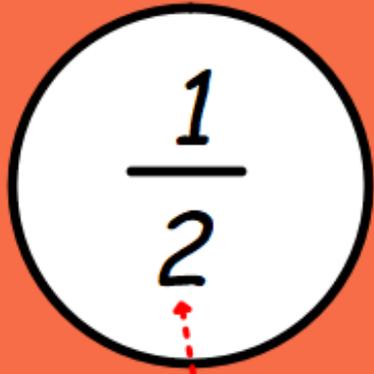
$$\frac{1}{2} \text{ of } 200 = 100$$



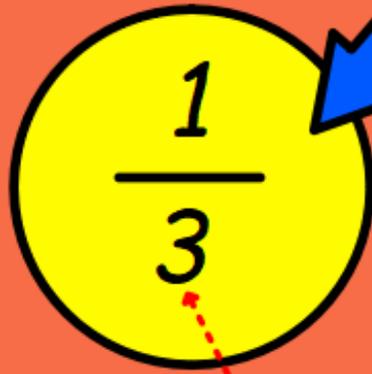
Yesterday we looked at  $\frac{1}{2}$

We used a bar model and made 2 parts at the bottom.

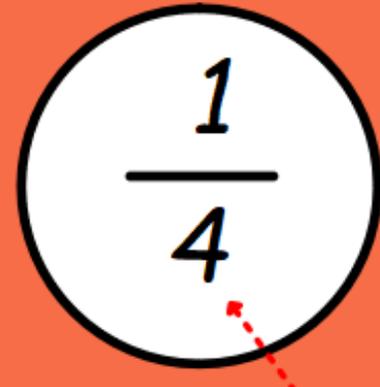
Today we are going to learn how to find a third



If a fraction has a 2 at the bottom it is called a half.



If a fraction has a 3 at the bottom it is called a third.

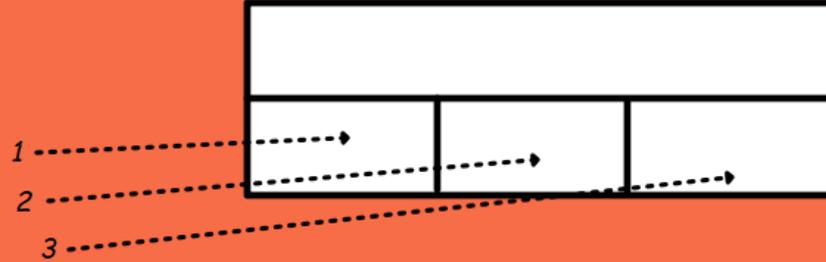


If a fraction has a 4 at the bottom it is called a quarter.

Just like when finding  $\frac{1}{2}$  we need to use a bar model to find  $\frac{1}{3}$ .

$$\frac{1}{3}$$

A third shows us that we need 3 parts at the bottom of our bar model.



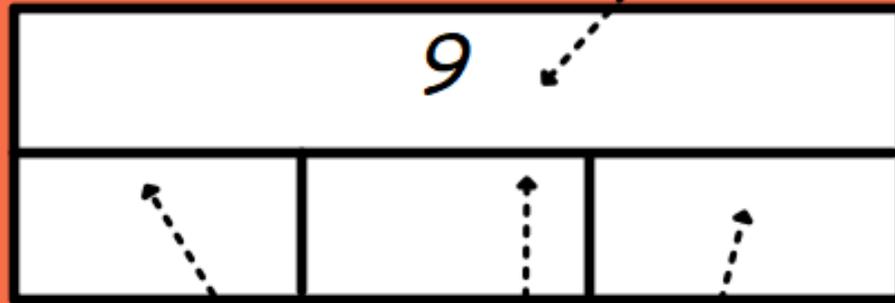
So our bar model will look like this today



This will help us find  $\frac{1}{3}$  of a number.

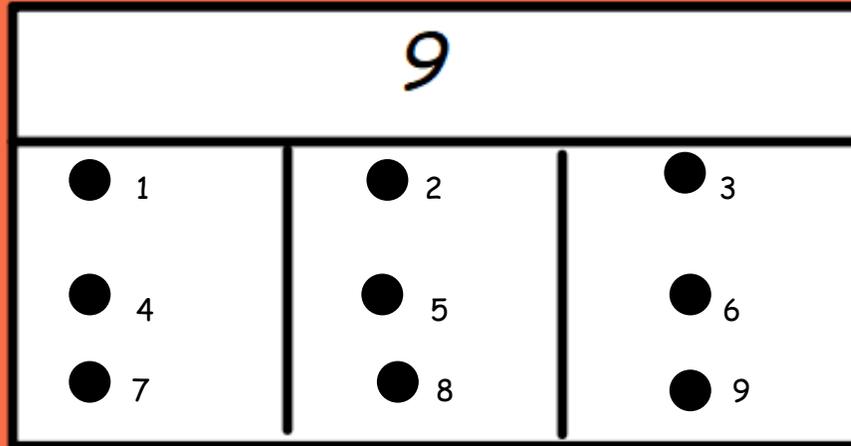
Let's have a go at finding  $\frac{1}{3}$  of 9.

Just like when finding  $\frac{1}{2}$  we put the 9 at the top of our bar model.



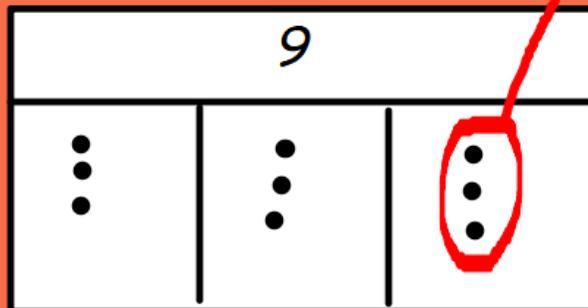
Then we need to share 9 into the 3 parts.

Then we need to share 9 into the 3 parts.



Share the dots between the parts, go from one **part** to the next **part** to the next **part** up to your **total**.

