

Monthly Homework Grid - January 2025 - Early Level (Penguins)



Numeracy & Mathematics

Numeracy Focus: Numbers to 20

Activity: Practise counting objects from around your house. Practise writing your answer. Make sure that your numbers are facing the correct way. For an **extra challenge** try to bundle your numbers into tens and ones. E.g. 15 is one group of 10 and 5 ones.

Optional Extra: <https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>
<https://www.bbc.co.uk/games/embed/education-ivor-starting-school?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzd4b382>

Mathematic Focus - Time

Activity: The class are looking at folder, aspects of time- days of the week, months and reading O'clock times (analogue and digital). Learning activities have been set up on Study Ladder. Login information for this has been stuck in children's homework jotters. If they did not have their folder, then it would have been placed in their bag.

Optional Extra:

How to Guides:

<https://www.bbc.co.uk/bitesize/articles/zs6tjsg> - Telling the Time
<https://www.youtube.com/watch?v=loINI3Ln6Ck> - Days of the week song.
<https://www.youtube.com/watch?v=5enDRrWyXaw> - Months of the year song

Literacy

Spelling:

Your spelling words will be in your homework jotter and updated weekly. Choose an activity from the active spelling grid to practise your words. Use your words to write a sentence.

Reading:

Read your school reading book every night. Try to spot any familiar letters or words that we have been learning in class. **Optional Challenge:** Write a sentence from your book on a piece of paper. Cut out each word and jumble them up. Can you use your book to put them back in order? Like we do in class.

Remember to return the book to school each day.

Writing:

We are beginning to overwrite and underwrite imaginative writing (narrative). Create a character and ask someone at home to write a sentence about them with a coloured pen. Then you can write on top of it and try to write it underneath. Examples- 'The fairy lived in the trees'. 'The monster was green.' 'The teddy had a picnic.'

How to Guides:

Supporting your child with reading at home

<https://home.oxfordowl.co.uk/reading/reading-age-5-6-year-1/>

Learning across the Curriculum

Topic: Scotland

<https://www.bbc.co.uk/bitesize/topics/znsb87h/watch/zwbxvcw>

Have a look at this video. This pupil lives on a Scottish Island. How do they get to school? How would you get to school?

Perseverance

Our value of the month is Perseverance. This means you try and try again when things are tricky. Identify something you find tricky and keep working on it. This could be spelling words, counting to 100, doing a forward roll, making a sandwich...anything at all!



P1-3 Spelling Strategies

Please note - the P1 children are only beginning to learn these strategies so wont yet be familiar with them all

The strategies the children are taught are:

- **Using Phoneme Knowledge** (sounding out)
- **Syllabification** - breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- **Word Shape** - Look at letter shape, size, ascending and descending letters.
- **Tricky Letters** - Looking at the position of tricky letters as an aid to spelling.
- **Compound Words** - Breaking the compound word into simple words e.g. into makes in and to.
- **Mnemonic** - using an aide memoire e.g. because - Big Elephants Can Add Up Sums Easily
- **Using Analogy** - If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

P1-3 Word Attack Strategies

Please note - the P1 children are only beginning to learn these strategies so wont yet be familiar with them all

- Look at the first letter
- Sound out the first few letters
- Break the word into syllables
- Look at the last letters
- Read the sentence again
- Look at the picture
- Look at the shape of the word





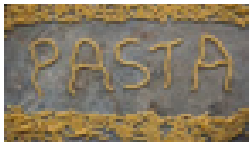

P1-3 Phoneme (sound) Methodology

*Please note - the P1 children are only beginning to learn this process so will not yet be able to do this method independently

Individuals will explore a list of words with the phoneme. They will be encouraged to say the words, make/break it, read it out loud and write the word. Children use the diagram below to support this in class.



Active Spelling Grid

<p><u>Pyramid Spelling</u> Write your words in a pyramid.</p> <p>f fr fro from</p>	<p><u>Chalk Spelling</u> Write your words on the smooth surface using chalk.</p> 	<p><u>Press-Ups</u> Do a press up for every letter in your word.</p> 
<p><u>Cheer Squad</u> Pretend you are a cheerleader and shout out your word. 'Give me a...'</p> 	<p><u>Silly Voices</u> Spell your words in a squeaky voice, villain voice or loud voice.</p> 	<p><u>Pasta</u> Make your words out of pasta shapes.</p> 
<p><u>Rainbow Spelling</u> Write your words three times. Use a different colour each time.</p> <p>said the and said the and said the and</p>	<p><u>Hopscotch Spelling</u> Make a hopscotch grid and write your words in each box. Throw a beanbag or stone onto the word. Sound out the word as you hop.</p> 	<p><u>Fancy Spelling</u> Write your words as fancy as possible.</p> 