

Homework Activity GridPrimary 4-7April - June 2025

Below is a grid full of different activities for you to complete at home. These will support your learning in school. Try to have a go at as many of the activities as you can but make sure you always complete Activity 1 (Spelling Words) every week. The spelling words are in the grid below and are split into each spelling groups words for that week. Each child will know which group they are in and which words they should be practising. During "consolidation week" pupils should practise all spelling words from the previous weeks. This can also be used as a **challenge week** for pupils who would like to brainstorm their own words using the previously taught sounds and phonemes.

You can do as few or as many of the activities as you like but remember to have fun! If you complete any work and you would like to share it with your teacher, you can either email it in or bring it in to school so that we can celebrate your hard work and effort.

Spelling Words

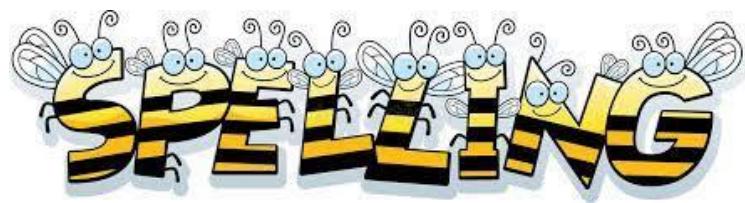
| Week beginning          | Yellow<br>Yellow book  | Yellow<br>Tricky Words       | Purple<br>Book 1   | Purple<br>Tricky Words |
|-------------------------|--|------------------------------|--|------------------------|
| 22.4.25<br>(4 day week) | <u>Unit 13: o-e, oa, ow</u><br>stone, alone, boast, roast, snow, yellow                  | sugar<br>break               | <u>Check up 2</u><br>Consolidation Week  | famous<br>peculiar     |
| 28.4.25                 | <u>Unit 14: u-e, oo, ew</u><br>cube, tube, school, balloon, knew, blew                   | steak<br>beautiful           | <u>Unit 21: words in words</u><br>never, still, every, place, stopped, springboard, mistaken, sportswriter | favourite<br>perhaps   |
| 7.5.25<br>(3 day week)  | <u>Unit 15: air, are</u><br>care, fare, scare, pair, hair, airport, armchair, fairground | any<br>many<br>whole         | <u>Unit 22: aw, or, ore, oor, au</u><br>draw, flaw, more, store, shore, floor, taught, laughter            | February<br>answer     |
| 12.5.25                 | <u>Unit 16: or, ore, aw</u><br>for, cork, more, store, crawl, thawing, crawling          | clothes<br>child<br>children | <u>Unit 23: nch, tch</u><br>much, touch, fetch, sketch, pinch, scratches, switches, watches                | forward<br>forwards    |

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| 19.5.25 | <b>Unit 17: er, ir, ur</b><br>skirt, shirt, under, flower, nurse, curve, nerve, swerve                    | could<br>should<br>would                                    | <b>Unit 24: shortened words</b><br>I'm, isn't don't he'll, she'll, they've, they'd, won't can't here's, there's                      | possess<br>possession                                       |
| 26.5.25 | <b>Unit 18: un, dis</b><br>unkind, untidy, dislike, unhappy, untrue, distrust, disused, unfair            | mind<br>wild  | <b>Unit 25: mis, non, ex, co, anti</b><br>misplace, misfire, non-stop, non-fiction, exit, explode, co-star, co-writer, anticlockwise | arrive<br>position  |
| 2.6.25  | <b>Unit 19: ful, ly</b><br>slowly, quickly, helpful, careful, beautiful, happily                          | father<br>people  | <b>Unit 26: ou</b><br>pound, around, would, could, thought, cough, plough  | grammar<br>possible   |
| 9.6.25  | <b>Unit 20: ear, ea</b><br>near, year, beard, spread, weather, measure, treasure                          | pass<br>again   | <b>Check up 3</b><br><b>Consolidation Week</b><br><b>Focus</b>   | believe<br>bicycle  |
| 16.6.25 | <b>Unit 21: compound words</b><br>football, outside, snowflake, toothbrush, everywhere, anything, someone | cold<br>gold  | <b>Check up 3</b><br><b>Consolidation Week</b><br><b>Extra</b>   | guard<br>pressure   |
| 23.6.25 | <b>Check up 2</b><br><b>Consolidation Week</b>  | <b>Consolidation Week</b><br><b>Tricky Words Assessment</b> | <b>Check up 3</b><br><b>Consolidation Week</b><br><b>Extension</b>   | <b>Consolidation Week</b><br><b>Tricky Words Assessment</b> |

