

Years 1 & 2 Homework Review

English and Mathematics

Homework Schedule

Year 1

| | |
|-------------|--------|
| Reading | daily |
| Mathematics | weekly |

Year 2

| | |
|-------------|-----------------|
| Reading | daily |
| Spelling | weekly |
| English | alternate weeks |
| Mathematics | alternate weeks |

Children will all have a Reading Record. Children, parents and teachers will be able to add entries and write comments. Teachers will check Reading Records regularly.

Learning Activity Grids

In addition to English and Mathematics homework, learning grids will be used for each half term for Topic and Science tasks.

Activities for each subject area will fall in to the following categories of learning:

Talk, think, read, write

Design and create

Let's perform

| Y1/2 half-term learning grid | | |
|--|---|---|
| Talk, think, read, write | Design and create | Let's perform |
| <p><u>Favourite Book</u></p> <p>Write a few sentences about your favourite book. Can you add a picture to go with it of your favourite character or your favourite page in the book?</p> | <p><u>Human Skeleton</u></p> <p>Make a human skeleton using whichever materials you like. You could draw it with chalk or charcoal or make a model of it. Use your imagination.</p> | <p><u>Old Toy</u></p> <p>Bring in an old toy or photo of an old toy. What can you tell us about it?</p> |
| <p><u>Human Body Facts</u></p> <p>Write four facts about the human body. Present the information in a format of your choice e.g. a poster, bubble writing, sentences etc.</p> | <p><u>House Survey</u></p> <p>Go for a walk around where you live and make a tally chart of the different houses in your neighbourhood. Can you see detached, semi-detached and bungalows?</p> | <p><u>Learn a poem</u></p> <p>Learn a poem at home and make up some actions to go with it. Perform your poem to the rest of the class.</p> |
| <p><u>Plant Hunt</u></p> <p>Look around your garden or the local park and write a list of all the different plants you see. Do you know the name of some of the trees?</p> | <p><u>Plant Drawings</u></p> <p>Draw pictures of different plants. You could use pencils, felt tips, fine line ink pens, chalks, crayons etc. Which is your favourite? Try to add lots of details to your drawings.</p> | <p><u>Favourite Book</u></p> <p>Write a few sentences about your favourite book. Can you add a picture of your favourite character? Read your sentences out to the rest of the class. Answer questions from other children.</p> |

Learning Activity Grids

- Each half term there will be a grid of 9 activities for children.
- Children may choose a minimum of 4 activities for each half term.
- Learning Activity Homework books will be sent home every Friday and should be returned to school by the following Wednesday.

Years 3-6 Homework Review



English and Mathematics

Homework for these two subjects will follow a similar model to that which currently exists.

Homework will consist of differentiated tasks with an optional extension task also set.

English tasks: Spelling/word study, Writing, Reading Comprehension

Maths tasks: Arithmetic practice, Concept Consolidation, Problem Solving

Homework will be printed on slips to be stuck in homework diaries.

English and Mathematics

Homework Schedule

| | |
|-------------|--------|
| Reading | daily |
| Spelling | weekly |
| English | weekly |
| Mathematics | weekly |

Each class will be provided with a homework timetable showing the days on which homework will be set and the days on which it is to be handed in.

Children will all have a Reading Record. Children, parents and teachers will be able to add entries and write comments. Teachers will check Reading Records weekly.

English and Mathematics

Marking and Feedback

We will be introducing English and Maths homework books which will go home with the children each time a homework is set.

- Teacher marks work, giving feedback.
- Children and parents will see feedback in homework book.
- Feedback in homework books will be in chronological order.
- Homework sheets will be stuck in homework books.

Learning Activity Grids

In addition to English and Mathematics homework, learning grids will be used for each half term including the subjects: French (Years 4-6), Science and Humanities.

Tasks for each subject area will fall in to the following categories of learning:

Talk, think, read, write
The world around us
Design and create
Out and about
Let's perform

