

Dear Parent/Carers,

In English, we have been reminding ourselves of how and when to use conjunctions. We looked at conjunctions that join two sentences together (and, but, so, or) and we also looked at conjunctions that we can use to add more information or an explanation (when, if, because). We had to read some sentences and decide which conjunction would make the most sense.

*and, but, or, so*

The hare ran \_\_\_\_\_ he was very fast.

The tortoise wanted a race \_\_\_\_\_ he asked the hare for one.






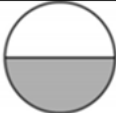


The animals gathered to watch \_\_\_\_\_ the race began.

We then had a go at writing our own sentences using these conjunctions.

For our spelling rule this week, we have looked at homophones. Homophones are words that sound the same but have a different spelling and meaning. We had a go at drawing some pictures to help us to remember how to spell these words.

**Ther**  **There**  **they** <sup>a</sup>**re**

In Maths, we have learnt what a fraction is: a part of a whole. We have looked at fractions of shapes and patterns. The children now know that the top number in a fraction is called the **numerator** which tells us how many parts we have and the bottom number is the **denominator** which tells us how many parts the whole is divided into. So far, we have looked at halves, quarters and thirds. Below are some examples:

	$\frac{1}{2}$	Not $\frac{1}{2}$		$\frac{1}{4}$	Not $\frac{1}{4}$
					
					
					
					

During indoor PE lessons, we have been learning how to do balances. We worked in pairs to create a balance sequence that included a shell, rock and anchor balance. We had to invent some interesting balances before performing them to the rest of the class.

Thank you for all the contributions that you have made towards our car making for next week. They have been gratefully received.

Many thanks for your ongoing support,  
Mrs Haigh, Miss Heneghan and the Year 2 Team