

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.



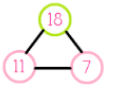
You can do as few or as many of the activities as you like but remember to have fun! If you complete any work and you would like to share it with your teacher, you can either email it in or bring it in to school so that we can celebrate your hard work and effort.

Spelling Words

Week beginning	Purple Book 1	Purple Tricky Words	Blue Book 2	Blue Tricky Words
5.1.26	<u>Check-up (Focus and Extra)</u> Consolidation Week	Consolidation Week	<u>Check-up (Focus and Extra)</u> Consolidation Week	Consolidation Week
12.1.26	<u>Unit 12: er, ir, ur (focus, extra)</u> germ, term, runner, first, spinner, nurse, nursing	accident accidentally	<u>Unit 13: ous, ious (focus, extra)</u> famous, nervous, furious, enormous, dangerous, serious, various, curious	actually possession material
19.1.26	<u>Unit 13: compound words (focus, extra)</u> inside, outside, without, someone, everyone, nothing	famous peculiar money	<u>Unit 14: a, al, ad, af (focus, extra)</u> asleep, almost, already, altogether, always, adjust, admire	accidentally bicycle pressure
26.1.26	<u>Unit 14: y endings (focus, extra)</u> chilly, frilly, cheeky, sleepy, sunny, runny, spotty	actual actually again	<u>Unit 15: f, ff, fe (focus, extra)</u> calf, calves elf, elves, puffs, shelf, shelves, wife, wives	heart purpose potatoes

11.2.26 (three day week)	<u>Unit 15: er, est (focus, extra)</u> rainier, funnier, spottier, moodiest, gloomiest	favourite perhaps beautiful	<u>Unit 15: f, ff, fe (extension)</u> calving, chiefs, beliefs, believes, believing, believed	business height strength
16.2.26	<u>Unit 16: sp, spr (focus, extra)</u> spot, spin, spray, spring, splash, sprinkler, splendid	address February parents	<u>Unit 16: en, on endings (focus, extra)</u> given, happen, button, lesson, skeleton, poison, kitten, mitten, siren	quarter calendar
23.2.26	<u>Unit 17: plurals - s, es (focus, extra)</u> cats, dogs, boys, girls, buses, boxes, bushes, foxes	popular answer	<u>Unit 16: en, on endings (extension)</u> wood, wooden, weak, weaken, fallen, fatten, hidden	history question
2.3.26	<u>Unit 17: plurals - ies (extension)</u> stories, hobbies, babies, ladies	forward forwards	<u>Unit 17: syllables (focus, extra)</u> jumped, opened, started, morning, number, today, between, below, along	caught imagine
9.3.26	<u>Unit 18: silent b and k (focus, extra)</u> lamb, comb, knit, knee, climb, thumb, kneel, knife, knock	position appear	<u>Unit 17: syllables (extension)</u> together, different, following, suddenly, often, only, suddenly, impossibility	recent centre
16.3.26	<u>Unit 18: silent b and k (extension)</u> knitting, knitted, knitter, knocker, knocked, knocking	fruit arrive	<u>Unit 18: qu (focus, extension)</u> question, quilt, quality, quarter, quarrel, square, squabble, banquet, liquid	increase regular
23.3.26	<u>Unit 19: silent w (focus, extra)</u> wren, write, wring, wrap, wrapped, unwrap	possess possession	<u>Unit 19: dge (focus, extra)</u> hedge, ledge, bridging, judged, wedge, garage, package, village	century important
30.3.26	<u>Check-up (Focus and Extra)</u> Consolidation Week	Consolidation Week	<u>Check-up (Focus and Extra)</u> Consolidation Week	Consolidation Week