| Y4 Spring 1 half-term learning grid | | Learning Activity Subject Areas | | |
|-------------------------------------|---|--|--|--|
| | | French | Humanities | Science |
| Categories of Learning | Talk, think, read, write | QU'EST-CE QU'IL Y A À BRIGHTON ET HOVE? Using the vocabulary and phrases that we have been learning to say what there is/isn't in the town, write a short paragraph in French to describe the town you live in (i.e. Brighton and Hove). | Imagine you are a Greek God/Goddess. Discuss which God/Goddess you are going to write about with a member of your family. Then write a short diary entry about your God's responsibility and what a day in their life is like. | Research percussionist, Dame Evelyn Glennie to find out about how she can 'hear' sounds through vibrations, even though she is deaf. Create a fact file about her life, her music and her rise to fame as an acclaimed percussionist. |
| | Success Criteria | I can read and understand key phrases. I can copy familiar words and phrases correctly. I can write about what there is/isn't in the town. I can write some words and phrases from memory. | I can discuss and be clear about a chosen topic. I can research and find details about a Greek God/Goddess. I can write in the first person, e.g. I or we etc. | I can think of 5-7 things I want to find out about Dame Evelyn Glennie. I can record the information in my own words. I can record the information in an interesting way. I can show what percussion is. |
| | The world around us | JE VOUS PRÉSENTE: Find out some fun and interesting facts about a French town or city and what there is to see and do there, to share with the class. | Choose one of the world's seven continents and find out as much information as possible about it to present to the class. For example, which countries belong to it? Which seas surround it? What is the climate and landscape like? You may use props/pictures to help explain. | Find out about how whales communicate with each other underwater. Whale song can travel for miles through water - learn more about this amazing sound! Present your findings in an appropriate format, e.g. PowerPoint presentation, poster, model or video. |
| | Success Criteria | I can present information on an aspect of another culture. I can research facts using the Internet and/or books. I can present my findings in a fun and interesting way. | I can research facts and details using the Internet and/or books. I can present findings using notes and visual aids to assist where needed. I can display evidence of subject knowledge. | I can find out about how whales communicate. I can think of an interesting way to show what I have learnt. |
| | Design and create | Il Y A...: Design and create some colourful, clearly labelled flashcards of places in Brighton using materials of your choice. | Design a Greek Vase. Find out about the common patterns and designs that were used during Ancient Greece times. Carefully plan, draw and colour your vase. See your teacher for a template or use your own. | Make your own xylophone using bottles or glasses filled with water. Experiment with how full each bottle is and see if you can play a simple tune such as 'Hot Cross Buns' or 'Three Blind Mice'. |
| | Success Criteria | I can design and create some flashcards of places in Brighton. I can use a reference to support spellings and accuracy. I can select the correct materials to produce my flashcards. | Show evidence of research and subject knowledge. Plan your design carefully. Include details and shading/colouring that depicts authenticity. | I know what a xylophone is. I can decide to use glasses or bottles. I can handle the glass safely and carefully. I can fill my glasses/bottles to different levels to change the note. I can play a tune and record myself playing it. |
| | Out and about | DANS MA VILLE: Take photos, find and/or draw pictures of different places in your local area. Clearly label your work in French, writing short sentences where you can. Present your work as a poster, collage or even a PowerPoint presentation. | Choose a city on a different continent that you have visited or know a lot about and compare it to Brighton and Hove. Use pictures and words to display the things that are similar and different in a poster or leaflet. | Noise pollution can be very annoying! Find out about what noise pollution is and how to reduce it. Make a poster to tell people what they can do to help reduce noise pollution in their local area. |
| | Success Criteria | I can take photos, draw or find pictures of different places in the town. I can select a range of relevant vocabulary to label my work. I can use a reference to support spellings and accuracy. | I can outline similarities and differences between two cities. I can present my findings in a fun and interesting way. I can include as much detail as possible. | I can identify types of noise pollution. I can think of ways to reduce it. I can design an eye-catching poster to show ways to reduce noise pollution. |
| | Let's perform | OÙ EST? Practise, learn then teach your classmates how to say and recognise some directions in French in a fun and different way. You might want to introduce vocabulary with a set of actions, with pictures or as a rap or song. | Retell a Greek myth of your choice in your own words. You can do this independently or in a small group within your class if you prefer. Include some acting or actions or simply retell it to the class, the choice is yours. | Investigate how we hear with our ears and demonstrate your understanding of this using drama and movement. Be ready to show the class. |
| Success Criteria | I can teach my classmates some directions in French. I can speak with confidence and with a clear voice. I have good pronunciation. | I can project my voice and use a good pace. I can speak clearly and confidently with expression. I can make eye-contact with my audience. | I can research how we hear using our ears. I can show my understanding of this using movement or drama. | |

When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us

Learning Activity Grids

- Each half term there will be 4 Learning Activity Weeks. At least one activity must be handed in for each of these weeks.
- You must choose a minimum of 4 activities and a maximum of 8 for the half term.
- You may choose no more than 2 activities for each category of learning.
- You must not repeat an activity for the same subject area two weeks in succession.
- You must choose at least one activity from each subject area per half term.

Learning Activity Grids

Marking and Feedback

French, Science and Humanities will be marked using success criteria matched to the learning category and age group. When marked, children will receive feedback based on the success criteria.

When a learning grid homework is marked it will be kept in a child's Homework Folder which children will take home each day.

The Homework Folder will consist of a clear plastic wallet containing English and Maths homework books and folders for French, Science and Humanities homeworks.

Learning Activity Grids

Feedback Slip

Feedback will be given to children on a printed out slip. This will be attached to the piece of work to go in the Learning Activity Subject folders. The teacher will keep a copy of the feedback slip.

Learning Grid Feedback Slip

| Learning Category | Year 6 Success Criteria | |
|----------------------|---|--|
| Let's perform | Use a clear voice | |
| | Use appropriate volume of voice | |
| | Use feeling and expression | |
| | Suit tone of voice to meaning of words | |
| | Speak confidently | |
| | Make eye-contact with audience | |
| | Ask and answer any questions in character | |
| | Show evidence of research and subject knowledge | |
| Feedback | | |

Teachers will tick in the right hand column if success criteria have been met. Short evaluative comments will be entered in the feedback box.