Now we need to count how many dots are in one part

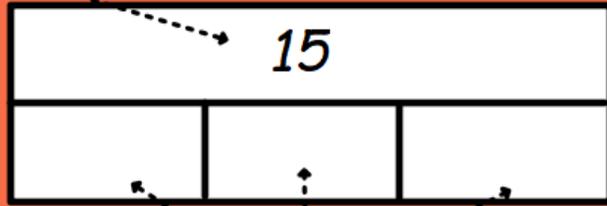


$$\frac{1}{3}$$

We can see that there are 3 in 1 part. So,  $\frac{1}{3}$  of 9 = 3

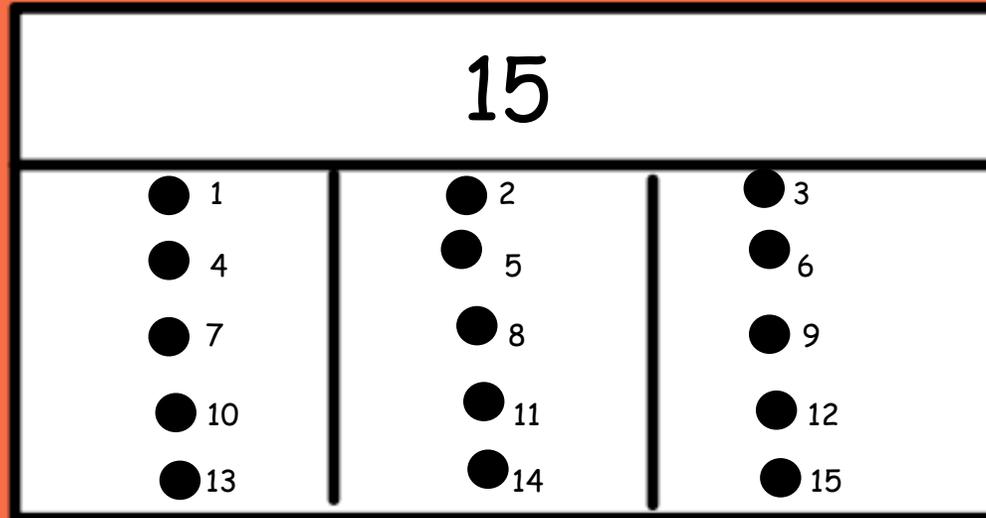
Let's have a go at finding  $\frac{1}{3}$  of 15

15 goes at the top of our bar model



We make 3 parts at the bottom of our bar model.

*Then we need to share 15 into the 3 parts.*



Share the dots between the parts, go from one **part** to the next **part** to the next **part** up to your **total**.

*Now we need to count how many dots are in one part*

*What is the answer?*


$$\frac{1}{3}$$

Have a go at finding  $\frac{1}{3}$  of these numbers.

9

30

18

21

12

6

# Day 3: English

As well as using alternative words for 'said', great authors use exciting adjectives!

When a word or phrase means exactly or nearly the same as another word or phrase, it is called a **synonym**. (said like this: sin-a-nim)

For example: Mr Pedwell is kind.

There are many ways to say 'kind'.



TASK

Here are some pictures from the story with a simple sentence.  
Can you think of as many synonyms for the word which is underlined.



The animals sleep.



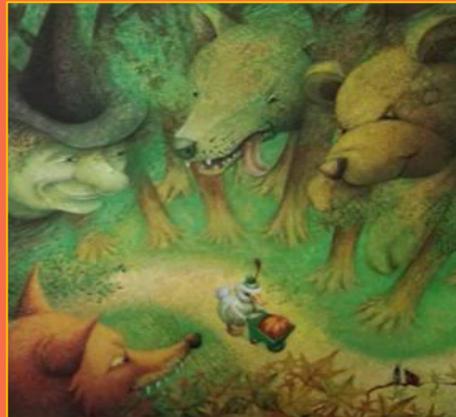
The animals argue.



The animals look for Duck.



Squirrel and cat cry  
about Duck.



Duck was scared.



Cat and Squirrel walk  
everywhere looking.

# Day 3: Science

One of the ways plants reproduce (make more plants) is through seeds. Have you ever planted seeds and waited for flowers, plants or fruit and vegetables to grow?

PUMPKINS ARE NO DIFFERENT!!



You have 2 tasks to do...



Can you guess which plant these seeds have come from?



1



2



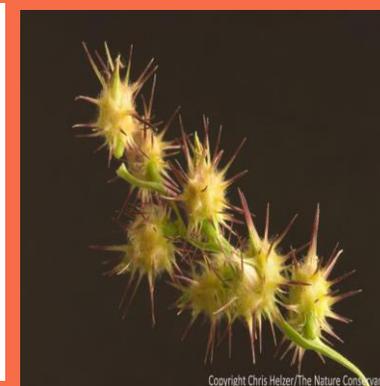
3



4



5

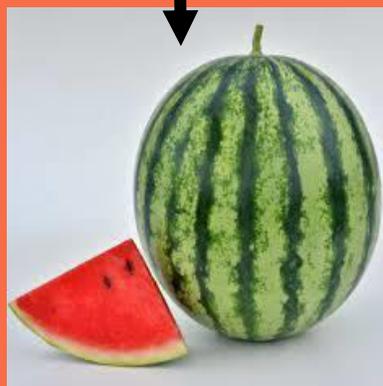
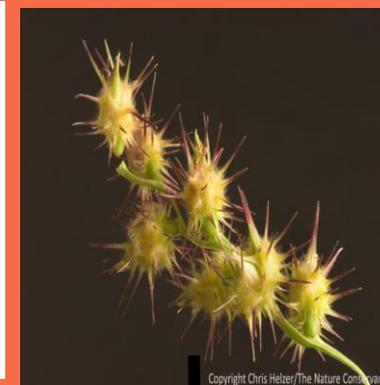


6

Answers on the next page....



How many did you get right?



apple

violet

watermelon

maple

sunflower

sandbur



TASK 2

When a seed grows it is called germination.  
When a seed travels, it is called dispersion.

But how do seeds disperse?

Watch the video and see if you can be seed detectives and find the six different ways seeds can travel.

BEEFFS - each one starts with one of these letters!

Write these down the side of your page, find and write the method and draw a picture to show how it travels.

B \_\_\_\_\_

E \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

F \_\_\_\_\_

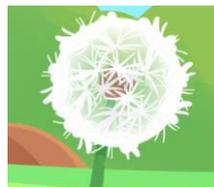
S \_\_\_\_\_

[Vimeo](#)

Answers on the next page....