## Homework Activity Grid - P4-7

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| <p><b>SPELLING</b><br/>In your jotter, write out your spelling words 3 times using 'look, say, cover, write, check.'<br/>Write a sentence for each of your spelling words showing you understand them.</p>   | <p><b>SPELLING</b><br/>Use the Spelling Menu and try to complete four different activities over the week to help you learn your spellings.</p>    | <p><b>READING</b><br/>What is the author's purpose in these examples?<br/>A newspaper article about a devastating earthquake.<br/>A leaflet advertising the services of a gardener.<br/>A list of instructions to build a climbing frame.<br/>Watch an episode of Newsround and for each news item, decide the purpose of the article.</p> | <p><b>READING</b><br/>Choose a book you are reading. Look for a word that you are not sure of the meaning.<br/>Use the reading strategies to try and work out what the word means.<br/>Check using a dictionary.</p> <p><b>REMEMBER TO:</b><br/>Read on<br/>Read back<br/>Look for a familiar word<br/>Replace it with another word, does it still make sense<br/>Talk to an adult about it</p> | <p><b>WRITING: LETTER</b><br/>Write a letter to Mrs Mackay telling her about a positive change you would like to make in the school.<br/>Persuade her as to why it is a good idea.</p> <p><b>REMEMBER:</b><br/>An opening statement<br/>Evidence or examples of why it is a good thing<br/>Persuasive language<br/>Present tense<br/>Powerful verbs<br/>Opinions that sound like facts<br/>Conclusion<br/>Core targets</p>      |
| <p><b>WRITING</b><br/>Do you believe in the Loch Ness Monster?<br/>Write down some reasons for your argument and say why you believe it is or isn't real.</p> <p><b>REMEMBER:</b><br/>An introduction<br/>Sneak peek of both sides<br/>Arguments 'for' and 'against'</p> | <p><b>NUMERACY</b><br/>Go to a shop with an adult. Create a sale. Choose 25%, 30% and 50% off. For each item you buy, work out the new price.</p> <p>Remember:<br/> <math>25\% = \frac{1}{4}</math><br/> <math>30\% = 3/10</math><br/> <math>50\% = \frac{1}{2}</math></p> | <p><b>NUMERACY</b><br/>Plan a trip out for you and a friend in Scotland. You can choose where you are going to visit. You have to plan for transport costs, entrance costs and food and snacks for your outing.</p> <p>You have a budget of £70 for your day. Make sure you don't go over the budget.</p>                                  | <p><b>NUMERACY</b><br/>Choose a times table to practise. Can you count out each station and bounce a ball to a partner.</p>  <p>Or you can try Hit the Button on Topmarks.</p>   | <p><b>NUMERACY</b><br/>Complete a fact triangle like the example below.<br/>Can you evolve it?<br/> <math>10 \div 2 = 5</math></p> <p>Can you include decimals?</p> <p> <math>\frac{11}{11} + \frac{7}{7} = \frac{18}{18}</math><br/> <math>\frac{7}{7} + \frac{11}{11} = \frac{18}{18}</math><br/> <math>\frac{18}{18} - \frac{11}{11} = \frac{7}{7}</math><br/> <math>\frac{18}{18} - \frac{7}{7} = \frac{11}{11}</math> </p> |

|   |   |   |  |   |
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| Present tense<br>Third person<br>Conclusion<br>Core targets   |   |   |  |   |
| <b>HEALTH &amp; WELLBEING</b><br><br>Football passing challenge:<br>Partner up and practise passing the ball back and forward. Looking for a challenge? Increase the distance between you. Remember and maintain your accuracy.<br><br>Rounders fielding practise:<br>Throw the ball against a wall and catch it as it bounces back. Try to catch with both hands, left hand and right hand. Looking for a challenge? Increase the distance between you. Remember and maintain your accuracy. | <b>TOPIC: FRENCH</b><br>Have a conversation in French with someone at home using greetings. Here are some keywords to try and use.<br><br>Could you write out a conversation between two people?<br><br>Bonjour: Hello.<br>Ca va: How are you?<br>Ca va bien: It's going well.<br>Merci: Thank you.<br>Ca va tres bien: It's going very well.<br>Pas mal: not bad | <b>TOPIC: ITALIAN</b><br>Using a Venn diagram, compare Italy and Scotland. What things do they have in common? What is different?<br><br>Think about:<br>food<br>weather, temperature<br>sports<br>flags<br>natural environment<br>language<br>famous landmarks | <b>TOPIC: RME</b><br>Choose a belief from Christianity. Write down ways in which this belief affects people's actions.<br><br>Choose a way of marking a major life event in a world religion. Describe what happens and explain why it is important. | <b>TOPIC: TECHNOLOGIES</b><br>Try practising some typing using BBC Dance Mat typing game.<br><br>Learn and practise:<br><ul style="list-style-type: none"><li>- Typing letters in rows</li><li>- Typing keys on the home row</li><li>- Typing capital letters, apostrophes, slashes and full stops</li></ul><br>Click on the picture to access or Google 'BBC Dance Mat.'<br> |



# Spelling Menu

|  |   |
|--|---|
| <p><b>Four in a Row</b><br/>Practice writing your spelling words and see if you can get them right four times in a row!</p> <p></p> | <p><b>Pyramids</b><br/>Write one letter at a time and create a pyramid.</p> <p>s<br/>sp<br/>spe<br/>spel<br/>spell</p>  |
| <p><b>Rainbow Writing</b><br/>Create a rainbow by writing your word over and over again using different colours.</p> <p></p>      | <p><b>Picture Writing</b><br/>Create a picture with your words.</p> <p></p>  |
| <p><b>Diacritical Marking</b><br/>Use diacritical marking to mark each sound in your words.</p> <p></p>                           | <p><b>Speedy Writing</b><br/>Try to write your words as fast as you can. Get an adult to time you and see if you can beat your time.</p> <p></p> |
| <p><b>Fancy Writing</b><br/>Try to write the spelling words in your neatest or most fancy handwriting.<br/>Curly maybe?</p>  | <p><b>Take it Outside!</b><br/>Can you make your spelling words using stones, twigs or leaves?</p> <p></p>                                       |