

# Oak Class



Home Learning Booklet  
Autumn 1 2020

## Spelling Home Learning

It is important to bear in mind that apart from the 'common exception words' children are learning the letter string, sound or spelling rule, not the specific word.

Children will be given spellings from the list in this booklet to learn at home and will be tested the following Tuesday.

Below are some ideas that you may wish to use at home to help your child to learn their spellings.

Frequency of practice throughout the week is important; little and often is better than one long session.

**Backwards** - write each spelling word on your child's back and get them to guess the word.

**Lefty Righty** - write each spelling word in both your left and right hand.

**Hang Man** - the oldies are sometimes the best! Play hangman using the week's spelling words.

**Phone Spelling** - using a mobile telephone write the numbers you would need to press in order to text the word.

**Spot the Spelling** - write each spelling word three times, two incorrectly and one correctly, the child must spot the spelling.

## Handwriting

It is important to practise spellings using your neatest handwriting and correct joins. The 'feel' of a word can help when learning to spell.

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

## Handwriting joins (Y2 - Y6)

The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

# *Year 1 Common Exception Words*

## **Year 1**

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## *Year 2 Common Exception Words*

### **Year 2**

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

## Topic Home Learning

### Got To be Me!

Here are some suggestions of extra learning activities you could do. If you do any of the following activities please bring it in to school whenever it is ready and share it with us all. Have Fun!

1. Make a model of your teeth using any materials you like. You could use modelling clay, junk modelling or paper mache.



2. Find out about your body and make a fact-file. How tall are you? How long is your arm span? How long are your feet? How many teeth do you have?

3. Paint or draw a portrait of someone in your family.



4. Make a healthy snack to share with the class. Make sure you have a list of ingredients or a recipe with your work. Take photographs whilst you make it.

5. Measure how much sleep you have in a week and draw a graph to show us.

6. Create a poster on the computer or with pens and paper telling people how important it is to be hygienic.

# Mathematics

By the end of Year 1, children should be able to write numbers to 100 in numerals

The 100 square is a useful visual prompt in Year 2 also

- Can you order numbers to 100?
- Can you say which number is greater than or less than another number?
- Can you say what each digit is worth in a 2digit number?
- Can you add on 10 from any 2digit number?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## End of Year Expectations for multiplication and division facts

By the end of Year 2 children should confidently know and recall their  $\times 2$ ,  $\times 5$  and  $\times 10$ . They should also recall division facts the the times tables below.

### 2 times table

1	$\times$	2	=	2
2	$\times$	2	=	4
3	$\times$	2	=	6
4	$\times$	2	=	8
5	$\times$	2	=	10
6	$\times$	2	=	12
7	$\times$	2	=	14
8	$\times$	2	=	16
9	$\times$	2	=	18
10	$\times$	2	=	20
11	$\times$	2	=	22
12	$\times$	2	=	24

[Timestables.co.uk](https://www.timestables.co.uk)

### 5 times table

1	$\times$	5	=	5
2	$\times$	5	=	10
3	$\times$	5	=	15
4	$\times$	5	=	20
5	$\times$	5	=	25
6	$\times$	5	=	30
7	$\times$	5	=	35
8	$\times$	5	=	40
9	$\times$	5	=	45
10	$\times$	5	=	50
11	$\times$	5	=	55
12	$\times$	5	=	60

[Timestables.co.uk](https://www.timestables.co.uk)

### 10 times table

1	$\times$	10	=	10
2	$\times$	10	=	20
3	$\times$	10	=	30
4	$\times$	10	=	40
5	$\times$	10	=	50
6	$\times$	10	=	60
7	$\times$	10	=	70
8	$\times$	10	=	80
9	$\times$	10	=	90
10	$\times$	10	=	100
11	$\times$	10	=	110
12	$\times$	10	=	120

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## End of Year 2 Expectations