**B** lowing



**E** ating



**E** xploding



**F** loating



**F** alling



**S** ticking



# Day 3: Maths

*Halving facts to practise this week*

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 20 = 10$$

$$\frac{1}{2} \text{ of } 50 = 25$$

$$\frac{1}{2} \text{ of } 30 = 15$$

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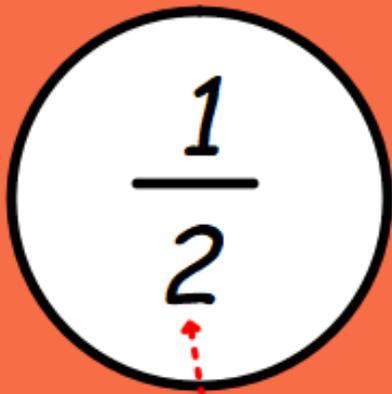
$$\frac{1}{2} \text{ of } 200 = 100$$



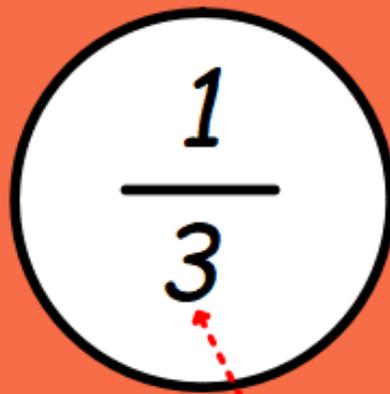
Yesterday we looked at  $\frac{1}{3}$

We used a bar model and made 3 parts at the bottom.

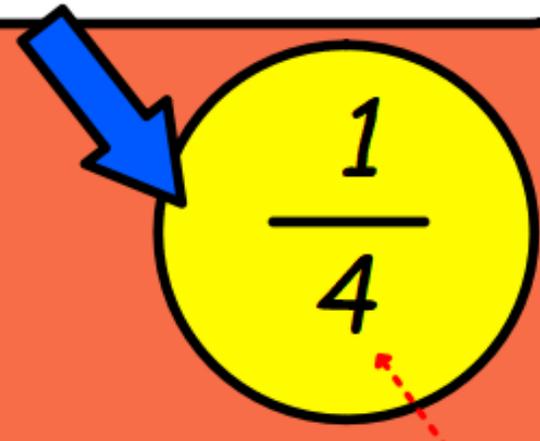
Today we are going to learn how to find a quarter



If a fraction has a 2 at the bottom it is called a half.

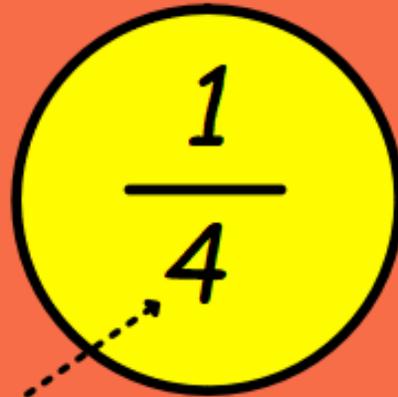


If a fraction has a 3 at the bottom it is called a third.



If a fraction has a 4 at the bottom it is called a quarter.

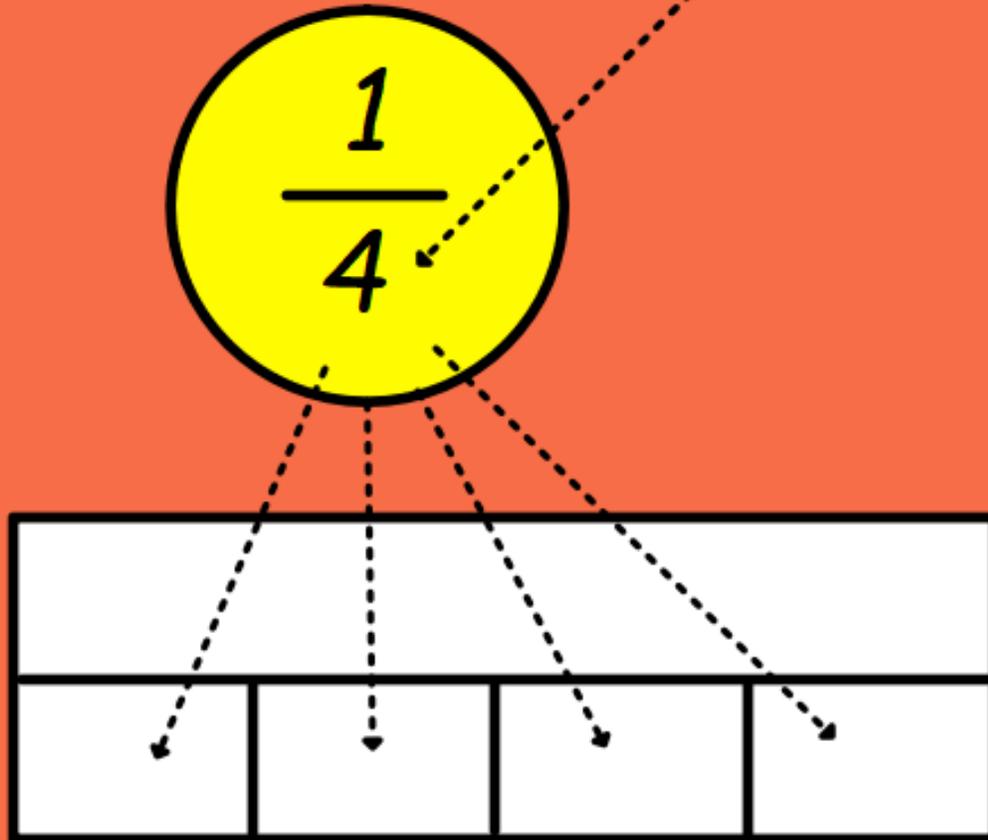
Just like when finding  $\frac{1}{3}$  we need to use a bar model to find  $\frac{1}{4}$ .


$$\frac{1}{4}$$

Can you guess how many parts we will need at the bottom of our bar model for finding a quarter?

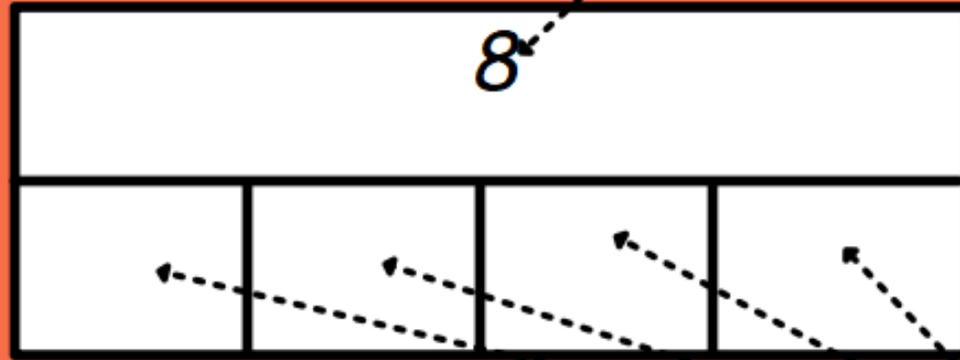
?

