

## Year 1 Homework Grid – Summer Term 1 2022

Dear Parents/Carers,

Here is the homework grid for the first half of the Summer Term. Children must complete the activities from the **present** week. E.g. Friday's date.

English, Maths and Topic are set on a three week rotation.

PLEASE NOTE VOCABULARY HOMEWORK, MATHLETICS AND BUG CLUB ARE THE EXTRA ACTIVITIES SHOULD YOU WISH TO COMPLETE THEM.

Please remember to read with your child.

Spellings will be a selection of words from our key words list, frequently used words, spelling patterns or may be topic related. **Some of these words may be repeated in order to ensure that the children are remembering them and using them in their independent writing.**

All homework is based on the current week's learning so please complete the homework tasks relevant to that week as we will have just taught it.












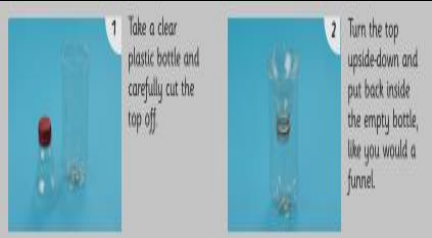

Please do not whizz ahead as your child will not have been taught the work related to the task or strategies we use to solve mathematical problems.


REMEMBER – upload your homework onto SeeSaw for us to see and make a comment on. Homework is set on a Friday and you can upload your child's work to SeeSaw anytime from the Friday up to the following Wednesday.

Date	English	Maths	Topic	Reading	Spellings - Please select the list that you think is the most appropriate for your child. If you finish all the spellings provided please go over the ones you still think your child is finding tricky.
Home work week 1  set Friday 22 <sup>nd</sup> April	<b><u>No Homework</u></b>	<b><u>Place Value</u></b> Practise singing this counting to 100 by 1's song... <a href="https://www.youtube.com/watch?v=tIxx5NeiTck">https://www.youtube.com/watch?v=tIxx5NeiTck</a> This week we have looked at place value to 100. The children have counted to 100 by 1's. To solve these questions please use a tens frame or draw a tens frame on a	<b>No Homework</b>	Please read for 20 mins with your child. Please ask questions to check their understanding of the text.	<b>Set 1:</b> no, the, and, me  <b>Set 2:</b> toy, boy, enjoy, ahoy,

	<p><b>Optional Vocabulary Homework:</b> Look at this week's vocabulary posters on Seesaw. Can you record/video yourself acting out these words, explaining the meaning of the words and/or using this week's words (focus adjectives) in a sentence? Could you even write an interesting sentence/s with this week's adjectives/words?</p>	<p>scrap piece of paper and for counters they can use pasta pieces or any small object to practically solve.</p> <p>1. How many cupcakes are there?</p> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <p>There are __ cakes.</p> <p>2. Complete the number track.</p> <table><tr><td>32</td><td>33</td><td>34</td><td></td><td></td><td></td></tr></table> <p>3. Complete the part whole model.</p> <div><div>34</div><div>Tens</div><div>Ones</div></div> <p>Please record in your books. Challenge: Can you count back from 100 by 1's using this song... <a href="https://www.youtube.com/watch?v=-iwgJmW1uvvg">https://www.youtube.com/watch?v=-iwgJmW1uvvg</a></p>	32	33	34					<p>because, come, some</p> <p><b>Set 3:</b> Better, letter, after, weather, because, friend, splendid, delectable</p>
32	33	34								
Home work week 2	<p><b>Instructions for playing a game.</b></p>	<p><b>No Homework</b></p>	<p>Please read for 20 mins with your child. Please ask</p>	<p><b>Set 1:</b> she, he, be, we</p>						

