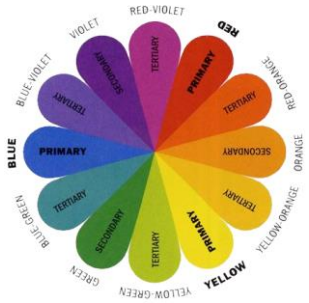









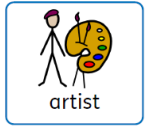
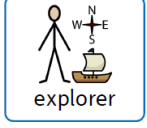
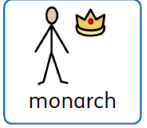
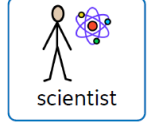






Year 2: Homework Tasks Term 1

A <i>Art & Design</i>	S <i>Skills</i>	P <i>Practice</i>	I <i>Independence</i>	R <i>Revision</i>	E <i>Excellence</i>				
Activity:									
<p style="text-align: center;">Cool Colours</p> <p>A useful skill to have when painting is the ability to mix colours to create new colours.</p> <p style="text-align: center;">Example: Red + blue = purple</p> <p>Blue + yellow = green</p> <p>Red + yellow = orange</p> <p>On a double page in your homework book, experiment with mixing different colours (this could be paint, chalk, crayons or colouring pencils) and see what new colours you can create.</p> 	<p style="text-align: center;">Brilliant Biography</p> <p>Look for places and objects that celebrate a significant person.</p> <p>Examples could include coins, stamps, statues, parks and street names.</p> <p>Write a short biography about this person. Use information books and the internet to help you to find information.</p> <p style="text-align: center;">Include photos or drawings of the place/object or person.</p> <p>For example:</p>  <p><i>Joseph Bazalgette was a famous engineer who built London's first sewer system. This helped to make London a cleaner and healthier place to live.</i></p>	<p style="text-align: center;">Marvellous Maths</p> <p style="text-align: center;">Step 1: Using the 100 square provided, practise counting forwards and backwards starting at any number.</p> <p style="text-align: center;">Step 2: Pick any 10 numbers, write them down. Can you identify how many tens and ones there are in each of the numbers? Represent this with a line to represent the tens and a dot or small circle to represent the ones:</p> <div style="text-align: center;"> <p>34</p> <table border="1" style="margin: auto;"> <thead> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 10px;">  </td> <td style="text-align: center; padding: 10px;">  </td> </tr> </tbody> </table> </div> <p style="text-align: center;">Remember the correct number formation and orientation.</p>	Tens	Ones			<p style="text-align: center;">Information Technology</p> <p>Information technology is a computer or something that works with a computer.</p> <p>Keep a diary of the information technology you and your family use and see in one day. For example, cameras, printer, barcode scanners in the supermarket, games consoles, etc.</p>   	<p style="text-align: center;">Definitions</p> <p>The significant people we are studying include activists, artists, explorers, monarchs and scientists.</p> <p>Write short definitions to explain these different groups.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">  <p>activist</p> </div> <div style="margin-bottom: 10px;">  <p>artist</p> </div> <div style="margin-bottom: 10px;">  <p>explorer</p> </div> <div style="margin-bottom: 10px;">  <p>monarch</p> </div> <div style="margin-bottom: 10px;">  <p>scientist</p> </div> </div>	<div style="text-align: center;">  <p>Duke Awards Challenge: Interest</p> </div> <p>Play a strategic, tactical board game like Chess, Battleships, Ludo, Monopoly or Scrabble with an adult at home.</p> <p style="text-align: center;">It must not be a video game!</p> <p>Record this in your Duke Award book on pages 14 and 15.</p> <p style="text-align: center;">Tick here when you have completed this challenge: <input type="checkbox"/></p> <div style="text-align: center;">  </div>
Tens	Ones								
									

Teacher comment at the end of term:					
Cool Colours	Brilliant Biography	Marvellous Maths	Information Technology	Definitions	Duke Awards: Interest Your teacher will sign in your Duke Award book.

Please practise these spellings at home with your child to prepare them for the weekly spelling test. In Term 1 we are working on high frequency words (HFW). In Term 2 we will begin our Read-Write Inc spelling lessons. Please note that Term 2 Week 1's spellings have been included here.

test date:	12th September	19th September	26th September	3rd October	10th October	17 th October	Term 2 Week 1
Phonics focus →	au, ure, are	ear, ire, er	ew, ai, ur	aw, ue, ou	ow, ir, ph	tious/cious, tion	The 'a' sound saying 'or' before 'l' and 'll'
:	HFW: <i>the</i> <i>no</i> <i>go</i> <i>so</i> <i>to</i> <i>two</i>	HFW: <i>are</i> <i>he</i> <i>me</i> <i>be</i> <i>she</i> <i>we</i>	HFW: <i>you</i> <i>do</i> <i>who</i> <i>is</i> <i>his</i> <i>has</i>	HFW: <i>want</i> <i>was</i> <i>saw</i> <i>they</i> <i>with</i> <i>that</i>	HFW: <i>off</i> <i>of</i> <i>have</i> <i>give</i> <i>when</i> <i>looked</i>	HFW: <i>all</i> <i>ball</i> <i>tall</i> <i>fall</i> <i>wall</i> <i>call</i>	<i>almost</i> <i>always</i> <i>altogether</i> <i>called</i> <i>small</i> <i>talk</i> <i>walk</i>
							HFW: <i>says</i> <i>come</i> <i>there</i>

Non-negotiables

Reading for ten minutes, at least five times a week. Please record individual readings daily into your reading record with the date clearly written. If you have read part of the book, please write the page number that you have read up to. Regular reading is vital for overall improvement in learning and is a joint responsibility of both teacher, parent and learner. Each week that **every** child in class has read five times or more, the class will receive a reward! ☺

Big Teach: Dates for your child's Big Teach, along with a letter, will be sent out shortly. Please make sure that you observe the date and ensure that your child is ready to present to the rest of the class.