That's right, it is 4. The fraction, a quarter shows us that we need 4 parts at the bottom.

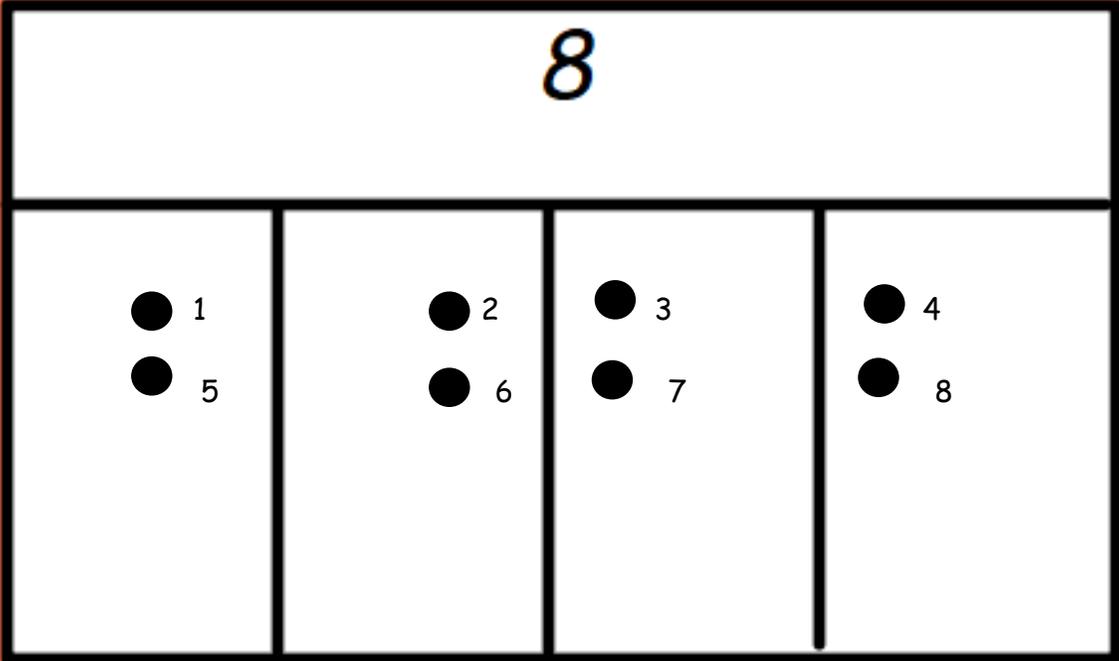


Let's have a go at finding  $\frac{1}{4}$  of 8.

Just like when finding  $\frac{1}{3}$  or a  $\frac{1}{2}$  we put the 8 at the top of our bar model.



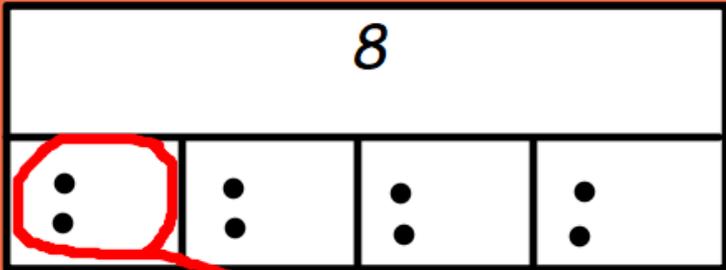
Now we need to share 8 into the 4 parts.



Share the dots between the parts.

Go from one **part** to the next **part** to the next **part** to the next **part** up to your **total**.

$$\frac{1}{4}$$

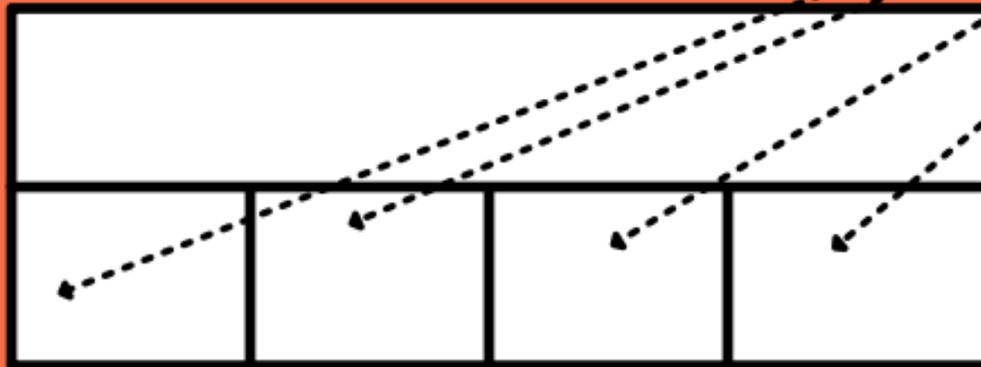


In 1 of the parts there are 2 dots.  
So  $\frac{1}{4}$  of 8 = 2

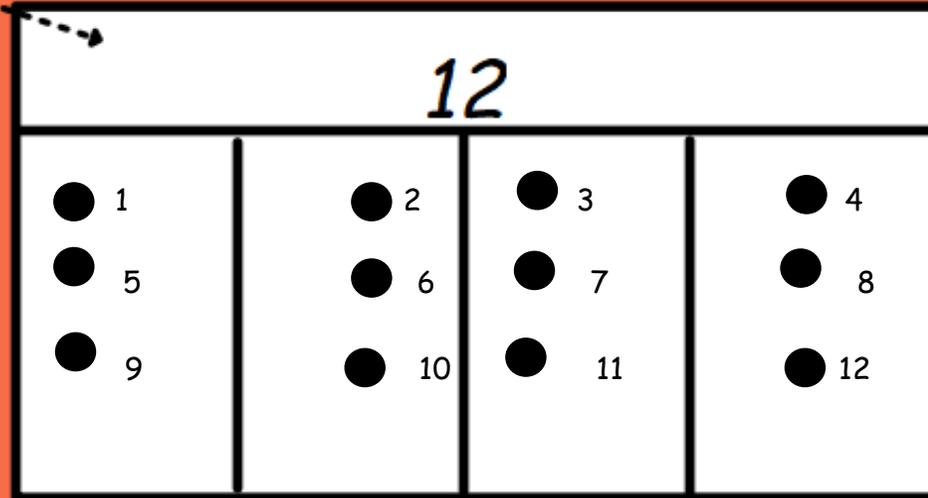
Let's have a go at finding  $\frac{1}{4}$  one more time together.  
Then you can do some on your own.

