

Year 1/2 Homework

Date: Friday 27th February

READING:

The school's expectation is that children will read with an adult at least three times a week however, in Key Stage One 'little and often' is the key to success and daily reading is preferable to develop fluency and confidence. Please sign reading diaries each time you listen to your child read. Thank you to all parents leaving a helpful comment or message regarding on your child's efforts.

The reading diaries and reading books **must** be in school every day. The diaries will be checked every day by the class teacher.

Book changing days are Monday, Wednesday, and Friday.

MATHS:

Numbots - Your child's log in can be found in their reading diary.

Please keep up the good work with Numbots. Complete 20 minutes a week.

YEAR 2s ONLY: Timetables Rock Stars (TTRS) - The log ins for TTRS are the same as the Numbots log ins that are in the children's reading diaries.

Continue to practise the **jamming** section for now, focusing on the 2s, 5s and 10s times tables. This will allow the chance to practise with no pressure of a timer.

[Home - Times Tables Rock Stars](#)

In Year 1 Maths this week we have been exploring how to partition (split) different numbers. You could explore this practically at home by collecting 6, 7, 8, 9 or 10 objects (Lego pieces, beads, pasta) and find different ways to partition (split) the total number of objects into 2 groups e.g. 6 blocks could be partitioned into 0 and 6, 1 and 5, 2 and 4, 3 and 3.

In Year 2 Maths this we have been exploring how to represent equal groups as repeated addition and multiplication. The children could practise this at home by making equal groups e.g. make pairs of socks, 6 pairs would be $2 + 2 + 2 + 2 + 2 + 2$ as repeated addition or 6×2 as multiplication. Build 5 towers with 4 blocks in each tower from Lego, this would be $4 + 4 + 4 + 4 + 4$ as repeated addition or 5×4 as multiplication.

PHONICS:

There has been some regrouping of Phonics groups in response to our recent phonic assessments. A slip has been stapled into your child's reading diary today to inform you of their phonic group.

Please practise reading and spelling the words for your child's phonics group. This can be done as formally or creative as you like - make it work for your child.

For example - you can make flashcards for the words or use post-it notes. You can write using pens, paint, in sand or mud with a stick.

Phonic Group	We have been learning	Practise reading and spelling these words
Mrs Griggs and Mrs Young	We have been reviewing alternative spellings ow and ou. <ul style="list-style-type: none">'ow' grapheme used at the end of a word or usually before the letters n or l. Also, in some words 'ow' comes before -er.'ou' grapheme usually found before the letters d, -nd, t and s/se.	now, scowl, frown, clown, flower, loud, round, shout, house, about
Mrs Hall and Mrs Boston	We have been learning about alternative versions of the sound when the 'j' sound comes at the end of a word it would be spelt -dge and -ge. <ul style="list-style-type: none">-dge usually after a short vowel sound-ge after a long vowel sound, vowel team or consonant	edge, bridge, dodge, judge, wedge, cage, huge, stage, large, hinge
Mrs Walling	We have been learning about alternative versions of the sound 'j': j / g <ul style="list-style-type: none">Before a, o or u the spelling would be 'j'.Before e, i and y the spelling would usually be 'g'.	jester, gel, gym, jumper, ninja, jolly, magic, gentle, energy, joke

Mrs Savage	We have been learning the sounds oe/ue/ie we have talked about how these sounds are similar and why we sometimes get muddled.	toes, hoe, tiptoe blue, glue, rescue tie, pie, lied
Mrs Beddows	We have been learning the sounds: ay - may I play ou - shout it out ie - terrible tie	say, way, day out, loud, shout tie, pie, lie

OPTIONAL HOMEWORK:

This week we have been thinking about e-safety. We listened to a story about a penguin called Smartie that wasn't always sure how to be safe with his tablet device and what we thought he should do in these situations. The story generated great discussion about our use of technology at school and at home and importantly how to be safe when using electronic devices and the internet.

During our discussions several children mentioned that they have seen videos or played games that are not age appropriate. In the story we listened to Smartie the penguin was upset because a video he had seen was too scary. We spoke about what to do when you see something online that makes you feel worried or uncomfortable. Have a discussion at home about how we can be safe using electronic devices and screen time.