## Homework Activity Grid - P5-7

<p><b><u>SPELLING</u></b> In your jotter, write out your spelling words 3 times using 'look, say, cover, write, check.'</p> <p><b>Write</b> a sentence for each of your spelling words showing you understand them.</p>	<p><b><u>SPELLING</u></b> <b>Use</b> the Spelling Menu and try to complete four different activities over the week to help you learn your spellings.</p> 	<p><b><u>READING</u></b></p> <ol style="list-style-type: none"> <li>Choose a short story to read (part of a novel, a poem, news article, short story)</li> <li>After reading complete the following: <ul style="list-style-type: none"> <li>Write a short summary of the text</li> <li>Write a few sentences giving your opinion of the text</li> <li>Identify one technique the writer uses (e.g. description, dialogue, emotive language, repetition) and why it is effective</li> </ul> </li> </ol>	<p><b><u>WRITING:</u></b> <b><u>IMAGINATIVE/CREATIVE</u></b> <b>Write</b> a short opening paragraph for a creative story. It must include:</p> <ul style="list-style-type: none"> <li>A setting description</li> <li>A character introduction</li> <li>One piece of figurative language (simile, metaphor)</li> <li>A hint of a problem or mystery to make the reader want to continue</li> </ul>	<p><b><u>GRAMMAR: SIMILES, METAPHORS, ONOMATOPOEIA</u></b></p> <ol style="list-style-type: none"> <li><b>Write</b> one sentence that includes a simile. (The snow was as soft as cotton.)</li> <li><b>Write</b> one sentence that uses onomatopoeia. (The bees buzzed around the flowers.)</li> <li><b>Write</b> one sentence that includes a simile. (The classroom was a zoo.)</li> </ol>
<p><b><u>NUMERACY: FRACTIONS, DECIMALS AND PERCENTAGES</u></b></p> <ol style="list-style-type: none"> <li><b>Choose</b> two everyday situations where fractions, decimals or percentages are used (sale prices, recipes, sports statistics)</li> <li>For each, <b>write</b> a word problem that involves a simple fraction, percentage or decimal</li> </ol>	<p><b><u>NUMERACY: FRACTIONS, DECIMALS AND PERCENTAGES</u></b></p> <ol style="list-style-type: none"> <li><b>Write</b> three fractions (6/8, 9/12, 15/20)</li> <li>For each one <b>write</b> two equivalent fractions</li> <li><b>Simplify</b> each fraction to its simplest form</li> </ol>	<p><b><u>NUMERACY: SHAPE TRIANGLES</u></b></p> <ol style="list-style-type: none"> <li><b>Choose</b> one 3D object you can find at home (cereal box, tissue box, can)</li> <li><b>Sketch</b> the 3D object and label its name (cuboid, cylinder, cube)</li> <li>Imagine what the object's net would look like if it were unfolded</li> <li><b>Draw</b> a simple sketch of the net showing each face</li> </ol>	<p><b><u>NUMERACY</u></b> <b>Choose</b> 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><u>NUMERACY</u></b> <b>Complete</b> a fact triangle like the example below using addition and subtraction or multiplication and division.</p> <p>Can you evolve it?</p> <p> <math>15 \times 2 = 30</math>  <math>150 \times 20 = 300</math> </p>  <p> <math>11 + 7 = 18</math>  <math>7 + 11 = 18</math>  <math>18 - 11 = 7</math>  <math>18 - 7 = 11</math> </p>

<p>(A shop has 20% off a £10 t-shirt. How much do you save?)</p> <p>3. <b>Write</b> a sentence explaining why fractions, percentages and decimals are useful in that context.</p>	<p>4. <b>Order</b> these simplified fractions from smallest to largest</p> <p>5. <b>Write</b> one sentence explaining how you know the order is correct</p>	<p>5. <b>Write</b> a few sentences explaining how the net folds back into the 3D shape</p>		<p>Can you include decimals?  <math>1.5 \times 2 = 3.0</math></p>
<p><u>HEALTH &amp; WELLBEING: EMOTIONAL REGULATION</u></p> <p>1. <b>Choose</b> two emotions you sometimes feel (anger, excitement, worry, happiness)</p> <p>2. For each emotion, <b>write</b> when you might feel it and how your body reacts (fast heartbeat, smiling, tense muscles)</p> <p>3. <b>Write</b> one strategy you can use to help regulate that emotion (deep breaths, counting to 10, talking to someone, taking a break)</p>	<p><u>HEALTH &amp; WELLBEING: PE (DANCE)</u></p> <p><b>Create</b> 1-minute-long dance using music or a steady rhythm, e.g. a song, clapping or a beat.</p> <p>Your dance must include</p> <ul style="list-style-type: none"> <li>At least three different movement sequences</li> <li>Clear start shape</li> <li>Clear finish shape</li> <li>Movements that match the rhythm or mood of the music</li> </ul> <p>CHALLENGE... Include:</p> <ul style="list-style-type: none"> <li>A freeze or balance for 3 seconds</li> <li>A repeated movement</li> </ul> <p>Rehearse your dance. Perform your dance to a family member or record a video of your performance.</p>	<p><u>SCIENCE: ELECTRICITY</u></p> <p>1. <b>Create</b> and <b>draw</b> a simple electrical circuit using correct symbols. Your circuit must include:</p> <ul style="list-style-type: none"> <li>a power source</li> <li>at least two components (bulb, motor, buzzer, resistor, switch)</li> <li>connecting wires</li> </ul> <p>2. <b>Label</b> each component with the correct scientific symbols</p> <p>3. <b>Write</b> a few sentences explaining how energy is transferred around your circuit.</p> <p>Where does the energy come from?</p> <p>How does it move through the circuit?</p>	<p><u>SCIENCE: INHERITANCE</u></p> <p>1. Choose any living organism (e.g. human, dog, plant or other animal)</p> <p>2. <b>Make</b> a table with two columns</p> <p>Inherited characteristics (features passed from parents)</p> <p>Non-inherited characteristics (features learned or influenced by environment)</p> <p>3. <b>List</b> at least three characteristics in each column.</p> <p>4. <b>Write</b> a few sentences explaining how you know the differences between inherited and non-inherited characteristics.</p>	<p><u>TOPIC: TECHNOLOGIES</u></p> <p>Some activities must be done one step after another, for example, making tomato sauce. You must:</p> <ol style="list-style-type: none"> <li>Chop ingredients</li> <li>Fry vegetables</li> <li>Add tomatoes</li> <li>Simmer</li> </ol> <p>Each step depends on the previous one.</p> <p>Think of another activity that must be done step-by-step. <b>Write</b> the activity and <b>list</b> the ordered steps.</p>



# Spelling Menu

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