Let's have a go at finding  $\frac{1}{4}$  of 12

Again we need to use a bar model with 4 parts at the bottom.



The 12 goes at the top of our bar model



Share the dots between the parts!!

One part, next part, next part, last part back to first part!

Now we share 12 into the 4 parts

Now because we are finding 1 quarter we need to count how many dots in 1 part.

There is 3 in 1 part so  $\frac{1}{4}$  of 12 = 3.

Have a go at finding  $\frac{1}{4}$  of these numbers

20

24

40

4

28

32

Use the bar model to help.

# Day 4: English



Rewrite these sentences to make them better. You have learnt about alternative words for 'said' and using synonyms. Go back through this weeks work if you need a reminder!

1. "The soup tastes bad!" said the Cat.
2. "I really miss the nice Duck" said the Squirrel.
3. "Why are the pumpkins so small?" said the Duck.
4. The cat and squirrel walked for a long time looking for the duck. "I could cry" said the Cat quietly.
5. They walked home with sad faces and sad hearts but Duck was there. They felt so happy. "We have missed you so much" they said.

# Day 4: Geography

Pumpkins are great fun to grow. They seeds need to be planted during the summer and they need a sunny position, plenty of water and shelter from cold winds. I think one of the finest sights of autumn is colourful pumpkins ripening in the sun.

In the United Kingdom there are 4 seasons.

WINTER

December

-

February



SPRING

March

-

May

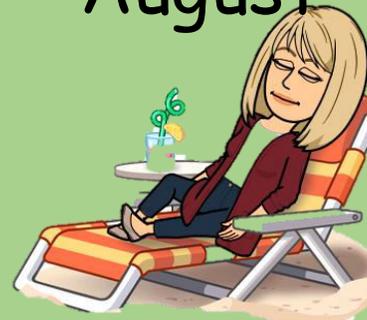


SUMMER

June

-

August



AUTUMN

September

-

November



It is important we wear the right clothes for the season...  
Yet, the animals in the story have nothing on?!?

Can you sort these items of clothing into 4 categories? **Winter, spring, summer and autumn.**

Split your page into 4 and write the headings and either draw or write the clothing.



# What is your favourite season and why?



My favourite season is autumn because I love to see the crisp, golden leaves on the trees. I enjoy walking through them when they fall off and hearing the crunching noise. I also love to snuggle up in a blanket in front of the fire as the nights get darker and colder. I also HATE summer clothes and feel much better in socks and boots.

# Day 4: Maths

*Halving facts to practise this week*

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 20 = 10$$

$$\frac{1}{2} \text{ of } 50 = 25$$

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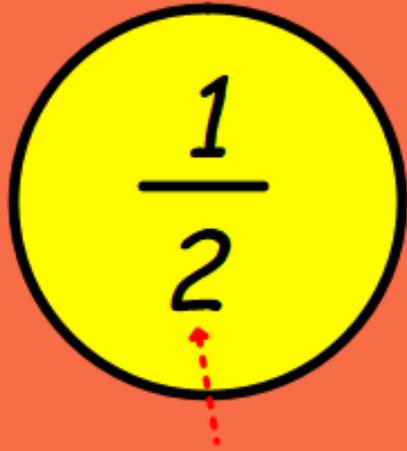
$$\frac{1}{2} \text{ of } 90 \text{ is } 45$$

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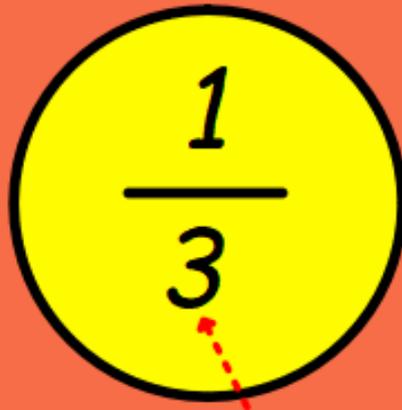
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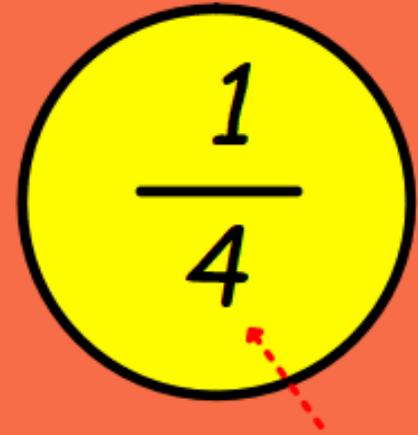
*We have learned how to find all of these fractions*



*If a fraction has a 2 at the bottom it is called a half.*



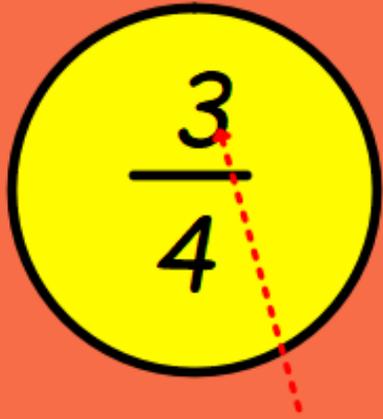
*If a fraction has a 3 at the bottom it is called a third.*



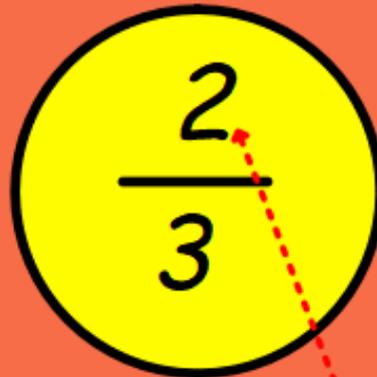
*If a fraction has a 4 at the bottom it is called a quarter.*

*Because all of these have a 1 at the top we have to find 1 part, 1 quarter, 1 half or 1 third.*

