

Home Learning (Researchers)

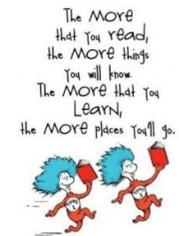
Spring 2 2026

Work books

For home learning this term, we will continue with working through our three different work books: reading, grammar and maths. The books all need to be in school by the Friday, as we will carry on using them during our lessons at the end of the week. The following week's homework will go home on the Friday also. This is the same structure that we have followed this past term, so the class are familiar with the expectation. It is crucial that all homework books are in school by the Friday of every week.

Reading

I would like to continue to encourage the class to read as much as possible during the week. This could be reading a variety of different texts, from a sports report to a recipe, along with reading their school reading book or library book. All children should have a reading record, whenever they are reading at home, either with you or to themselves, they need to remember to log what they have read. Reading records need to be in school every day. In class, we are continuing to focus on our reading, and for this term are going to be concentrating on our comprehension skills along with reading our class reader.



Spellings

We will continue to be learning spellings in class every week, alongside learning new vocabulary. Spellings will be sent home at the start of the half-term, for extra practice at home. Additionally, we will continue to look at the Year 3/4 and Year 5/6 word list.

Times Tables

At the moment in our maths learning, we are focusing on fractions, decimals and percentages and have had many conversations in class about how our multiplication and division facts transfer into this area of maths. Please encourage your child to go onto Times Tables Rockstars as frequently as possible. Alternatively, there are similar games that you can access on www.timestables.co.uk to support the learning of times tables.



Below, you will find the vocabulary that we will be learning in our geography and history across the coming term. It would be great if you could spend some time discussing these words at home.

Geography – South America

| KEY VOCABULARY | |
|-----------------|--|
| Pangea | a supercontinent that broke apart 175 million years ago forming the continents we recognise today |
| rainforest | a dense forest, rich in biodiversity, that is often found in tropical areas and receives high levels of rainfall |
| subduction zone | an area where one tectonic plate is being forced under another, often creating mountain ranges |
| plateau | a flat area of land with high altitude |
| altitude | the height of a location, often relative to sea level |
| deforestation | the process of removing forest |
| biodiversity | the variety of plants and animals within a habitat |

History – World War II

| KEY VOCABULARY | |
|-------------------|--|
| encryption | a practice that involves codes and systems for changing messages so they cannot be read by other people |
| the Blitz | the name given to Hitler's bombing campaign against the United Kingdom that lasted for eight months in 1940 and 1941 (blitz is the German word for lightning) |
| evacuation | in World War II many children were required to leave their homes, or evacuate, and move to safer places, often in the countryside |
| the Holocaust | the name given to the mass killing of European Jews during World War II |
| genocide | the deliberate killing, or murder, of a large number of people, especially from the same ethnic group or religion |
| Enigma Machine | a machine used by Nazi Germany during World War II to code messages so they could not be read by the Allies: Alan Turing and his team cracked the Enigma Machine and the messages could be intercepted |
| Operation Sealion | Nazi Germany's code name for their plan to attack and invade the United Kingdom during the Battle of Britain |
| propaganda | information, of a biased or misleading nature, used to promote a political cause or point of view |

Please find below the Y3/4 and Y5/6 spelling lists, to continue to refer to at home. We use both lists in class and any extra focus at home would be beneficial.

Spelling word list for Year 3 and Year 4



100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

| | | | |
|----------------|--------------|----------------|-----------------|
| accident(ally) | disappear | interest | pressure |
| actual(ly) | early | island | probably |
| address | earth | knowledge | promise |
| answer | eight/eighth | learn | purpose |
| appear | enough | length | quarter |
| arrive | exercise | library | question |
| believe | experience | material | recent |
| bicycle | experiment | medicine | regular |
| breath | extreme | mention | reign |
| breathe | famous | minute | remember |
| build | favourite | natural | sentence |
| busy/business | February | naughty | separate |
| calendar | forward(s) | notice | special |
| caught | fruit | occasion(ally) | straight |
| centre | grammar | often | strange |
| century | group | opposite | strength |
| certain | guard | ordinary | suppose |
| circle | guide | particular | surprise |
| complete | heard | peculiar | therefore |
| consider | heart | perhaps | though/although |
| continue | height | popular | thought |
| decide | history | position | through |
| describe | imagine | possess(ion) | various |
| different | increase | possible | weight |
| difficult | important | potatoes | woman/women |

Spelling word list for Year 5 and Year 6



100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

| | | | |
|-------------|--------------------------|---------------|-------------|
| accommodate | correspond | identity | queue |
| accompany | criticise (critic + ise) | immediate(ly) | recognise |
| according | curiosity | individual | recommend |
| achieve | definite | interfere | relevant |
| aggressive | desperate | interrupt | restaurant |
| amateur | determined | language | rhyme |
| ancient | develop | leisure | rhythm |
| apparent | dictionary | lightning | sacrifice |
| appreciate | disastrous | marvellous | secretary |
| attached | embarrass | mischievous | shoulder |
| available | environment | muscle | signature |
| average | equip (-ped, -ment) | necessary | sincere(ly) |
| awkward | especially | neighbour | soldier |
| bargain | exaggerate | nuisance | stomach |
| bruise | excellent | occupy | sufficient |
| category | existence | occur | suggest |
| cemetery | explanation | opportunity | symbol |
| committee | familiar | parliament | system |
| communicate | foreign | persuade | temperature |
| community | forty | physical | thorough |
| competition | frequently | prejudice | twelfth |
| conscience | government | privilege | variety |
| conscious | guarantee | profession | vegetable |
| controversy | harass | programme | vehicle |
| convenience | hindrance | pronunciation | yacht |