

# Our Lady of Peace Catholic Primary and Nursery School



**Year 1**

**Term: Pentecost 2**

**Homework Booklet**

## Year 1 Notices

### **Reading Day – Books are changed on Mondays.**

Please ensure that your child brings in their reading books and reading records each day. We ask that you sign your child's reading record each day when you hear them read.

### **Library Day – Friday**

Please ensure your child brings in their black school bag every Friday.

**P.E Days** – Year 1 have PE on Tuesdays and Wednesdays. Please make sure your child wears PE clothes when coming to school on PE days. Correct PE kit must be worn- **black shorts, white t-shirt** (with or without school logo) black trainers/plimsoles, **black tracksuit top and bottoms.**

**Water Bottles-** please ensure your child brings a water bottle to school everyday. The water bottle should have a sports top and contain water only.

## Welcome to your homework booklet for this half term.



In this booklet you will find seven weeks' worth of spellings. You need to learn these spellings carefully by using the look, say, cover and write method. Towards the end of this half term we are concentrating on the common exception words (high frequency words) that all year 1 children should be able to read and write correctly before the end of July.

Your teacher will test you on your spellings each week on Monday

At the end of this booklet is a list of the 100 High Frequency words for year 1. It is expected that the children are able to read and write the majority of these before going up to year 2.



## **BRAIN BUILDERS**



### Cookery and Nutrition

We would like you to choose a recipe, follow the instructions and enjoy eating the final product. Your recipe can be sweet or savoury. You need to take photographs of you following the recipe and eating your creation. Then you need to write a report about what you did. In your report, think about when you used your phonics/English skills, your maths skills and your scientific knowledge.

Your teachers are more than happy to help you eat any sweet creations!

**To be handed in by 08/07/2024**



## Phonics

The phonics that the children will be revising and learning this term are as follows:

03/06/2024	/eer/ ear as in near, eer as in cheer, -ere as in sphere, -ier as in skier, /air/ air as in chair, -are as in share, -ear as in bear, -ere as in where.
10/06/2024	/n/ n as in net, -nn as in funny, kn as in knee gn as in gnaw, /r/ r as in rat, -rr as in hurry, wr as in wrist, rh as in rhinoceros.
17/06/2024	/m/ m as in map, mm as in hammer, -mb as in thumb, -mn as in column, /k/ c as in cat, k as in king, -ck as in sock, ch as in school, qu as in mosquito, -que as in mosque.
24/06/2024	/or/ or as in fork, ore as in snore, -our as in four, -oor as in doors, oar as in oars, /or/ aw as in yawn, au as Autumn, al as in walk, -augh as in caught, ough as in bought.
01/07/2024	Revision of all split digraphs.
08/07/2024	Revision of all phonemes in readiness for the transition to year 2.
15/07/2024	Revision of all phonemes in readiness for the transition to year 2.
22/07/2024	Revision of all phonemes in readiness for the transition to year 2.

St Bernadette

1EYear12023

Year1phonics



St Faustina Kowalska

1HAyear12023

Year1phonics

Please also log in to your class page on Oxford Owl  that you can consolidate the Floppy Phonics we have been learning at school.



Logon to your Numbots account to play games and challenges and to consolidate your maths learning!

## **Maths for Pentecost 2**

**Position and direction:** the children will learn about how to describe turns (full, quarter, half, three quarter), describe position – left, right, forwards, backwards, above and below. They will discuss ordinal numbers

**Place value within 100:** the children will practise counting from 50 to 100 in ones, then in tens. They will learn how to partition numbers into tens and ones as well as look at the number line to 100, using this to establish 1 more and 1 less than a given number. They will compare numbers with the same number of tens as well as any two numbers.

**Money:** the children will learn unitising, for example a 5 pence coin represents five 1 pence coins. One item does not need to represent a value of one. They will learn to recognise coins and notes in current circulation and how to count in coins by using their knowledge of the values of coins to solve problems by counting in 2s, 5s and 10s.

