

Year 1/2 Homework

Date: Friday 5th June

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, 3s, 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 length and height. We have used the language short, shorter and shortest; long, longer and longest; and tall, taller and tallest to compare the length of height of objects. We have also been using non-standard units to measure length and height. At home you could use Lego blocks, cubes, dominoes or even pieces of pasta to measure how long or tall something is (you just need to use the same unit each time). We have also explored using a ruler to measure in centimetres.

In Year 2 Maths we have been learning about telling the time on an analogue clock. We have learned about the 12 numbers on the clock face and how there are 60 minutes in one hour. We have learned about the minute hand and hour hand. We have learned about telling the time to o'clock, half past and quarter past.

Use [Teaching Clock](#) to explore making different times to o'clock, half past and quarter past.

Explore clocks in your own home.

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 sound 'l' written as 'le' and 'el' at the end of words.	camel, tunnel, parcel, model, towel, sparkle, purple, simple, bottle, candle
Mrs Hall and Mrs Boston	We have been exploring the long 'o' vowel sound written as o-e and oa.	hopeless, notepad, smoke, globe, close, boatman, coastline, roast, floating, throat
Mrs Walling	We have been comparing the long 'e' sound written as ee, ea and y.	dreaming, cleaning, gleam, sleeping, treetop, agree snappy, dreamy, fluffy
Mrs Savage	In preparation for the phonic screening check we have been reviewing all sounds taught and reading them in a range of words.	Paper homework this week, practise underlining special friend sounds and adding sound buttons before reading words in preparation for the phonic screening next week.
Mrs Beddows	In preparation for the phonic screening check we have been reviewing all sounds taught and reading them in a range of words.	Paper homework this week, practise underlining special friend sounds and adding sound buttons before reading words in preparation for the phonic screening next week.