



FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

HOME LEARNING POLICY

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HOME LEARNING POLICY

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1. Rationale and aims for home learning at Farnworth CE Primary

Children learn best where there is a successful partnership between parents and carers, the child's first educators, and the school. When learning at home is linked to current programmes of work it informs parents about learning in school, enabling them to support their child effectively. Homework given as routine (for example 10 spellings because it is Monday) does not inform parents about their child's learning in school if those spellings, for example, are unrelated to class work.

Homework should be both an enjoyable and worthwhile part of learning, one that adds value to children's education, enhancing their academic ability and success in class. Effective home learning enhances, enriches, reinforces or challenges learning.

Learning at home is not a poor relation of work in class (e.g. lots of worksheets with routine, repetitive, time consuming or mundane activities).

Indeed, homework is counterproductive and has little to do with learning when:

- There is too much of it and children have little time before bed to play and relax;
- A new day begins with a telling off or punishment for not doing homework;
- It is work for work's sake and is disconnected from learning in school or children's targets;
- Tasks are meaningless and laborious, driven by finishing and 'getting it over and done with'
- It causes disharmony at home with arguments about when to do it.

Family life is important and enjoying time with children is precious. For this reason we do not expect homework to be a source of conflict and argument. Children are expected to be responsible for their own learning and approach their learning at home in a positive frame of mind.

Children need time to relax, play and enjoy their own pursuits. Many children are involved in sport, learn musical instruments, are members of clubs or participate in learning from other providers. Children also have the right to be about in their community, meeting up with friends and engaging in activity that is not directed by a teacher, parent / carer or club leader. All these are important and children need quality time for these activities as well as for schoolwork. Notwithstanding this, a significant part of a child's life is spent outside school and so some home learning is important for them to reach the stretching standards expected.

2. Making Home Learning Work

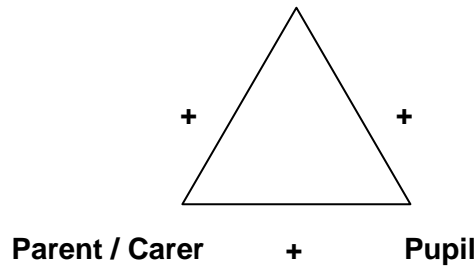
Successful home learning depends on many factors such as:

- How interesting or engaging the task is
- What kind of day the child has had at school
- When homework is due
- How much there is
- The place where homework is done
- The time when it is done
- How much encouragement and support a child gets at home.

This is a powerful mix of factors and not always easy to get right – so what needs to be done and who is responsible?

The Power of Three!

Teacher



Replace any plus with a minus and learning becomes less effective.

To get everything working well together rests with 3 key people:

- the teacher
- the child
- the parent / carer

The single most important ingredient of success at school rests on the power of three to work together well.

3. Responsibilities

Teachers:

- To set appropriate home learning tasks – at the right level and manageable in the given time frames
- To ensure tasks are fully understood
- To check on home learning done and give feedback
- To celebrate children's work through display and "showcasing"
- To recognise and reward effort and work well done

Pupils:

- To ensure any homework given is taken home
- To make the time to complete work carefully and well
- To discuss difficulties with the teacher as soon as they arise
- To ensure parents / carers know the task(s) to be completed and ask for support if necessary
- To hand in completed work on or before the due date
- To ask for parental signature and comment in learning log / reading diary/Tapestry (EYFS)

Parents / carers:

- To know what the school expects of children and parents / carers
- To encourage children to do their best at all times
- To talk to the child about what he/she is learning and to support but not do the work for them!



- To provide an appropriate environment within which homework can be undertaken and appropriate materials to ensure it is completed to a good standard
- To listen to any worries and to get in touch with the school if necessary
- To try to arrange supporting activities such as going to the library or visiting museums / galleries
- To check and sign learning log and reading diary

Parents and carers also have a vital role in teaching the basic skills even before their child enters school. These skills include:

- Dressing and undressing independently including when clothes are inside out
- Opening food packages independently
- Recognising own name, in clothing and on paper
- Saying numbers in order in rhymes and jingles
- Playing clapping games
- Singing rhymes and jingles
- Looking for letter shapes that are in their name in environmental print, e.g. shop signs and names.