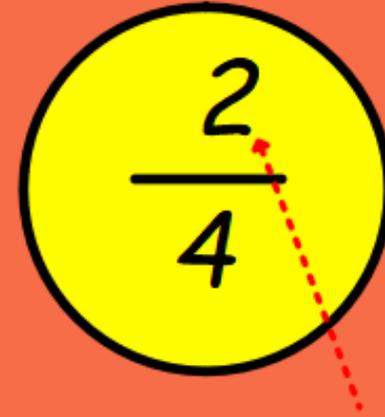
*But sometimes a question may look like this...*


$$\frac{3}{4}$$

*This fraction has a 3 at the top so we need to find 3 parts.*


$$\frac{2}{3}$$

*This fraction has a 2 at the top so we need to find 2 parts.*


$$\frac{2}{4}$$

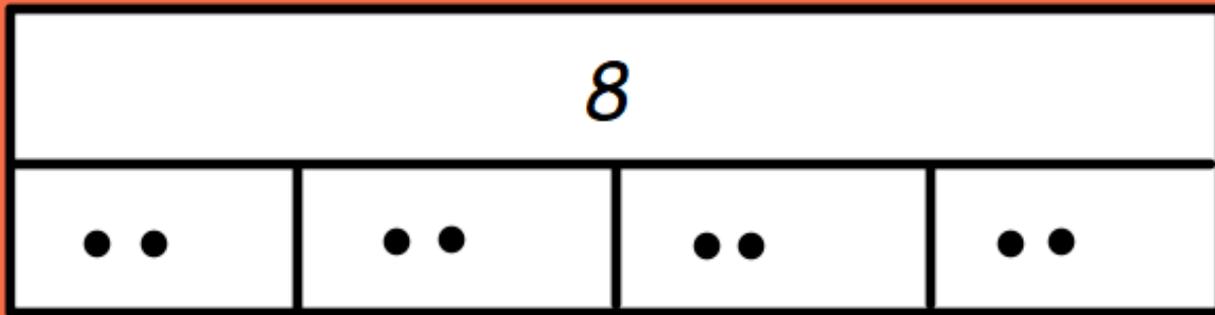
*If a fraction also has a 2 at the top so we need to find 2 parts.*

*We can use a bar model just like before to answer these questions*

To find 3 quarters we need to do the same as if we were finding 1 quarter.

$$\frac{3}{4}$$

$$\frac{3}{4} \text{ of } 8 =$$

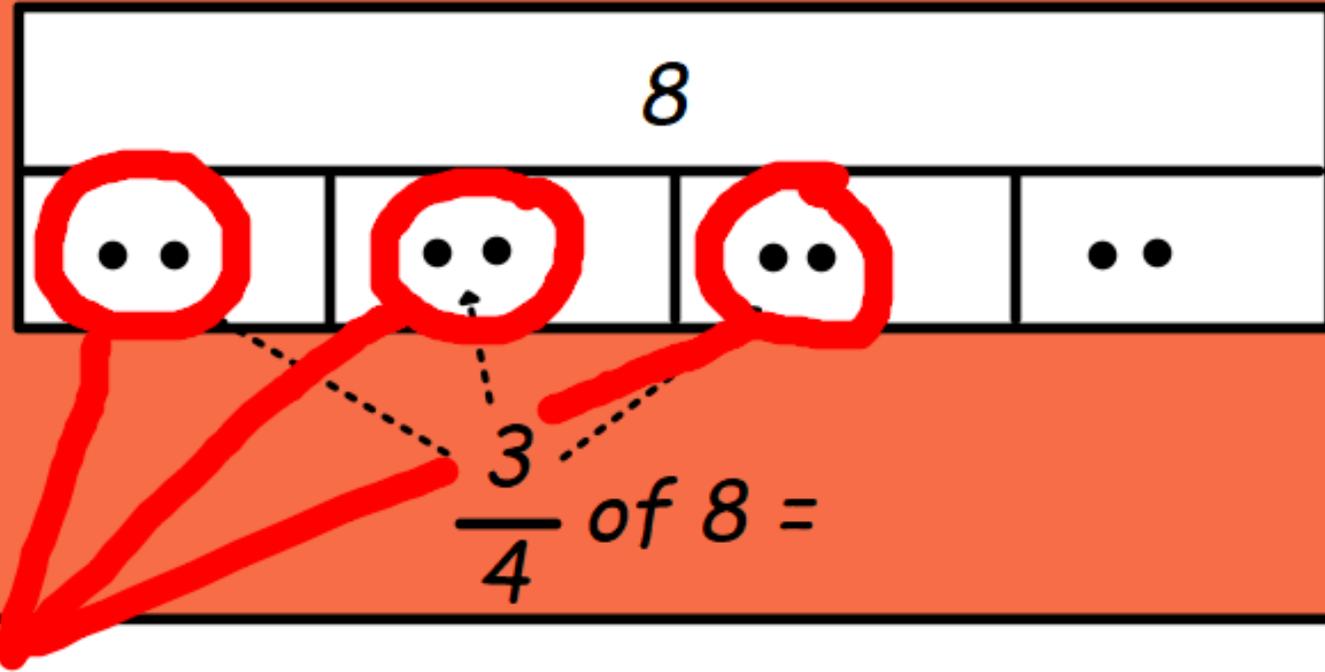


1. Split bar into 4 parts

2. Share 8 into the 4 parts (from part to part)

3. Count how many are in 3 parts.  $\frac{3}{4}$

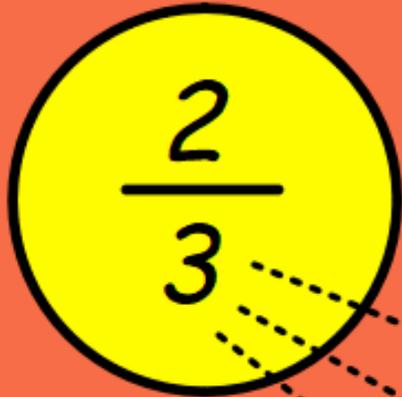
$$\frac{3}{4}$$



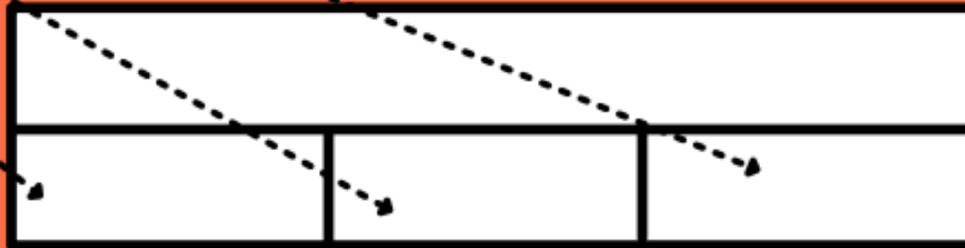
Now we must add up all the three parts. In each part there are 2 dots.  $2 + 2 + 2 = 6$  so 3 quarters of 8 are 6.

