**Summer 2 Homework Grid – Year 1**

This grid has been created to support our Summer 2 topics. Please choose some tasks to be completed by the end of summer term.

Please date each homework activity as your child completes it.

Children could record their experiences in their homework books if they like using words, pictures or photographs.

If you have any questions please do not hesitate to contact me ☺

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| **Verbal**  **I enjoy reading, writing & speaking** | Bring to school your favourite book to share with the class. | With your grown up, research some facts about your favourite seaside town. You might want to find some pictures of what it used to look like and compare it with now. | Write a recount of a day out you have had to the seaside. | Send a postcard from a place that you visit.  Year 1  Corbridge C of E First School  St Helen’s Lane  Corbridge  NE45 5JQ |
| **Visual**  **I enjoy painting, drawing and visualising** | Create and draw your own treasure map for a beach including a key. | Visit the seaside and create some beach art using the natural resources you find there! Take a photo of your work and leave it on the beach for other people to enjoy! | Design a poster advertising a seaside holiday from the past. Think about all of the different activities people enjoyed and the clothes they would have worn. | Verbally share with an adult a walk along the beach. Describe all of the things that you would see, smell, hear and touch. After that draw your visualisation. |
| **Kinaesthetic**  **I enjoy doing hands-on activities** | Create your own seaside story and make the characters too. You could act it out for someone at home or for the class if you’d like to ☺ | Visit a seaside location and create a short video to tell your classmates all about it. You could build a sandcastle or dip your feet in the cold sea! | Made a 3D model of something you would find or use at the seaside. You might want to use junk modelling, salt dough or papermache. | Make a musical instrument that makes any sound of the seaside. |