4. Guidelines

Home learning is planned alongside the teacher's topic and weekly planning. Learning is planned as:

- Teacher led activities in class
- Child initiated learning in class
- Child independent learning at home (with or without adult support)

Not all homework involves a finished product. Such homework may include:

- Ongoing learning (e.g. daily reading, mathematical facts and spellings, scientific facts)
- Preparing for a talk in class or piece of writing
- Researching for a topic

Home learning includes activities initiated by parents and carers as well as those initiated by teachers. Games such as Snakes and Ladders, Monopoly, Pontoon (Twenty-One) are all excellent for developing mathematical learning, alongside taking turns and being a good sport. Parents / carers may take their child to a topic related visit at a weekend, e.g. in a study of Tudor Times families may enjoy a day at Speke Hall.

Teaching staff will not begin a day or a lesson with telling pupils off for not completing homework. **However staff will hold children to account if their learning is hampered by not having completed a piece of homework.** Teachers may provide time in the school day, at break or lunch for them to catch up.

Much home learning is optional, teachers make it clear to children when homework is encouraged but optional and when it is essential.

MARKING: Teachers do not mark the same learning twice (the homework activity and the assessment activity). Most homework is 'marked' through the class work it has contributed to. Often the marked piece will be completed in class, using the home learning to enhance and raise the child's achievement. Children who engage with and complete their homework will therefore achieve higher standards in class than children who do not complete their homework. If teachers are marking home learning this does not include any work handed in late.



5. Subject Specific Guidelines

READING

Reading at home is the **most important** homework a child can do and is **never optional**.

Reading at home includes:

- A child reading to an adult or older child (an 'expert')
- A child reading to a younger sibling or other child (the child being the 'expert' demonstrating mastery)
- A child reading silently to him/herself.
- An adult discussing the reading with the child, encouraging a dialogue about the book (encouraging comprehension and pleasure)
- An adult reading to a child (encouraging the child to follow the text), enabling children to engage with texts beyond their current reading level
- Playing reading games
- Accelerated Reader
- Reading Plus
- Reading green words with Read Write Inc (RWI)
- Learning red words (words that can't be sounded out) with RWI

Sharing and enjoying a good book develops a love of literature and reading which will improve a child's academic attainment and quality of life as a child and adult. In KS2 children predominantly read in guided groups (grouped by ability). In EYFS and KS1 children read within phonics lessons. Opportunities for one-to-one sharing of a book are limited in school making engaging in the above activities at home all the more important. A bedtime story is a very enjoyable and effective way of engaging a reluctant reader; just because an activity is enjoyable, relaxing or nurturing does not mean it isn't homecoming learning! Reading a reading book is a very different activity to a bedtime story and in no way a replaces this important activity, so fundamental to children enjoying their reading.

In EYFS and KS1, children read green words (words that can be sounded out) throughout their daily phonics lesson. They will then read a book with a reading partner, closely monitored by their RWI teacher that supports the application of their current phonic knowledge. After the children have read this book many times in school they will take this book home to reinforce their school learning and gain fluency. When children develop as fluent readers, engaging with meaning and higher order reading skills such as inference (reading between the lines). The children will also take home vocabulary rich library books for them to enjoy hearing at home by an adult. In KS2, children will bring home a book that they have chosen from a range of books within the banded book range that they are reading. Teachers will check up on reading homework through the reading diary and children should have their diary in school every day. Teachers will speak to children and their parents or carers when they do not read regularly at home.

Reading for enjoyment is essential and must be modelled, encouraged and celebrated.