High Frequency Words

High frequency words are common words, words that appear very often in written texts. They are a mixture of decodable words (words that can be sounded out) and tricky / exception words (words in which the English spelling code works in an unusual or uncommon way, which means the words have to be learned and recognised by sight).

It is important that children learn how to read these words as they will make up a large proportion of the words they will be reading in everyday texts. They also need to learn to spell these words as they will find they will need to use them a great deal in their writing.

First 100 High Frequency Words

In order of frequency, reading down the columns

<i>the</i>	<i>that</i>	<i>not</i>	<i>look</i>	<i>put</i>
<i>and</i>	<i>with</i>	<i>then</i>	<i>don't</i>	<i>could</i>
<i>a</i>	<i>all</i>	<i>were</i>	<i>come</i>	<i>house</i>
<i>to</i>	<i>we</i>	<i>go</i>	<i>will</i>	<i>old</i>
<i>said</i>	<i>can</i>	<i>little</i>	<i>into</i>	<i>too</i>
<i>in</i>	<i>are</i>	<i>as</i>	<i>back</i>	<i>by</i>
<i>he</i>	<i>up</i>	<i>no</i>	<i>from</i>	<i>day</i>
<i>I</i>	<i>had</i>	<i>mum</i>	<i>children</i>	<i>made</i>
<i>of</i>	<i>my</i>	<i>one</i>	<i>him</i>	<i>time</i>
<i>it</i>	<i>her</i>	<i>them</i>	<i>Mr</i>	<i>I'm</i>
<i>was</i>	<i>what</i>	<i>do</i>	<i>get</i>	<i>if</i>
<i>you</i>	<i>there</i>	<i>me</i>	<i>just</i>	<i>help</i>
<i>they</i>	<i>out</i>	<i>down</i>	<i>now</i>	<i>Mrs</i>
<i>on</i>	<i>this</i>	<i>dad</i>	<i>came</i>	<i>called</i>
<i>she</i>	<i>have</i>	<i>big</i>	<i>oh</i>	<i>here</i>
<i>is</i>	<i>went</i>	<i>when</i>	<i>about</i>	<i>off</i>
<i>for</i>	<i>be</i>	<i>it's</i>	<i>got</i>	<i>asked</i>
<i>at</i>	<i>like</i>	<i>see</i>	<i>their</i>	<i>saw</i>
<i>his</i>	<i>some</i>	<i>looked</i>	<i>people</i>	<i>make</i>
<i>but</i>	<i>so</i>	<i>very</i>	<i>your</i>	<i>an</i>

Common Exception Words

Common exception words, also known as tricky words or sight words, are words that do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. They are not decodable using the normal rules and letter-sounds in phonics, or not yet decodable at their current stage of learning, so must learn to recognise them by sight.

Year 1 common exception words

<i>the</i>	<i>are</i>	<i>you</i>	<i>we</i>	<i>there</i>	<i>ask</i>
<i>a</i>	<i>were</i>	<i>your</i>	<i>no</i>	<i>where</i>	<i>friend</i>
<i>do</i>	<i>was</i>	<i>they</i>	<i>go</i>	<i>love</i>	<i>school</i>
<i>today</i>	<i>is</i>	<i>be</i>	<i>so</i>	<i>come</i>	<i>put</i>
<i>of</i>	<i>his</i>	<i>he</i>	<i>by</i>	<i>some</i>	<i>push</i>
<i>said</i>	<i>has</i>	<i>me</i>	<i>my</i>	<i>one</i>	<i>pull</i>
<i>says</i>	<i>I</i>	<i>she</i>	<i>here</i>	<i>once</i>	<i>full</i>
<i>our</i>					<i>house</i>

Year 2 common exception words

<i>kind</i>	<i>after</i>	<i>most</i>	<i>water</i>
<i>find</i>	<i>fast</i>	<i>only</i>	<i>again</i>
<i>mind</i>	<i>last</i>	<i>both</i>	<i>half</i>
<i>behind</i>	<i>past</i>	<i>old</i>	<i>money</i>
<i>child</i>	<i>father</i>	<i>cold</i>	<i>parents</i>
<i>children</i>	<i>class</i>	<i>gold</i>	<i>Christmas</i>
<i>wild</i>	<i>grass</i>	<i>hold</i>	<i>everybody</i>
<i>climb</i>	<i>pass</i>	<i>told</i>	<i>even</i>
<i>door</i>	<i>plant</i>	<i>clothes</i>	<i>because</i>
<i>floor</i>	<i>path</i>	<i>great</i>	<i>eye</i>
<i>poor</i>	<i>bath</i>	<i>break</i>	<i>busy</i>
<i>move</i>	<i>hour</i>	<i>steak</i>	<i>people</i>
<i>prove</i>	<i>any</i>	<i>whole</i>	<i>pretty</i>
<i>improve</i>	<i>many</i>	<i>could</i>	<i>beautiful</i>
<i>sure</i>	<i>Mr</i>	<i>should</i>	<i>every</i>
<i>sugar</i>	<i>Mrs</i>	<i>would</i>	

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100