**Homework proposals for 2016-17**

**Homework provision.**

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| **Key Stage One** | **Time expected to be spent on homework per week.** | **Key Stage Two** | **Time expected to be spent on homework per week.** |
| Foundation Stage | 30 minutes | Years 3 and 4 | 1 ½ hours |
| Years 1 and 2 | 1 hour | Year 5 | 2 hours |
|  |  | Year 6 | 2 ½ hours |

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| **Homework in the Foundation Stage.** | |
| Reading | At this important stage in the children’s learning it is recommended that children read as often as possible; short amounts of time (about five minutes) and frequently will have more impact on their development. |
| Other | Autumn term: Learning phonic patterns and practising letter formation.  Spring and Summer terms: Phonics, simple sentence structure tasks and work linked to counting and basic maths tasks to prepare them for Year 1. |

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| **Weekly homework in Years 1 -6** | | | |
|  | **Information that applies to Years 1 - 6** | **Information that applies only to Years 1 and 2** | **Information that applies on to Years 3-6** |
| **Maths** | **Mathletics.**  Pupils will always have access to ‘Live Mathletics’ which will help develop their mental calculations and speed.  Tasks will be unlocked so that parents who wish their children to complete extra units may do so. | Children will be directed to **two tasks** per week, which should consolidate their learning from work carried out during the week. | Children will be directed to **two** tasks per week, which should consolidate their learning from the previous couple of weeks. |
| **Number skills.**  The Government expect all pupils to know times tables up to 12 x 12 by the end of Year 4 and will be introducing a Times Table test to go alongside the Year 6 SATs in 2017. | Year 1 will be set tasks that link to knowing quick number facts, such as number bonds, adding and subtracting pairs of numbers.  Year 2 will begin learning formal times tables starting with 2, 5, 10. | In Years 3 and 4 teachers will set pupils times tables to learn at home and then use weekly tests to develop knowledge.  In Years 5 and 6 only pupils who do not know the times tables will be set specific tables to learn. All Children will be given regular tests of mixed times tables within class time. |

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|  | **Information that applies to Years 1 - 6** | **Information that applies only to Years 1 and 2** | **Information that applies on to Years 3-6** |
| **Reading** | **Complete three reads a week and record them in the children’s reading diaries.**  A list of questions that can be used to discuss reading skills, with the children, will be provided.  On Bug Club at the end of the books there are comprehension questions. Teachers can get reports from this, which shows what types of questions are being answered confidently and which need more support and teaching in class. | Types of reading materials that can be used and recorded in diaries:   * Their School reading book provided by their teacher. * A favourite book that you share with your children. * Books from Bug Club. | Types of reading materials that can be used and recorded in diaries:   * Their school banded reading book provided by their teacher or from their class library. * Non-fiction texts if the children are carrying out research. * Books that have been picked for the children on Bug Club.   Fluent readers might also read newspapers.  In the Spring term, Year 6 pupils will also be given comprehension tasks to complete. These will reinforce skills and prepare them for their SATs. |