- All children are expected to read daily at home, either with an adult or independently.
- All primary aged children should have opportunities at home to discuss their reading or read aloud to an adult. A child who has adult role models showing an interest in his/her reading will be a better reader and so make better progress in all academic subjects.
- Children who are reluctant to read must be encouraged, by their teacher and parents or carers, to read a range of material, e.g. non-fiction texts and magazines as well as fiction, the ability to read is a life skill and therefore support from all involved is essential. It is important to show that all reading is valued and therefore this should also be recorded in the child's reading diary.



- Parents and carers should not compare the book band / ZPD level / colour (dependant on year group) that their children are reading with peers or siblings. Children progress better when enjoying the book for the book's sake (rather than the colour or their position in the class/family) and when it is their individual progress and enjoyment that is celebrated.

SPELLING

Children learn spellings as homework and in class, both through direct teaching and through peer support with children helping and testing each other on their specific spelling lists.

All children are encouraged to learn spellings using Look, Cover, Write, Check and other methods taught e.g. mnemonics.

Parents and carers should help children to learn spellings to ensure they can successfully apply these in the context of written work.

Foundation Stage

The weekly sounds are sent home via the children's Learning Log and are group differentiated. Children should practise reading and spelling words with these sounds.

Key Stage One

Spelling lists are based on each child's current Read Write Inc group. Children should be learning these sounds and spelling patterns at home by practising them regularly.

Key Stage Two

Children will bring home weekly spellings, focused on a rule introduced to them in school at the beginning of the week. They should practise those spellings several times throughout the week at home and this will be supported by activities throughout the week in school. Children will be tested at the end of each week.

MATHEMATICS

Children will be given basic skills' learning, reinforcement, challenge or enrichment work to support their mathematical development.

Basic Skills' Learning activities include: number bonds; times tables; division facts from tables; time and money. As these skills are the fundamental building blocks of all other mathematical learning daily practise is essential and, as with reading, is **not optional**. Activities such as MyMaths, TT RockStars, Mathseeds and Mathsletics, specific times tables and 'hit the button' will be set by the teacher and children should engage in short sharp bursts of daily practise.

Reinforcement activities include: converting between measures; calculations; extra practice when a concept was found difficult.

Challenge activities include: taking the mathematics a step further, e.g. applying number and calculation skills to word and real life problems.

Enrichment activities include: identifying units of measure in the home; measuring to follow a recipe and bake a cake; measuring the dimensions of their bedroom; timing how long they take to running ten times round the garden (counting to 10 or dividing by ten to find the average speed per 'lap'); selecting the mathematics to use to solve written problems; challenges (e.g. how many calculations can you find that give the answer 10?), playing board games involving counting on or calculations.

- Teachers will ensure a range of mathematical home learning is provided over a term.
- Teachers should consider providing some choice: reinforcement or challenge for a unit of class learning.



- Teachers will provide home learning that children can achieve independently.
- Children are usually expected to complete maths' home learning tasks, be they learning, reinforcement or enrichment.
- Parents should check to see that homework has been completed, they may choose to offer some support but the teachers do not expect this as routine.

6. Other home learning

Children in our school do a lot of learning at home. Many have dance, sport and music lessons out of school and a number also attend sessions with private tutors. Each of these contributes to the development of life skills and the building of confidence. For this reason other home learning we set is optional.

Other work set from time to time, can cover all areas of the curriculum. This can include physical, creative (art and music), historical, scientific, geographical or personal and social learning.

- All children are encouraged to complete home work in all areas of learning, including when there is no finished product but when their home learning enables them to achieve excellent standards in school.
- Preparation home learning, e.g. a drawing to develop at school, is not always essential for the next lesson but it will make that lesson more purposeful and enjoyable.
- While home learning is optional (with the exception of reading / spelling and mathematical basic skills), it does contribute to children's academic progress and parents should bear this in mind when deciding as to whether or not they expect their child to do more than the compulsory aspects.
- No work will be set if a child is on holiday. With illness, usually no work will be set however the school will always look at individual circumstances and work may be set with the agreement of the head teacher. This would only apply if the child is absent for a prolonged period.