set Friday 29 <sup>th</sup> April	<p>Over the last two weeks the children have been writing some instructions. Last week they wrote instructions for making a jam sandwich. We would like the children to choose a game that they enjoy playing such as a card game, dominoes, outside games, snakes and ladders and to write a set of instructions for how to play this game. They must include verbs/bossy words such as those listed below. The children may choose to use the scaffold below to help them.</p> <p><b>If they find this tricky...</b> please ask your child to say their instructions out loud and with the help of an adult they should try to write 3 simple instructions.</p> <p><b>Challenge...</b> can they include some time connectives? (first, next, then, after that, finally)</p> <p><b>Extra challenge...</b>can they include some adverbs? See below for some example adverbs.</p> <div><p><b>How to Play</b> _____</p><div><p>Players: _____</p><div><p>Equipment</p><p>• _____</p><p>• _____</p><p>• _____</p><p>• _____</p><p>• _____</p><p>• _____</p></div><div><p>Imperative Verb Keywords</p><table><tr><td>roll</td><td>pick</td><td>take</td><td>count</td><td>jump</td></tr><tr><td>shuffle</td><td>trade</td><td>swap</td><td>create</td><td>find</td></tr></table></div></div><div><p>1. _____</p><p>2. _____</p><p>3. _____</p><p>4. _____</p><p>5. _____</p></div></div>	roll	pick	take	count	jump	shuffle	trade	swap	create	find	<p><b>Optional:</b> Why not play ‘Tug of War’ with someone at home. Don’t forget you have the video on the school website to help remind you how to play the game.</p>	<p><b><u>WEATHER PROJECT</u></b> We are finding out about the weather in Year 1 this term. Your home learning project this term is to carry out some different weather experiments and then you can present your findings in any way you like. For example, you could do a poster, take photos, make a book, do paintings, include some writing or you might make some weather equipment.</p> <p>We will have a show and tell for this work in the last week of term – the week beginning the 23<sup>rd</sup> May.</p> <p>You can choose from the list of weather experiments below. You need to do at least 2 experiments but you may wish to do more.</p> <p><b><u>Weather experiments:</u></b></p> <p><b><u>Keep a weather diary for a week.</u></b> Make a weather chart and record the weather for a week. Write the days of the week on the chart and for each day draw a picture to show the weather for that day. How many different types of weather did you have?</p> <p><b><u>Make a rain gauge</u></b> Can you make a rain gauge to find out how much rain has fallen in your garden or outside space? How much rain have you collected after a few days? How could you measure the amount of rain you have collected?</p>	<p>questions to check their understanding of the text.</p>	<p><b>Set 2:</b> tea, sea, dream, scream, your, you, are, said</p> <p><b>Set 3:</b> brown, cow, down, town, how, there, their, ecstatic, fragile</p>
roll	pick	take	count	jump											
shuffle	trade	swap	create	find											

	<p>Adverbs</p> <div><div>excitedly</div><div>cheerfully</div><div>quickly</div><div>angrily</div><div>sadly</div><div>loudly</div><div>rapidly</div><div>sleepily</div><div>gently</div><div>urgently</div><div>kindly</div><div></div></div> <p><b>Optional Vocabulary Homework:</b> Look at this week’s vocabulary posters on Seesaw. Can you record/video yourself acting out these words, explaining the meaning of the words and/or using this week’s words (focus adjectives) in a sentence? Could you even write an interesting sentence/s with this week’s adjectives/words?</p>		<div></div> <p>Put a plastic container or the bottom half of a plastic bottle outside.</p> <p><b>Make a rain cloud in a jar</b></p> <p><b>Rain Cloud in a Jar</b></p> <p>You will need:</p> <div><div>Shaving cream</div><div>A clear large jar</div><div>Water</div><div>Blue food colouring</div><div>Pipettes or eyedropper</div><div>Small bowl</div></div> <p><b>Method:</b></p> <ol style="list-style-type: none"><li>1. Fill the large jar with water, leaving 2 inches at the top.</li><li>2. Add the shaving cream to the top of the water until it reaches the top of the jar.</li><li>3. Next, add 1 cup of water to the small bowl and 3 drops of blue food colouring.</li><li>4. Mix the water and food colouring together.</li><li>5. Use the pipette to add drops of the water mixture to the top of the shaving cream cloud.</li><li>6. Continue adding the water mixture until you begin to notice the raindrops begin to break through the bottom of the cloud.</li></ol> <div></div> <p>What happens? What can you see?</p> <p><b><u>Make a rainbow</u></b></p>	<p>Please read for 20 mins with your child. Please ask questions to check their understanding of the text.</p> <p><b>Set 1:</b> his, has, you, your</p> <p><b>Set 2:</b> Join, voice, coin, spoil, why what, where, who</p> <p><b>Set 3:</b> Snail, rain, train, paint, tail, people, called, asked, made</p>
<p>Home work week 3</p> <p>set Friday 6<sup>th</sup> May</p>	<p><b><u>No Homework</u></b></p> <p><b>Optional:</b> Why not play ‘Snake Pits’ with someone at home. Don’t forget you have the video on the school website to help remind you how to play the game.</p> <p><b>Optional Vocabulary Homework:</b> Look at this week’s vocabulary posters on Seesaw. Can you record/video yourself acting out these words, explaining the meaning of the words and/or using this week’s words (focus adjectives) in a sentence? Could</p>	<p><b>No Homework</b></p>		

