


| Home learning activities | | Engayne Primary School Year One | | | Children in Y1 should aim to spend at least one hour on home learning per week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---------------|--|--|-------------------|---------------|---------------|------------|-----|-------|-------|-------|--------|-----|------|-------|-------|----------|-----|--------|---------|---------|------|-----|------|------|-------|-------|------|---------|------|-------|--------|--|---|
| Summer 2024 | | | | | Work for Week | Date set: 26/4/24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject | English or Topic | | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purpose | To support skills for a future lesson. Research to be used within a lesson | | | To consolidate work taught in class. To support skills for a future lesson. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resources | Bug Club | Other | | | Numbots | Bug Club | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | TTrackstars | Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Description of task | <p>The children have been working really hard in phonics and we would like them to continue to practise reading a range of words. There are lots of different reading games the children can play on the link below.</p>  <p>https://wordwall.net/en-gb/community/u-e-split-digraph</p> | | | <p>This week we have been looking at using arrays to complete multiplication problems. We would like for your child to further their understanding by having a look through this BBC bitesize page. There is a video and 2 task activities for them to try.</p> <p>https://www.bbc.co.uk/bitesize/topics/zqbq87h/articles/z3tvcj6</p> <p>Extra challenge: Can they make an array at home using objects from around the house?</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcome | This work will be helpful in our English work | | | This work will be helpful in maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | | Spelling | | | Word challenge | Activity Passport | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading</p> <p>Complete at least three reads at home and record them in your diary.</p> <p>Continue to work on the reading suggestions on the Share Love for Reading grid. The children will be rewarded for each book they read.</p> <p><u>Types of reading</u></p> <p>School colour banded books, Bug Club books, Books from home.</p> <p>Topics this half term: Florence Nightingale, materials, houses and homes</p> | | <p>Practise your spelling words at home ready for a spelling test in class on Friday 3rd May</p> <table border="1"> <thead> <tr> <th>Miss Gimbird</th> <th>Miss Barnes</th> <th>Mrs Whitehead</th> <th>Miss Pumfrett</th> <th>Miss Clark</th> </tr> </thead> <tbody> <tr> <td>hop</td> <td>chair</td> <td>light</td> <td>cheek</td> <td>pushed</td> </tr> <tr> <td>top</td> <td>pair</td> <td>beard</td> <td>steam</td> <td>friendly</td> </tr> <tr> <td>pop</td> <td>stairs</td> <td>haircut</td> <td>evening</td> <td>path</td> </tr> <tr> <td>mop</td> <td>hair</td> <td>cure</td> <td>windy</td> <td>every</td> </tr> <tr> <td>shop</td> <td>funfair</td> <td>they</td> <td>where</td> <td>should</td> </tr> </tbody> </table> <p>You will find your child's spelling words in their blue spelling books.</p> | | | Miss Gimbird | Miss Barnes | Mrs Whitehead | Miss Pumfrett | Miss Clark | hop | chair | light | cheek | pushed | top | pair | beard | steam | friendly | pop | stairs | haircut | evening | path | mop | hair | cure | windy | every | shop | funfair | they | where | should | <p>Word challenge for this week:</p> <p>Revolting</p> <p>Talk about what this word means. Challenge the children to try and use it when they speak this week.</p> | <p>Activity Passport</p> <p>In class we will be:</p> <p>At home, try to:</p> |
| Miss Gimbird | Miss Barnes | Mrs Whitehead | Miss Pumfrett | Miss Clark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| hop | chair | light | cheek | pushed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| top | pair | beard | steam | friendly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pop | stairs | haircut | evening | path | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| mop | hair | cure | windy | every | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| shop | funfair | they | where | should | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |