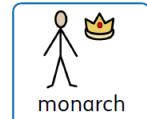
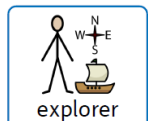
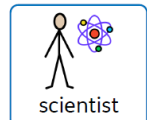


Year 2: Homework Tasks Term 1

A Art & Design	S Skills	P Practice	I Independence	R Revision	E Excellence						
Activity:											
Cool Colours A useful skill to have when painting is the ability to mix colours to create new colours. Example: Red + blue = purple Blue + yellow = green Red + yellow = orange 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. 	Brilliant Biography Look for places and objects that celebrate a significant person. Examples could include coins, stamps, statues, parks and street names. Write a short biography about this person. Use information books and the internet to help you to find information. Include photos or drawings of the place / object or person. For example:  <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>	Marvellous Maths Step 1: Using the 100 square provided, practise counting forwards and backwards starting at any number. 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: <table><tr><td colspan="2">34</td></tr><tr><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td></tr></table> Remember the correct number formation and orientation.	34		Tens	Ones			Information Technology Information technology is a computer or something that works with a computer. 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. 	Definitions The significant people we are studying include activists, artists, explorers, monarchs and scientists. Write short definitions to explain these different groups.  artist  activist  monarch  explorer  scientist	Habitats A habitat is a place where plants and animals live. Go on a short walk around your garden, local park, or neighbourhood. Can you find a place where plants and animals live? For example, a tree, a flower bed, a pond, a hedge, long grass or a log pile. Draw a picture of the habitat and write: What the habitat is. Which plants and animals might live there. Why it is a good place for those animals to live.
34											
Tens	Ones										
											



Duke Awards Challenge: Interest

Play a strategic, tactical board game like Chess, Battleships, Ludo, Monopoly or Scrabble with an adult at home. It must not be a video game!
Record this in your Duke Award book on pages 14 and 15.

Tick here when you have completed this challenge: ○

Teacher comment at the end of term:					
Cool Colours	Brilliant Biography	Marvellous Maths	Information Technology	Definitions	Habitats

Please practise these spellings at home with your child to prepare them for the weekly spelling test. In Term1, 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:	11th September	18th September	15th September	2nd October	9th October	16 th October	Term 2 Week 1
	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>
If your child has a Read-Write Inc Phonics book, they will practise spellings during their daily phonics lesson. They will also have a regular spelling practise in this group. Each group will have different words to practise, depending on the unit focus.							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 of 15 minutes extra playtime!

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>	