	you even write an interesting sentence/s with this week's adjectives/words?		 <p><b><u>OR</u></b></p> <p>Do you know all of the colours in a rainbow? They are red, orange, yellow, green, blue, indigo and violet. Go on a rainbow hunt in your home or on a walk. See if you can find something for each colour of the rainbow. When you have finished, try to draw, paint or collage to make your own rainbow using all the colours.</p>	
Home work week 4  set Friday 13 <sup>th</sup> May	<p align="center"><b>No Homework</b></p> <p><b><u>Optional Vocabulary Homework:</u></b> Look at this week's vocabulary posters on Seesaw. Can you record/video yourself acting out these words, explaining the meaning of the words and/or using this week's words (focus adjectives) in a sentence? Could you even write an interesting sentence/s with this week's adjectives/words?</p>	<p><b><u>Capacity</u></b> This week we have looked at capacity. Please answer the following capacity problems in your book. Either colour or draw the glasses to almost full, full and empty. Please solve the problem practically using a cup or glass and fill it to the correct level with the water. Challenge - Please answer and draw the additional options. 1. The glass is half full. 2. The glass is a quarter full.</p>	<p align="center"><b>No Homework</b></p>	<p>Please read for 20 mins with your child. Please ask questions to check their understanding of the text.</p> <p><b>Set 1:</b> by, my, here, was</p> <p><b>Set 2:</b> Make, cake, shake, bake, here, there, saw, how</p> <p><b>Set 3:</b> goat, boat, float, throat, toast, about,</p>

Colour the glasses to make the statements correct.



The glass is  
almost full.



The glass is  
full.



The glass is  
empty.

Choose a word to complete the sentence.

more

less



A



B

A has \_\_\_\_\_ than B.



A

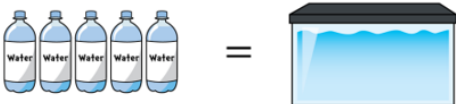









B

A has \_\_\_\_\_ than B.

Challenge-

should,  
could, house

		<p>Please complete the capacity questions.</p> <p>It takes 5 bottles of water to fill 1 fish tank.</p>  <p>How many  will it take to fill 2 ? ____</p> <p>How many  will it take to fill 3 ? ____</p> <p>How many  can be filled with 20 ? ____</p>			
Home work week 5 set Friday 20 <sup>th</sup> May		No Homework	Continue with your weather project.	Please read for 20 mins with your child. Please ask questions to check their understanding of the text.	<p><b>Set 1:</b> put, said, of, for</p> <p><b>Set 2:</b> nice, smile, bike, like, time, Mr, Mrs, children</p> <p><b>Set 3:</b> chew, stew, blew, drew, grew, Children, little, our, school</p>
Homework set – Friday 27 <sup>th</sup> May	<p><b><u>Describing the seaside</u></b> Recently the children have been learning about the seaside and oceans. We have also been reading the story ‘The Lighthouse Keepers Lunch.’ We would like the children to pick some things from the seaside and describe them using some exciting adjectives. They could use the word mat below to help.</p> <p><b>For example, they could write...</b> The kite is colourful and huge.</p>		No Homework- Please bring in your weather project for our show and tell.		<p><b>Set 1:</b> all, when, will, see</p> <p><b>Set 2:</b> phone, home, broke, spoke, little, People, saw, house</p> <p><b>Set 3:</b> fire, hire, wire, bonfire, inspire, push,</p>

	<p><b>Challenge...</b> can you use a range of more exciting adjectives? Could you include a simile?</p> <p><b>For example...</b> The sand is soft, powdery and golden. It is as hot as the burning sun.</p>  <p>The image is a colorful illustration of a beach scene titled 'Seaside Word Mat'. It features various beach-related items and people. Labels include: seagull, lighthouse, boat, waves, lifeboat, wheel, sun, Frisbee, kite, pier, beach huts, wind break, lifeguard, sand, deckchair, pebbles, bucket and spade, sandcastle, shells, and rock pool. The scene is set on a sandy beach with a blue sea and a clear sky.</p>				pull, today, seaside
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