7. Use of computers for homework

Some children like to use the Internet for research. This requires careful guidance by parents and carers in the home and parents and carers should refer to the e-safety guidance on the school website ([eSafety](#)). Vast quantities of printing from websites does not constitute research and is not accepted as home learning. Children must have selected information and made sense of it themselves, perhaps through producing a mind map or notes from the website and making a reference to the websites they have used. This is a very important and key skill in our technological age where we have enormous amounts of information, much of it being of rather poor quality.

Our learning platform includes areas where children can continue their topic learning at home. Children are not expected to produce home learning work on a computer, although they may choose to do so. Such homework can be uploaded onto eSchools as documents, pictures and Power points rather than being brought into school on USB drives. Upon request, teachers can make provision during the school day for children without computers at home and wishing to use them for homework.

8. Time for home learning

Home learning for the purpose of enriching, enhancing and supporting learning across the curriculum may not be set weekly but when the learning lends itself to continuing learning at home.

The table below gives a very rough guide to the time that should be spent on home learning. Obviously some tasks require more or less time than that indicates.



YEAR GROUP	READING Daily Compulsory	SPELLING / PHONICS Weekly Compulsory	MATHEMATICS BASIC SKILLS Daily Compulsory	OTHER HOMEWORK Weekly All optional
Reception	5 minutes	The time required to learn spellings is age and stage related and cannot therefore be stated.	5 minutes	10 minutes
Year 1	10 minutes		5 minutes	10 minutes
Year 2	15 minutes		5 minutes	20 minutes
Year 3	15 minutes		10 minutes	20 minutes
Year 4	20 minutes		10 minutes	30 minutes
Year 5	20 minutes		10 minutes	30 minutes
Year 6	25 minutes		15 minutes	40 minutes +

If your child has worked hard and to the best of his/her ability but not completed a task, please make a note for the teacher in the diary. We are happy to see that a child has done their best but that to finish would have taken too long. Of course children who wish to work for longer are most welcome!

We believe holidays provide children and adults with time to recharge batteries and relax together. As a general principle, therefore, homework is not set over holiday periods.

9. Equal Opportunities

Children with Special Educational Needs or a Learning Difficulty or Disability (SEND) may have home learning set as part of their Individual Education Plan.

10. Transition to High School

Children in Years 5 and 6 do have a greater amount of homework set at various intervals. They need to keep their skills sharp to ensure they can access the secondary curriculum at the same pace as their peers. Children in Year 6 also need to get used to the demands of High School with regard to homework and taking more individual responsibility for their learning. Home learning in Year 6 is largely expected and only very occasionally optional.

11. Review and Monitoring of Home Learning

- The Leadership Team of the school will monitor consistency of approach across key stages, including the use of the learning platform, homework and reading diaries and implementation of the policy
- Link Governors will support the Leadership Team in monitoring the implementation of this policy

12. Online Home Teaching and Learning

During extreme times, school may be forced to close and provide online teaching and learning to children via the virtual learning platform; eSchools. The school office will provide all children with login usernames and a generic password. For online safeguarding following our esafety policy, children are told to change their password on their first login.

Staff will provide eSchools online learning on a daily basis during the school closure and the children's engagement with the learning will be monitored. Children are expected to engage with the learning that is provided each day and parents are expected to support them in this. The children are able to access a 'chat forum' on eSchools and this is to be used for positive communication with their peers and their teacher only. Any evidence of inappropriate engagement will be reported to the Headteacher and dealt with in line with the school's esafety policy.



13. Safeguarding of Children and Staff During Online Home Teaching and Learning

During periods of school closure, child engagement with their online teaching and learning is an essential method of checking on children's welfare and safety. The class teacher/member of staff will take a daily register and report any child who has not engaged with 2 consecutive days of on line live lessons, and where the school has not been informed of any reason for this, to the Deputy Headteacher. The Deputy Headteacher will then, as a duty of care, attempt to make contact with the family.

If any child is classed as being vulnerable prior to school closure or whilst the school is closed, their engagement with home online learning will be closely monitored and reported to the Headteacher or DSL.