Let's have a go at finding 2 thirds of a number

$$\frac{2}{3} \text{ of } 15 =$$

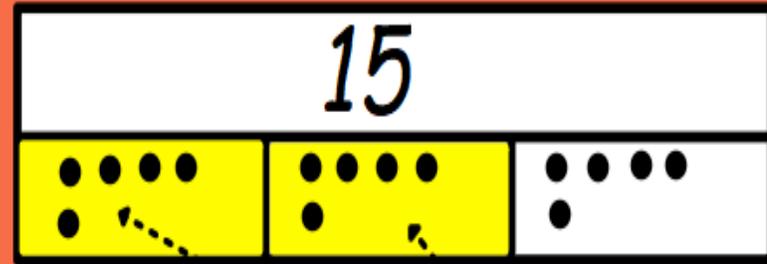
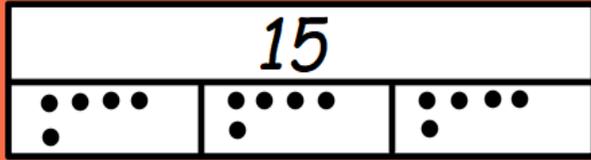

$$\frac{2}{3}$$

First we draw our bar model with 3 parts at the bottom.



$$\frac{2}{3}$$

Put 15 at the top and share it out into the 3 parts.



$$\frac{2}{3} \text{ of } 15 =$$

Because the number at the top is 2 we need to find 2 parts.

There are 5 in each part so we need to add the 2 parts.  $5 + 5 = 10$   
so 2 thirds of 15 is 10.

Have a go at finding these fractions, remember to use a bar model to help. You can look back at this weeks work to remind you how to do it.

$$\frac{2}{4} \text{ of } 20 =$$

$$\frac{3}{4} \text{ of } 16 =$$

$$\frac{2}{3} \text{ of } 21 =$$

$$\frac{2}{3} \text{ of } 9 =$$

$$\frac{2}{4} \text{ of } 40 =$$

$$\frac{3}{4} \text{ of } 20 =$$

# Day 5: English

When actors perform a show, they use something called a play script. It is the story split up into each person's part and the narrator who tells the story.

The actors use it to know what they need to say, how to say it and when.



## Scene 1 - The Classroom

**Narrator**

Mr Pedwell and Mrs McGuinness were busy sorting their classrooms out.

**Mrs Wright**

Mr Pedwell, can you come to my office? asked Mrs Wright.

**Mr Pedwell**

I won't be long, he explained.

**Mrs McGuinness**

I hope everything is alright, she said worriedly.

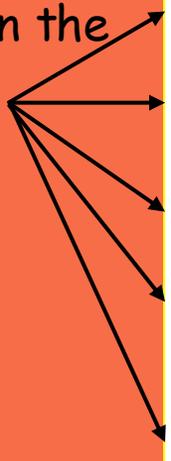
**Narrator**

Mr Pedwell plodded down the colourful, bright corridor while Mrs McGuinness carried on sticking in today's work.

Narrator tells the story and gives descriptions of what is happening.

It tells the characters what to say and how to say it.

Character names on the left



# Can you guess which fairy tale these playscripts are from?

## Scene 1 - The Farm House

- Narrator 1** One day a Mother Pig explained to her sons that they had to find a house of their own.
- Mother Pig** Children I want you to find a house of your own, demanded the Mother Pig.
- Jon** I'm going to make mine out of bricks, he exclaimed.
- Jonie** I'm going to make mine out of sticks, he declared.
- Jonathon** I'm going to make mine out of straw, he shouted.
- Narrator 2** Jon tried to find some bricks. Jonie tried to get some sticks and Jonathon tried to find some straw.
- Narrator 1** All the little pigs then went to make their houses.

## Scene 3 - Getting ready for the ball

- Narrator:** It's the day of the ball. The sisters are being helped to get ready.
- Ugly sister 1:** Come here and help me with my dress, she shouted.
- Ugly sister 2:** Come here and help me with my hair, she shrieked
- Ugly sister 1:** Go and find my blue shoes, she demanded.
- Ugly sister 2:** Go and find my yellow bag, she ordered
- Ugly sisters 1 and 2:** Quickly, quickly, quickly.....It's time to go! they cackled.

TASK



Write a play script for this scene  
"The soup explosion"

How will the characters say their lines?

How will the narrator describe what is  
happening on the stage?

Remember to write the characters name  
down the side of the page like you have seen  
in the other playscripts.



# Day 5: Art - revisited



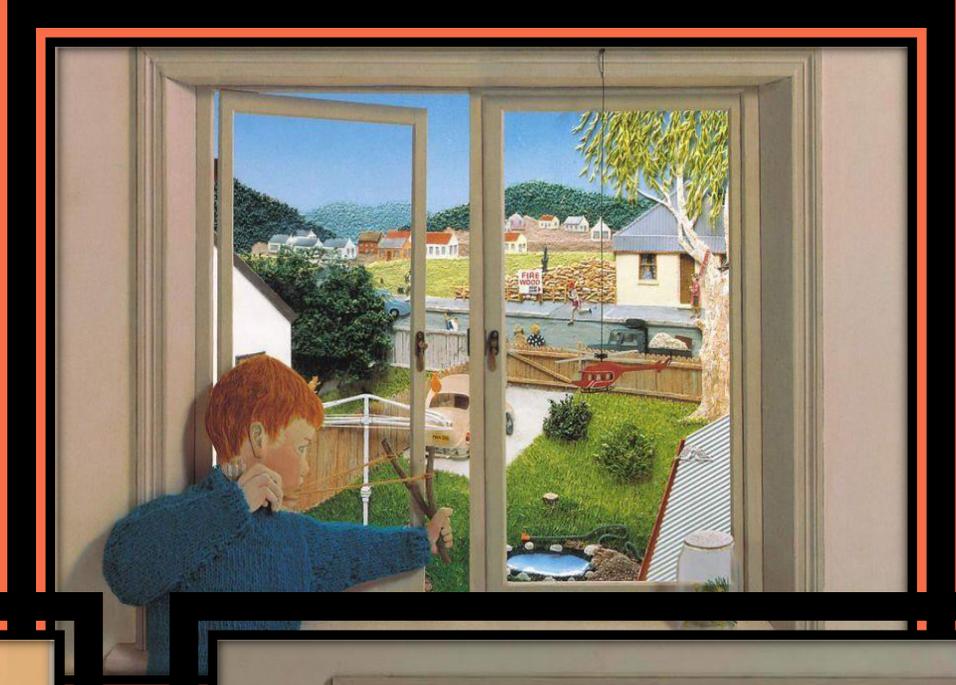
Do you remember what Jeannie Baker is famous for?