### A Year 2 Reader

1. I can blend accurately and speedily the sounds I've been taught
2. I can read words with 2 or more syllables
3. I can read words with common suffixes
4. I can self-correct
5. I can make simple inferences based on what is said or done
6. I can use punctuation to help me read with intonation
7. I can locate answers to questions (from a paragraph) in fiction and non-fiction texts
8. I can explain how vocabulary choice affects meaning
9. I can use appropriate terminology when talking about books
10. I can perform a poem

### Exceeding Year 2 Reader

1. I can use a variety of strategies to work out unknown words
2. I can use a dictionary to check the meaning of unfamiliar words
3. I can retrieve information from a range of fiction and non-fiction texts and record them
4. I can infer characters' feelings and thoughts

## End of Year 2 Expectations

### A Year 2 Writer

1. I can form all letters correctly and keep them regular in size and shape
2. I can use clear and regularly sized ascenders and descenders
3. I can leave the right sized spaces between letters and words
4. I know that capital letters don't join
5. I can use some horizontal and diagonal joins
6. I can spell 80% of words based on Year 2 spelling patterns
7. I can spell some words that sound the same but are spelt differently
8. I can use full stops and capital letters to show sentences.
9. I can use question marks and exclamation marks correctly and consistently
10. I can use commas in a list
11. I can use capital letters for proper nouns and 'I' correctly and consistently
12. I can use apostrophes for omission
13. I can use apostrophes for singular possession
14. I can use: or, and, but
15. I can use the correct tense
16. I can use noun phrases
17. I can write for different purposes e.g stories, poems, information, instructions
18. I can say my sentence out loud and improve it before writing it down
19. I can re-read my writing and make corrections so that it makes sense.
20. I can read my writing aloud to an audience so that everyone can hear.

## Exceeding Year 2 Writing Expectations

1. I can use joined handwriting consistently
2. I can use accurate sizing for letters that are the same in upper and lower case  
e.g Ss Ww
3. I can use the first 2 or 3 letters of a word to check its spelling in a dictionary
4. I can use tenses correctly and consistently throughout
5. I can write stories that have a clear setting, characters and plot
6. I can improve my writing after feedback
7. I can suggest improvements to my own and others' work

## End of Year 2 Expectations

### A Year 2 Mathematician

1. I can order numbers to 100
2. I can recognise the place value of tens and ones in a 2digit number
3. I can use the  $<$  (less than) and  $>$  (more than) signs for numbers to 100
4. I can read and write numbers to 100 in words
5. I can count in steps of 10 from any number
6. I can recognise odd and even numbers and explain why
7. I can use number bonds to 20 for related facts to 100
8. I know that addition can be done in any order and that subtraction cannot
9. I can add 3 single digit numbers
10. I can add and subtract a 2digit number and ones and tens
11. I can add and subtract two (simple) 2digit numbers using a written method
12. I can use the inverse to check  $+$  and  $-$  and to find a missing number
13. I can use the  $\times$  and  $\div$  signs and know that multiplication can be done in any order
14. I can recite my 2, 5 and 10  $\times$  tables
15. I can recall division facts from the 2, 5 and 10  $\times$  tables
16. I can recognise  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and know that  $\frac{2}{4} = \frac{1}{2}$
17. I can find simple fractions of quantities
18. I can read the time to 5 minutes and draw them on a clock face

19. I know the number of minutes in an hour and hours in a day
20. I can use measures including £ and p, m/cm, kg/g, litres/ml, °C
21. I can add and subtract money
22. I can find different ways of making an amount of money
23. I can explain the properties of 2D and 3D shapes
24. I can find mirror symmetry
25. I can construct and interpret pictograms, tally charts, block diagrams and simple tables

### Exceeding Year 2 Maths Expectations

1. I can compare and order numbers to 1000
2. I can read and write numbers to 1000 in numerals and words
3. I can recognise the place value of 100s, 10s and 1s in a 3digit number
4. I can add 1, 10 or 100 to a 3digit number using mental arithmetic
5. I can use columnar addition
6. I can use division and find remainders
7. I know my 3, 4 and 8 times tables
8. I know the number of days in each month, a year and leap year