

## Squirrels: Homework & Spellings: Term 4

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.

We spoke a lot last term about -ty and -teen numbers (e.g. thirty and thirteen). If you hear your children say one, could you please just check that they are using the right suffix. They have worked really hard and deserve ALL the praise when they get it right.

### Then choose one of these...

In English, we are looking at the story 'The Robot and the Bluebird' (please do not read ahead with your children. Write/draw/think how are robots different to humans. Do we look the same? Do we have the same emotions?

In DT, we are going to design and make a windmill. How are we going to make that work? Do we know what a windmill looks like? Have we seen one? How are they different to other buildings? Can we design or make a prototype at home?

We will be counting in 2's, 5's and 10's this term. Can we listen to songs, use smarties to count, write them down. Anything to help with their timetable knowledge.

In science, we are looking at microhabitats and minibeasts. At the end of this term, it will be spring. We will start to see minibeasts when we are on our walks. What do you notice? What minibeasts do you see?

We will be looking at why Easter is important to Christians. Could you make an easter craft of any sort?

In history, we will look at how lives have in Stelling Minnis. However, I would like the children to think about what has changed in their lifetime. Have they moved? Become a sibling? Received a special toy?

## 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 <b>air</b> . This is a rare spelling for this sound.
people	eo le	The 'eo' makes the sound <b>ee*</b> . Your child has not yet learned the digraph 'le'. *This is a rare spelling for this sound.
oh	oh	The 'oh' makes the sound <b>oa</b> . This is a rare spelling for this sound.
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound <b>or</b> .
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound <b>ar</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound <b>oo</b> (as in 'book').
our	our	The trigraph 'our' makes the sound <b>ow</b> 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 <b>s</b> .
water	a	The 'a' makes the sound <b>or</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
want	a	The 'a' makes the sound <b>o</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> 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 <b>z</b> . <b>Learning so far:</b> For 's', your child has learned the sound <b>s</b> as in 'sat'. They will learn that 's' can make the sound <b>z</b> later in the Autumn term.
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> 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 <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> 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 <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound <b>oo</b> (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . This is a rare spelling for this sound. <b>Learning so far:</b> Your child has learned the sound <b>f</b> as in 'fish'.

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