**Time:** the children will focus on the language of before and after. Learn the order of the days of the week and months of the year. Discuss the language of time (hours, minutes and seconds) and begin to learn to tell the time to the hour and to the half hour



# Spellings

Week 1

Test: 10/06/2024

Learn your spellings

Look	S a y	Co ver	Write	Check	Write	Check
example			<i>exampel</i>	✘	<i>example</i>	✔
<i>near</i>						
<i>sphere</i>						
<i>cheer</i>						
<i>chair</i>						
<i>share</i>						
<i>bear</i>						
<i>where</i>						
<i>what</i>						

Now use your spellings in a sentence.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_



# Spellings

Week 2  
Test on 17/06/2024

Learn your spellings



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Look	S a y	Cover	Write	Check	Write	Check
example			<i>exampel</i>	✗	<i>example</i>	✓
<i>funny</i>						
<i>write</i>						
<i>unhappy</i>						
<i>longer</i>						
<i>shorter</i>						
<i>turn</i>						
<i>whole</i>						
<i>plant</i>						

Now use your spellings in a sentence.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_



# Spellings

Learn your spellings



Look	S a y	Cover	Write	Check	Write	Check
example			<i>exampel</i>	✗	<i>example</i>	✓
<i>hammer</i>						
<i>thumb</i>						
<i>sock</i>						
<i>school</i>						
<i>saw</i>						
<i>said</i>						
<i>when</i>						
<i>their</i>						

Now use your spellings in a sentence.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_





# Spellings

Week 4

Test on 01.07.2024

Look	S a y	Cover	Write	Check	Write	Check
example			<i>exampel</i>	✗	<i>example</i>	✓
<i>fork</i>						
<i>snore</i>						
<i>four</i>						
<i>yawn</i>						
<i>walk</i>						
<i>with</i>						
<i>then</i>						
<i>why</i>						

Now use your spellings in a sentence.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_



# Spellings

Week 5

Test on 08.07.24

Learn your spellings

Look	Say	Cover	Write	Check	Write	Check
example			<i>exampel</i>	✘	<i>example</i>	✔
make						
name						
like						
these						
bone						
cube						
could						
should						

Now use your spellings in a sentence.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_



# Spellings

Week 6

Test on 15.07.24

Learn your spellings

Look	Say	Cover	Write	Check	Write	Check
example			<i>exampel</i>	x	<i>example</i>	✓
<i>was</i>						
<i>put</i>						
<i>but</i>						
<i>when</i>						
<i>where</i>						
<i>were</i>						
<i>are</i>						
<i>our</i>						

Now use your spellings in a sentence.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_



# Spellings

Week 7

Test on 22.07.24

Learn your spellings

Look	Say	Cover	Write	Check	Write	Check
example			<i>exampel</i>	x	<i>example</i>	✓
people						
children						
school						
then						
them						
there						
their						
how						

Now use your spellings in a sentence.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

In English, we will be continuing our non chronological report on Stephen Hawkins, looking at what he did to become famous and how his legacy is remembered to day. For the children's independent write they will be recalling information on Mary Seacole, and making links between what she did and how people remember her now. After that we will look at a "wishing tale" and will focus on "The Magic Paintbrush." We will look at the cultural aspect of the book and how good overcomes evil.

Word
the
that
not
look
put
and
with
then
don't
could
a
all
were
come
house
to
we
go
will
old
said
can
little
into
too
in
are
as
back
by
he
up
no
from

Word
day
I
had
mum
children
made
of
my
one
him
time
it
her
them
Mr
I'm
was
what
do
get
if
you
there
me
just
help
they
out
down
now
Mrs
on
this
dad

Word
came
called
she
have
big
oh
here
is
went
when
about
off
for
be
it's
got
asked
at
like
see
their
saw
his
some
looked
people
make
but
so
very
your
an