



Daily home reading with an adult, of at least 10 minutes, is proven to have an impact on children's development and attainment within school. Please also continue to use Spelling Shed and Maths Shed.

| Week | Home Learning | This week's spellings/times tables | Parent/student comment | Peer comment | Teacher comment |
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| Set: 25/2/22 Due: 2/3/22 | <p>Maths (revision) – Can you make different amounts of money using coins? Make 20p, 50p, 70p and 90p. E.g. 20p + 20p + 20p = 60p You could even use real coins! <i>Challenge: Try to make larger amounts including pounds and pence. Can you make £1.15p in 3 different ways? Or £2.45p?</i></p> <p>English – Read a story that you have at home and pick out any new words. Use a dictionary to find the meanings of the new words and write them down like a glossary with their definitions. <i>Challenge: Use a thesaurus to find synonyms (different words that have the same meaning) for some of the words you have picked out or pick new words to complete this part of the task.</i></p> | <p>Spellings: Every, everybody, even, great, break, steak, pretty, beautiful, after, fast <i>(Challenge words)</i></p> <p>Times tables: Practise your 2, 5 and 10 times tables.</p> | | | |
| Set: 4/3/22 Due: 9/3/22 | <p>English – Think about compound words (2 words that join together to make a new word e.g. pan + cake → pancake). How many can you think of? Can you write sentences with compound words? <i>Challenge: How many compound words can you get in your sentences? E.g. There was a <u>butterfly</u> on the <u>football</u> pitch. Each compound word = 1 point. Who can score the highest points in one sentence?</i></p> <p>Geography – If you could change the world.... In Geography this half term we will be thinking about Global Goals and ways of making the world a better, more sustainable place. If you were in charge, what would you do to make the world a better place? Think about the environment and how to support people in your local and wider communities. What change would you like to see? Write down your ideas and why. Be creative with how you do this. You could create a poster or leaflet or even record your thoughts. <i>Challenge: As part of your plan, come up with 3 steps that would help to make it happen!</i></p> | <p>Spellings: Nicer, writer, baker, hoped, loved, largest, closest, looser, safer, simpler <i>(Spelling rule – When a word ends with a 'e' and there is a consonant before that 'e' then 'r' is added straight on the end to create the /er/ sound, 'd' is added to make the /ed/ sound and 'st' is added to create the /est/ sound.)</i></p> <p>Times tables: Practise your 2, 5 and 10 times tables.</p> | | | |
| Set: 11/3/22 Due: 16/3/22 | <p>English – Can you write words with contractions correctly? Remember that contractions are when 2 words are squeezed together to make a shorter word – during this process, letters are squeezed out and</p> | <p>Spellings: Patting, humming, dropping, running, hopping, clapping,</p> | | | |

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| | <p>replaced with an apostrophe. E.g. did not → didn't Create a grid in your book showing the words and their contraction. I am → I'm You are → you're <i>Challenge: Practise spelling the contractions you have written down and write a sentence for each one.</i></p> <p>Maths – Go on a 2D shape hunt! You can either do this in your house or on a walk in the local area. See if you can describe the shapes using the words sides, corners, straight, curved. <i>Challenge: Have a go at drawing the different 2D shapes you have found using a ruler where necessary. Can you sort them in different ways? E.g. Amount of sides, curved or straight sides etc.</i></p> | <p>sitting, flipping, wrapping, slipping <i>(Spelling rule –adding 'ing' to words of one syllable. The last letter is doubled to keep the short vowel sound)</i></p> <p>Times tables: Practise your 2, 5 and 10 times tables.</p> | | | |
| <p>Set: 18/3/22 Due: 23/3/22</p> | <p>English – Write a poem about a tree! Head outside, if it is safe for you to do so, and observe a tree. What does it look like? Feel like? Smell like? Does it make any sound? What does it feel like when you hug the tree? Include all of these ideas as you are writing your poem. You can write this however you like! Perhaps even as an acrostic poem.</p> <p>T R E E</p> <p><i>Challenge: Can you make your poem rhyme?</i></p> <p>Science – Whilst you are outside observing the tree, you could also take a walk to observe whether any new plants have grown. As it is Spring time, you should start to see more plants sprouting up. Take some time to enjoy nature! <i>Challenge: Can you identify the different plants that you spot? Make a log of the plants you spot and include the names and a drawing of the plant.</i></p> | <p>Spellings: Patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged <i>(Spelling rule – adding 'ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.)</i></p> <p>Times tables: Practise your 2, 5 and 10 times tables.</p> | | | |
| <p>Set: 25/3/22 Due: 30/3/22</p> | <p>Art – In Art this half term we have been learning about printing. Have a go at creating a patterned cardboard tile at home using printing to create different patterns. Use anything you can find (potatoes, toilet roll tubes etc.). Cut out a square piece of cardboard and decorate it with lots of intricate patterns! <i>Challenge: Can you create a repeating pattern with more than 3 shapes/objects?</i></p>  | <p>Spellings: All, ball, call, walk, talk, always, fall, small, also, bald <i>(Spelling rule – The /or/ sound spelled 'a' before ll and l)</i></p> <p>Times tables:</p> | | | |

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| | <p>Maths – Recall your learning about 3D shapes. Play a ‘guess the 3D shape’ game (put an object into a bag and feel it – describe it to your adult and get them to guess what the 3D shape is). Use the words edge, vertex (vertices), face.</p> <p><i>Challenge: Can you describe the shape of the faces? E.g It has 2 square faces and 4 rectangular faces.</i></p> | <p>Practise your 2, 5 and 10 times tables.</p> | | | |
| <p>Set: 1/4/22 Due: 6/4/22</p> | <p>English – In English, words that sound the same but have different spellings or meanings are called homophones. What homophones can you find? Search for different examples and write sentences using the words.</p> <p>E.g. See/Sea I can <u>see</u> a tall, snowy mountain in the distance. In the deep blue <u>sea</u>, whales glide smoothly through the water.</p> <p><i>Challenge: Focus on their, there and they’re. Can you write 5 sentences for each of the different words?</i></p> <p>PSHE – Reflect on the different communities that you are a part of in your life. This could be school, home, your local area, church/mosque/temple/synagogue, or even the things that you enjoy (i.e. you favourite football team or sport). Draw a picture of yourself and the communities to which you belong. Make it eye-catching and colourful and use any art materials you like!</p> <p><i>Challenge: Can you also draw a picture of a family member and the communities that they belong to? You could even visit places that are important to them and take a photo.</i></p> | <p>Spellings: Other, mother, brother, nothing, cover, money, some, dozen, wonder, done <i>(Spelling rule – The short vowel sound ‘o’)</i></p> <p>Practise your 2, 5 and 10 times tables.</p> | | | |