

[activity-sheet_ver_1.pdf%2A~hmac=d1644ad2badf3a6dc76022399db34f81b485311f5c5c89fe a4dda282d8e6feed](#)

This week's spellings: adding 's' to make a plural:

Firstly, explain the meaning of plurals, one hat/two hats, one cup/two cups, for example. Practise changing these words from singular to plural: dog, crisp, phone, cat, and discuss the difference in pronunciation: some sound like 's' and others sound like 'z'. Explain that you always add 's' even if it sounds like 'z'.

Words to learn:

shops
sweets
plates
crisps
phones

Try a little spelling quiz on Friday, to stick to the usual routine!

Please practise these 'common exception words' too, which your child has been learning in class:

some
come
school
friend
said

Introduce these new common exception words:

says
our

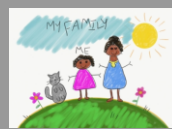
And finally, use the Phonics Play website to practise reading real and pseudo words. Play the Reading Robot game – your child will lead the way!

Year 2

Please work through your child's spelling journal that you hopefully received in your child's home learning pack. This contains the spelling rules that we cover in Year 2. The list of words at the front of their journal are called the common exception words. There are 64 words in total and these are the words that the children need to be able to read and spell by the end of the year.

There is a separate A4 sheet tucked inside the spelling journal which contains a list of spellings to match each of the spelling rules in the journal. Please choose a spelling rule and practise the spellings linked to this rule.

Learning Project - to be done throughout the week: My Family



The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

Family:

This is a time for your children to find out about their family and traditions they follow. Ask our child to think about: Who they live with? How many adults? How many children? Can they sort their family members into height order? Who is the tallest? Who is the shortest? Is the tallest family member the eldest family member? If they drew around all their family members' hands; could they count in 5s? What if they drew around their feet? Could they count in 2s? Ask your children to think about one family member they would love to interview. They could be a family member that lives with them or a family member that lives somewhere else. Can they write down some questions they would like to ask them? Have they got a pet? Can they draw or paint a picture of their family? Can they talk about their picture to a family member?

Self portrait:

Ask your child to think about which materials they have access to in the house and would like to use to draw a picture of themselves? Can they find different materials around the house to help? Don't panic! If you don't see yourself as an artist, have a look [here](#)!

Create a card:

Ask your child to design a card for someone in their family. It can be a birthday card, thank you card or a card to tell someone how much they love them!

Family tree:

Look at photographs of your family members and discuss where they would go on a family tree. Have you met everyone? Is there anyone you could interview to find out more about them?



Design a personal coat of arms shield for the family:

Find out what a coat of arms shield means. Ask them to begin to think about a design for a coat of arms that represents your family. What could they draw? What do you enjoy doing together that could be used on the coat of arms? Ask them to think about the colours and shapes they would like to use. Maybe, if they have some cardboard around the house, they could make a shield and paint their coat of arms design onto it to give to a family member.

Create a booklet all about the family:

Can they name the people in their family and write a sentence or two about them? Think about; Who are they? What do you call them? What do they like or dislike? Why are you special to them? Maybe they could get a photograph or create a drawing of their family members before they write about them.

News Reporter for half a day:

The challenge is to interview family members and find things they like and dislike? Can they write down things they like and dislike? Can they compare these to someone else in their family? In your interview they could create flashcards with words such as: colour, clothes, food, drinks, books, places, music and then ask a family member to pick a flash card and talk about their likes and dislikes.

Data detective Ask your child to look at people in the house. What colour is their hair? Eye colour? Favourite colour? Favourite food? Ask them to collect this and place in a tally chart.

<https://www.twinkl.com/qa/resource/t2-m-250-favourite-colour-tally-and-bar-chart-worksheets>

Interview a family member:

Interview a family member that doesn't live at home with them. Allow your child to ask them about their childhood. Who did they live with? Who is in their family? Have they got any family traditions they follow and why!

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Additional Year 1 phonics support can be found here:

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Additional year 2 work to support SATs can be found here:

<https://www.theschoolrun.com/key-stage-1-sats-learning-journey>

#TheLearningProjects