

Year 1/2 Homework

Date: Friday 20th March

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.

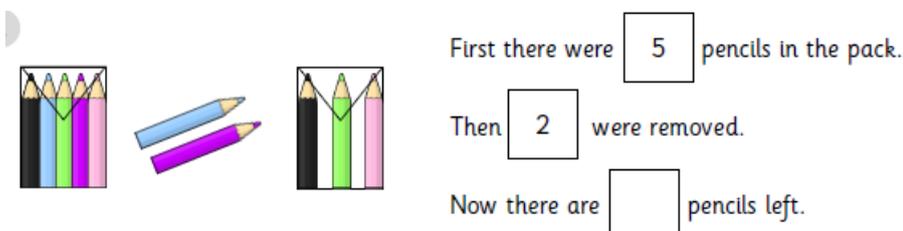
Please keep up the good work with Numbots. Complete 20 minutes a week.

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 they have continued learning about subtraction. The children have been creating number stories to represent addition and subtraction problems. For example:



First there were pencils in the pack.
Then were removed.
Now there are pencils left.

First there were 5 pencils in the pack. Then 2 were removed. Now there are 3 pencils left.

Can you create your own number stories?

In Year 2 Maths we have continued learning the 2 times table and exploring multiples of 2.

[Multiples of 2 | Skip Counting by 2 | 2 Times Table Practice | Learn Multiplication Facts Flashcards](#)

Try this game and find the multiples of 2:

[Coconut Multiples - Reinforce Times Tables](#)

PHONICS:

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	<p>We have been exploring the alternative spellings oa, ow, oe, o-e, o and considering the 'best bet' when selecting the correct spelling.</p> <ul style="list-style-type: none"> • oa - usually heard in the middle if root word ends in a -t or -st • o-e - usually heard in the middle with the letters k, l, m and n • ow - usually when sound heard at the end of a syllable 	throat, coast, arrow, tomorrow, most, ghost, tiptoe, hoe, stroke, gnome
Mrs Hall and Mrs Boston	<p>We continued exploring the alternative spellings of the long vowel sound a-e with the less common single a. Then we explored the alternative spellings ee and ea:</p> <ul style="list-style-type: none"> • 'best bet' ee is more commonly used before d, p or z • 'best bet' ea is more commonly used before m, t and st 	lady, baby, label, apron bleed, speed, sleep, scream, clean, wheat
Mrs Walling	We have been learning about the soft c sound:	cell, city, cycle, cylinder, pencil, space, slice, fancy, twice, place

	<ul style="list-style-type: none"> • seen before the letters e, i and y (the same letters that follow a soft g) • usually seen after the letters a and i where there is a long vowel split digraph sound 	
Mrs Savage	<p>We have continued learning the split digraph sounds:</p> <p>o-e - phone home</p> <p>u-e - huge brute</p> <p>We also explored the soft g sound in split digraph words.</p>	<p>bone, home, rope</p> <p>tube, cute, rude</p> <p>age, page, huge</p>
Mrs Beddows	<p>We have been learning the sounds:</p> <p>ew - chew the stew</p> <p>ow - blow the snow</p> <p>au - Paul the astronaut</p>	<p>dew, few, chew</p> <p>low, slow, grow</p> <p>haul, haunt, fault</p>

OPTIONAL HOMEWORK:

In topic we have been learning about the Paralympics. Can you find out about a famous Paralympian or Paralympic sport? Bring some facts in to share with the class.