



Birch Hill Primary School



HOME LEARNING POLICY

A guide for parents and teachers

Autumn 2012

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Why do we have home learning?

- To support, reinforce and complement the learning already undertaken in lessons.
- To enable parents and carers to see what the children have been learning in their lessons.

Home Learning – Our expectations Reception and Year 1

Reception

- Book with sounds and sight vocabulary words to practise
- Reading book as and when ready

Year 1

- Book with sounds and sight vocabulary words to practise
- Phonics lists for reading sounds
- Reading book: at least twice weekly
- Spelling book: weekly lists given and tested every Friday
- Numeracy sheet: every Friday reflecting the class numeracy learning for the week (we encourage this to be done alongside an adult)

Home Learning – Our expectations Year 2

- Children will be expected to learn a weekly list of spellings. They are given a spelling book and we encourage them to write the words 3 times each to promote the spelling and to work on handwriting. They should be able to use these words in a sentence.
- Children will also be expected to complete the one maths sheet that is given out every Friday. They are able to complete and return the homework any time over the next week.
- Children will be reading an appropriately levelled book from the reading scheme. The parents are expected to listen to their children read. They will be receiving one to one reading with a teacher or teaching assistant once per week as well as a guided reading session (a group reading with discussion) to improve a variety of reading skills. Guided reading books will also be sent home for further practice.

Home Learning – Our expectations Years 3 and 4.

- Reading activities, every night.
- Weekly spelling lists.

- Times tables, including division facts, every night.
- Half Term grid-includes maths & science: cross-curricular
- Half Term project

Year 3 Home Learning Grid

This is an example:

Areas of Study	Knowing 1 point	Understanding 2 points	Applying 3 points	Analysing 4 points
Language & Communication - Speaking, listening, literacy, English and other languages	Find and define three weather words	Write a postcard from a holiday destination of your choice,	Record a tour guide presentation for a visit on your holiday.	Why do seasons happen? Explain. Does your holiday country have the same seasons? Explain.
Health & Wellbeing - Physical activity, food, Personal/Social/Emotional development		Find out what you needed to prepare for your holiday- Did you need to have injections, take sun cream. Explain why.	Write a typical menu from a meal that you would eat on your holiday.	Write a journey itinerary
Humanities and Citizenship - European History, Geography, RE, Cultural, visits	Label the European capitals. Mark on your holiday destination. (See map provided)	Mark on a map the main airports and ports in Great Britain.		Compare what the weather was like in your holiday destination to the weather here at home.
Science and Technology - Science, DT, Eco issues	Label the water cycle on the sheet provided.	Explain how rain happens	Make a rain gauge (see attached suggestion) and collect the water for a month.	Make a weather station (see attached suggestion)
Creative Arts - Art, Design, Drama, Music, Dance	Find out what the countries national anthem is. What is the popular music there?		Draw the flag of your chosen country	
Maths & Problem Solving - Maths, Thinking Skills, Logic, Problem solving	Write down the summer holiday dates. How many days holiday did you have this year?	Look at the rainfall for the summer holidays and draw a bar chart.	From your itinerary write down your total travel times and length of journey.	

GUIDELINES

- Children should choose a minimum of **6** activities, at least one from each row.
- Their aim is to gain **more than 10** points over the half term.

- They can do a **maximum** of **2** activities from any one horizontal line to make up 10 points.
- They must have **evidence** of **all** the activities you choose.

**Home Learning – Our expectations
Years 5 and 6.**

- Reading activities, every night.
- Weekly spelling lists.
- Times tables, including division facts, every night.
- Half Term grid-includes maths & science: cross-curricular
- Half Term project

Half Term Grid

This is an example:

Areas of Study	1 point	2 points	3 points	4 points	5 points	6 points
Language/ Communication Speaking, listening, literacy	Create your own family tree, going back as far as you can, working with your family.	Plan a story about a Victorian child like the Artful Dodger.	Write a diary entry from the point of view of a Victorian child who worked.	Write a letter from Lord Shaftesbury to persuade Parliament to reduce hours worked by children.	Create a playscript showing how hard life was for Victorian children	Read a book by a famous Victorian author. Write a book report.
Health & Wellbeing Physical activity, food, PHSE	Create a Victorian drill routine.	Using a skipping rope record the number of skips in 2 mins. Increase this over a week and record results.	Experience a Victorian's way of life – help your parents with the cleaning!		Follow a recipe to make some Huntley & Palmer biscuits.	Research and report on games children played in Victorian times
Humanities and Citizenship History, R.E. Geography, visits Citizenship	Make a list of objects in your kitchen that wouldn't have been there in Victorian times?	Using ICT create a timeline showing key events during the reign of Queen Victoria.	Compare a Victorian school with your school and present it as a fact file.	Research Victorian buildings in Reading Visit them and take photos. Present your photos, annotating to show Victorian architecture.	Research and write a report on the 3 Bs of Reading.	What acts did governments pass to help make children's lives better in the Victorian period?
Science and Technology Science, DT	How were houses lit during Victorian times? What were the problems?		Explain how and why 3 Victorian inventors have had an impact on our lives today.	How were bicycles developed to make them safer?	Write a report showing how the risk of infection in hospital was reduced in the Victorian Era?	Create a detailed Wiki about the impact of Isambard Kingdom Brunel.
Creative Art Art Design, Drama, Music, Dance	Research William Morris patterns Design a front cover for his biography.	Use flower pressing to create a bookmark.	Create a wooden peg doll, giving it appropriate clothes.	Research & make a Huntley & Palmer Victorian biscuit tin/box with a detailed pattern.	Design a poster to show the punishments Victorian children faced.	Perform your playscript from column 5 and video the results.
Maths and Problem Solving Maths, Thinking Skills, Logic,	Draw some Victorian brick patterns. What mathematical	What is the relationship between shillings, pounds and	Learn your 6, 7 and 8 x table so you can recall them at speed.		Create 5 word problems set in Victorian context or using Victorian	Complete the Victorian Garden Problem

Guidelines

- Children should choose a minimum of 6 activities, at least one from each row. The aim is to gain at least 30 points over the half term. For every 5 points over 30 points they will receive 1 merit. The more points, the more merits they will receive.
- Children must have evidence of all the chosen activities. This could be written, photographic, video etc. Children are encouraged to be creative!
- When they have completed an activity colour in the square it relates to, this keeps and account of how many points they have.
- All Home Learning must be handed in by a specified date.
- Children will not get anything back or merits awarded until the beginning of following term.

Half Term Project

At another time of the school year, children will be expected to complete a half-term project.

This is an example:

This ½ term you will be producing a project on William Shakespeare and one of the plays we are performing in the Shakespeare Festival. You will need to use research to complete your project as well as what you will learn at school.

This week you will be writing your introduction. There is further information attached to help you with your introduction.

You may use the computer to produce your project BUT YOU MAY NOT CUT AND PASTE INFORMATION FROM THE INTERNET. This project has got to be your own work. We will know if you have done this.

Although your project is not due in until we have set out in this pack what you should be doing each week, which will help you focus on different areas of your topic. Keep up with the activities each week or you will have a lot to do in the last week! There will be prizes for the best projects in the year.

Half Term Project – Further information

WEEK 1 – William Shakespeare Project

INTRODUCTION

Things to

Who he is?

When in history he was alive?

What has he done that makes him famous?

Why is he special?

What impact has he had on the world?

Include; Pictures, family trees, etc to add interest

WEEK 2 – William Shakespeare Project WILLIAM SHAKESPEARE'S LIFE

Things to include:-

When and where was he born?

Who were his parents? What did they do?

Did he have any brothers and sisters?

What was his childhood like? (Include information on Elizabethan Britain from a child's point of view)

How did he get into acting/writing?

Family Tree, Photographs/Pictures

When did he get married? Did he have children?

When did he write his plays? What interesting facts can you find out about his writing.

What plays did he write?

Interesting events in his life: Timeline

Helpful Hints

- Make home learning part of the routine
- Show an interest
- Choose your moment
- Make it fun
- "If you were given this at school how would you do it?"
- Start with a snack
- Y6 – check the website
- Y5/6 – Children need to begin to take responsibility for their own learning
- Stay positive

Additional Ideas

- Get out of the house – nature walk, local museum, library, local events etc
- Log on to Purple Mash
- Check out the newsround and CBBC websites
- First News – A weekly published newspaper for children