

# Year 1/2 Homework

**Date: Friday 8<sup>th</sup> May**

## 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.

**New TTRS challenge: Now we are growing in confidence counting in 3s - you could give the 3 times table a go. We have been learning about division please allow your child to explore division as well as multiplication.** The children have learned a range of strategies to help them work out multiplication and division they can use these to solve questions.

[Home - Times Tables Rock Stars](#)

**In Year 1 Maths** this week we have been exploring numbers 11-19.

[Number Bonds 11-19 | Math Song for Kids | Jack Hartmann](#)

**In Year 2 Maths** we have started a unit on fractions. We have explored finding one-half and one-quarter of a shape.

[The Shape Fractions Song! △ \(Learn Halves & Quarters\) | Fun Math Song for Kids | BibololoLand](#)

## 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	We have been exploring the sounds ir, ur and er.	purpose, purple, further, thirsty, circus, thirteen, perhaps, mermaid, certain
Mrs Hall and Mrs Boston	We have been exploring the long i vowel sound written in different ways.	magpie, reply, scribe, climb, delight, why, tie, quite, sigh, find
Mrs Walling	<p>We have been comparing the sounds ai and a-e:</p> <ul style="list-style-type: none"> <li>'ai' is found in the middle of the syllable often before the letters l or n</li> <li>'a-e' is found in the middle of a syllable often before the letters c, k, m, t or v</li> </ul> <p>We have also explored some homophones using versions of these sounds.</p>	<p>behave, grateful, spaceman raining, sailing, chain</p> <p>plain/plane maid/made mail/male</p>
Mrs Savage	<p>We have been learning the sounds:</p> <p>are- care and share au - Paul the astronaut.</p> <p>We compared the sounds are / air and au / aw.</p>	<p>dare, share haul, haunt fair, chair dawn, yawn</p>
Mrs Beddows	<p>We reviewed the sounds:</p> <p>air - that's not fair ear - hear with your ear</p> <p>And we have learned the sound: are - care and share</p>	<p>fair, hair, chair fear, near, tear care, dare, share</p>

**OPTIONAL HOMEWORK:**

In English we have been learning the story of Hansel and Gretel. The children have made some puppets of the characters that they have been using to tell the story. They will bring their puppets home on Friday - can they put on a puppet show to tell the story of Hansel and Gretel?