

Squirrels: Homework & Spellings: Term 6

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.

Then choose one of these...

In English, we are looking at the story 'The Bee Who Spoke' (please do not read ahead with your children). Can you find out any unique information about bees? Present it however you like; a news report, a fact file, a labelled drawing or just a list of facts.

In DT we are looking at finger puppet this term. Could you draw your favourite book character as a finger puppet and label it telling me about the character, maybe: their name, age, favourite food, where they live, something about their personality

We will be looking at fractions this term. We will be looking at halves, quarters and thirds. Can the children cut a sandwich, cake or something healthier into equal fractions. If they cut in half, they will have two equal pieces, if they cut into quarters, they will have four equal pieces etc.

In science, we are looking at how we use your bodies. Could you have a think about what your favourite thing to watch, smell, taste, sound and feel.

We are continuing Judaism this term, one thing we will look at their celebrations; their holidays. What times of year do you like to celebrate and why? Why is it special?

In history, we are looking at toys throughout the years. Could adults and children compare the toys they play/played with? What is different? What is the same?

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 . This is a rare spelling for this sound. |
| people | eo le | The 'eo' makes the sound ee* . Your child has not yet learned the digraph 'le'. *This is a rare spelling for this sound. |
| oh | oh | The 'oh' makes the sound oa . This is a rare spelling for this sound. |
| 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. This is a rare spelling for this sound. |
| 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. |
| l | 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 . This is a rare spelling for this sound. 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.