

Squirrels: Homework & Spellings: Term 3

Below is a grid showing a number of options that can be completed as homework over the term. Pick an activity each week to bring in on a Friday. These activities can be crafty, written or a deep discussion, I do not mind how it is presented.

Each Week...

Reading books will be sent home on Thursdays or Fridays this term. Could your children have a go at the book that has been sent home throughout that week, ready to be brought back in at the beginning of the week and swapped throughout the week.

The tricky words will stay the same throughout the year as these are all the tricky words for year 1 and 2.

When you are out and about why not ask your children to tell you the number they see; on a sign, in Tesco etc. Could they then tell you what is one more or one less, could they tell you five or ten more or less.

Then choose one of these...

In English we are looking at Beegu, an alien who crash landed on earth. I would like you to design and label an alien ship which would help Beegu get back to her planet. What would she need to keep her safe? What supplies would she need?

This term we are looking at different shades of a colour (lighter and darker.) When out and about, can you see if there are changes in colour throughout the day. Is a tree lighter or darker in colour at lunchtime compared to bedtime?

Practise counting in tens by using the hands and/or feet of the people around you. Can you use yours or someone else's fingers and toes to add ten more or take ten away?

We looked last term at the seasons; we are currently in winter. What do we have to wear in winter? How do we keep warm inside and outside? Does it change throughout Winter? Is it sometimes warmer or cooler?

In RE, we are looking at Jesus bringing good news. What does good news feel like to you? Could you bring good news? Could you write 'good news' notes and pass them to people? Could you be the bearer of good news?

Go for a walk, somewhere you can go again to compare the grass, the trees but specially the flowers. Can you name any parts of the flowers? How do wildflowers grow? What do they need?

Tricky words to read and write.

(you could write them, say them, draw them with pencils, chalk on the concrete etc. whatever encourages learning and fun)

Taught in Year 1 Autumn term		
Tricky word	Tricky part	Why is it tricky?
their	eir	The 'eir' makes the sound air . <i>This is a rare spelling for this sound.</i>
people	eo le	The 'eo' makes the sound ee *. Your child has not yet learned the digraph 'le'. <i>*This is a rare spelling for this sound.</i>
oh	oh	The 'oh' makes the sound oa . <i>This is a rare spelling for this sound.</i>
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound or .
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound ar . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound oo (as in 'book').
our	our	The trigraph 'our' makes the sound ow followed by the schwa sound. <i>This is a rare spelling for this sound.</i>
house mouse	se	Your child has not yet learned the digraph 'se'. Here, it makes the sound s .
water	a	The 'a' makes the sound or . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
want	a	The 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.

*Depending on regional pronunciations, not all children will be taught the word 'ask' as a tricky word.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . <i>This is a rare spelling for this sound.</i> Learning so far: Your child has learned the sound f as in 'fish'.

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.