What does she draw?

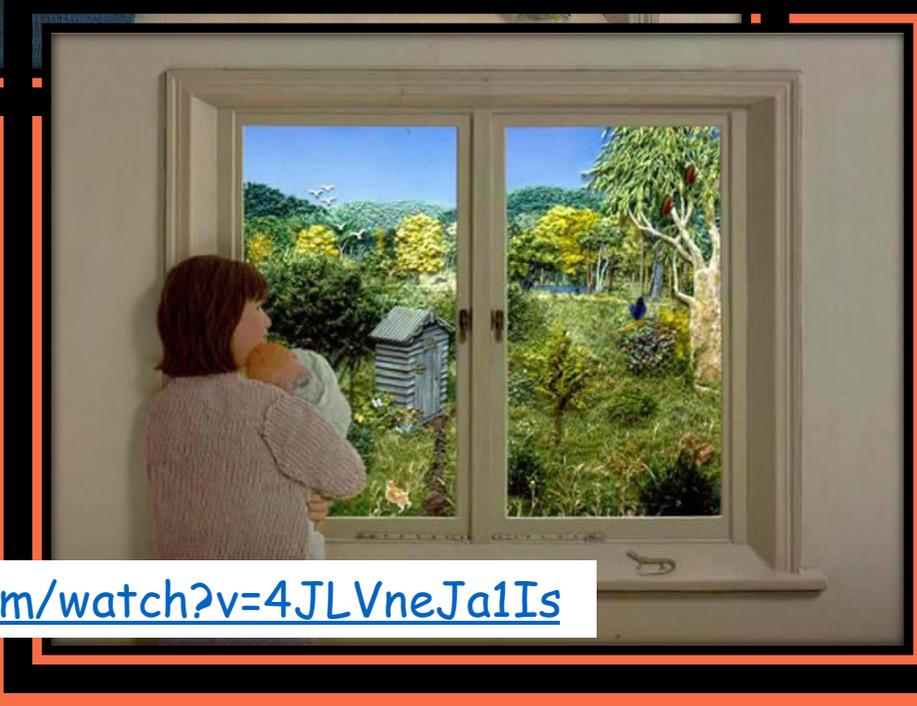
What do her illustrations show?



Her art is often through a window and it shows change over time.



Let's see if your view has changed since day 1....



<https://www.youtube.com/watch?v=4JLVneJa1Is>



Go and sit by the same window you sat by in day 1.

Look out, what do you see today?

Sketch everything that you see and colour it in.

I bet somethings are missing and other things are there which weren't there on Monday.

Compare you two pictures and talk about the changes over time.



# Day 5: Maths

Do you know your halving facts?

$$\frac{1}{2} \text{ of } 10 \text{ is}$$

$$\frac{1}{2} \text{ of } 70 =$$

$$\frac{1}{2} \text{ of } 20 =$$

$$\frac{1}{2} \text{ of } 90 \text{ is}$$

$$\frac{1}{2} \text{ of } 50 \text{ is}$$

$$\frac{1}{2} \text{ of } 100 =$$

$$\frac{1}{2} \text{ of } 30 =$$

$$\frac{1}{2} \text{ of } 200 \text{ is}$$

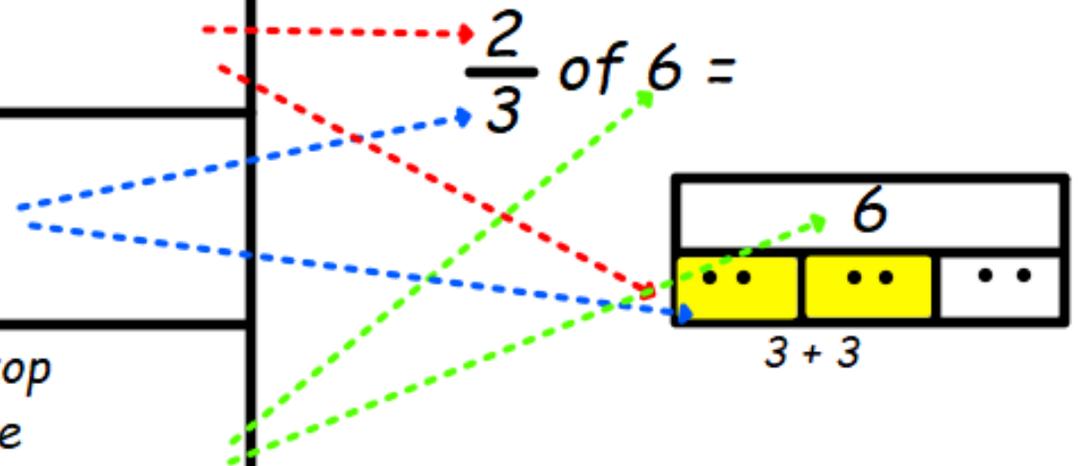


Today is your turn to find the answers to these mixed fractions without help. Remember to use a bar model and look for information in the fraction to tell you what you need to do.

Remember the number at the top is how many of the parts you need to find.

The number at the bottom is how many parts you need at the bottom of the bar model

The number at the end of the question goes at the top of the bar model and is the amount you need to share into the parts at the bottom.



*Find the answers to the questions on the next page.*

*Good luck and don't forget to look back at this weeks work to help you.*

$$\frac{3}{4} \text{ of } 16 =$$

$$\frac{1}{3} \text{ of } 9 =$$

$$\frac{1}{2} \text{ of } 14 =$$

$$\frac{2}{4} \text{ of } 8 =$$

$$\frac{2}{3} \text{ of } 18 =$$

$$\frac{1}{2} \text{ of } 24 =$$

Well done for completing this week's work on "Pumpkin Soup".

We're really glad the animals were reunited at the end and all of them had their own jobs to do within a team.

We can't wait to see you and your work when we return to school.

Another new story will be coming your way next week!

Cheerio!

Stay safe!



From *Mrs McGuinness*  
and *Mr Pedwell*