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|  | **Information that applies to Years 1 - 6** | **Information that applies only to Years 1 and 2** | | **Information that applies on to Years 3-6** |
| **Spelling, Grammar and Punctuation** | Spelling rules and patterns will be sent home with an explanation of the rule and some examples.  Year groups will test children on these words and some unknown words that use the rules, so that children will be able to apply their knowledge.  Children will work on these spelling within lessons as well as at home.  A list of spellings that the government expect children to spell by the end of each year will be provided.  Bug Club has a SPAG section that teachers will guide parents to if they wish to do extra work with their child. | Spellings will include:   * The Year 1 and 2 word lists provided by the government. * Phonic patterns. * Common prefixes and suffixes. * High frequency words.   In the spring term, Year 2 pupils may also be given punctuation and grammar exercises. These will help reinforce skills being taught in class and prepare the children for their SATs tests | | Spellings will include:   * The Year 3-6 word lists provided by the government. * Prefix and suffix rules. * Common letter patterns and sounds * Contracted words. * Common homophones (to, too, two). * Words with silent letters. * Common spelling errors.   In the spring term, Year 6 pupils will also be given punctuation and grammar exercises. These will reinforce skills being taught in class and prepare them for their SATs tests. |
| **Project work in Years 1- 6** | | | | |
| Year 1: there will be one task set during the year.  Years 2-6: there will be two tasks set across the year.  The expectations of tasks will be gone through in class and the children will be shown what types of skills they will need to use to during their work.  The tasks will be set near the start of each term and a deadline given for completion. There will be a minimum of 6 weeks given for these, so that children can plan and organise their work at a reasonable pace. | | | | |
| **Research and presentation task.** | | | **Creative thinking task.** | |
| These tasks are likely to be linked to the topic being taught during that term as it provides an opportunity to extend this learning at home.  They may be linked to a particular event that has happened in history or is currently happening.  These tasks will involve the children having to retrieve information from different types of sources, such as library book, internet and interviewing a relative. | | | These tasks are designed so that children can build upon skills taught in class and apply their knowledge and understanding. They might include:  Researching the work of an artist or designer and complete work in their style;  Answering a question through use of scientific investigation;  Finding a solution to a real-life problem through designing, making and testing their own product.  Using a computer program to create a video, piece of art, music or poetry. | |

**National Curriculum objectives that can be achieved through completion of project based learning.**

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| **Reading**   * Reading for a purpose and reading non-fiction texts. * Skimming and scanning of information during research. * Retrieval of information and selecting what is important from a text. * Being able to compare different sources when gathering information. * Being able to infer what information means and then being able to put it in your own words.   **Speaking and listening**   * Discussing ideas with others. * Ask relevant questions to extend their understanding and knowledge. * Being able to articulate themselves when describing and explaining their work. * Participate in presentations or performances. For example preparing poems and play scripts to read aloud. | **Writing**   * Consider what they are going to do by planning or saying out loud what they are going to write about. * Recording information by note taking and writing down ideas quickly. * Make decisions about how to present their work. * Re-reading to check that their writing makes sense and that verbs are used correctly. * Proof-reading to check for errors in spelling, grammar and punctuation.   **Maths**   * To be able to measure, add, subtract and multiply using cm and mm. * Calculating perimeters and areas of shapes. * Draw 2-D shapes and make models of 3-Dshapes using modelling materials. * Using practical equipment to measure weights of objects and ingredients | **Science**   * Identifying and naming a variety of everyday materials. Describing the properties of materials used. Explaining why a material used is the best choice. * Observe and describe how seeds and bulbs grow into mature plants. * Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. * Describing the importance for humans of exercise, eating the right amounts of different types of food, hygiene and impact of drugs. * Setting up simple fair tests, gathering, recording and presenting data. * Explaining their work using scientific language, drawings and labelled diagrams. * Constructing simple electrical circuits to make objects work. |
| **Geography and History**   * Using world maps and atlases to identify the United Kingdom and other countries and oceans around the world. * Know and describe how Britain and cities within it have developed and been influenced by the wider world. * To know and understand significant aspects of the history of the wider world. * To learn about significant events in British history and about the lives of people who have contributed to international achievements. | **Music**   * Use voices expressively and creatively by creating and performing raps and songs. * Compose music for a range of purposes.   **Computing**   * Use technology safely. * Understanding computer networks including the internet and the opportunities they offer for effective research. * Use a range of programs to create, merge and present ideas. | **Art and design & technology**   * To use drawing, painting and sculpture to develop and share their ideas. * To develop a wide range of art and design techniques in using colour, pattern and textures. * Learn about the work of a range of artists, craft makers and designers. * To design purposeful, functional, appealing products for themselves and other uses. * Use a range of tools and equipment to perform practical tasks ( cutting, shaping and joining materials) * Evaluate their ideas and products. * Build structures, exploring how they can be made stronger, stiffer and more stable. |
| **R.E and PSHE**   * Developing a sense of the differences between people’s religions and cultures. * Learning about people who help us to live the lives we have. * Developing resilience when our ideas don’t always work. * Developing problem solving skills. |  |  |