All staff will only communicate with children through the messaging service on eschools. They must not communicate through any other means without the permission of the head teacher. Staff are to monitor the chat forum within the virtual platform between the children (possibly their parents too) and, if appropriate, respond in a professional manner to comments/questions raised. During this monitoring, if any member of staff notices any interaction that is not appropriate then it is their responsibility to inform the Headteacher immediately. The Headteacher will then review the interaction and take appropriate action if needed.

14. Remote Learning Due to Bubble or School Closure

Online Teaching and Learning Information in response to school or class bubble closure Covid 19 for parents, pupils and staff.

The main aims of remote learning at Farnworth CE Primary School are to:

- Keep the minds of our children active and happy, ready to return to school and engage with learning when the time comes.
- Safeguard all pupils by ensuring regular contact with all children and families.

In the event of a bubble or whole school closure, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from teachers, with the ability of children to engage with online live via Microsoft Teams
- b) The setting of work that children complete, written responses (if relevant) completed electronically and returned via Teams
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

We would hope that the majority of children have access to the internet whilst at home. School will work in partnership with the community with regards to access to devices in the event of another closure and to support those families who required a loan of a school laptop.

The primary platforms the school will use to deliver continuity of education are: Microsoft Teams: accessed via the relevant app or desktop application, or via the following URL:

<https://teams.microsoft.com>

eSchools

Tapestry for EYFS.

We have been through unprecedented times and this policy is about ensuring a shared understanding and agreement of what remote learning will look like for children at Farnworth CE Primary School should we need to revert to this again at short notice.

Daily lessons will be available via live teaching and set activities via Microsoft Teams.

In EYFS this will consist of: Phonics and Reading, sentence writing and spelling, Maths, topic

In Key Stage 1 this will consist of Phonics focus, Maths focus, English, Science and other foundation subjects, plus some suggestions for PE

In Key Stage 2 this will consist of: Maths, English, Reading Plus, Science and foundation



subjects, plus some suggestions for PE

The class teacher will not make contact outside of the timetabled school day when using Microsoft Teams and not at a weekend or in school holidays should a closure coincide with these. Parents can contact school via emailing the school office or Headteacher.

Class teachers will let the Deputy Headteacher know if a child has not engaged with any learning over a 2 day period and then the Deputy Headteacher will call the child's parent/carer.

Work and tasks presented over Microsoft Teams, should suit the age range and capabilities of the children and expected outcomes should be flexible. As a school, we will endeavour to set tasks that all pupils can complete to some degree of success, with an extension/stretching task for some to access or challenge activities available on request.

We will ensure we accommodate all students, including children with SEN or those who are more vulnerable, and consider different levels of learning.

Students recorded on the school's SEND register will be offered live intervention sessions with a TA in order to maintain continuity of learning and fulfilling the recommendations from external agency support.

Whilst engaging with Microsoft Teams live learning sessions, the same expectations and Code of Conduct are expected as they would be for school:

For both Staff and children

- Dress in an appropriate manner (no pyjamas)
- Speak and act appropriately
- If at all possible live sessions should not take place in bedrooms unless this is the only quiet space available. All 1:1 SEND intervention sessions must take place in a communal area.

For Staff

- Backgrounds should be blurred
- All lessons/sessions MUST be recorded
- Report any safeguarding concerns immediately

For Parents

- Provide consent for your child to take part in live lessons and understand that these will be recorded by school.
- Do not interject during a lesson. Parents should be nearby but off screen
- Do not use this facility as a means of communication with the class teacher in any way. Please liaise with staff through the school office or eSchools.
- Support your child with independent activities or if they need a 'talking partner'
- If you have any concerns, raise them with the Headteacher or Deputy Headteacher

Communication by teachers to pupils and parents / carers will only be made through official outlets such as Teams, eSchool and the website. Personal emails or numbers will not be used and teachers are advised to refrain from communicating outside of school hours. Teachers should respond to any work put on Teams or eSchools by pupils but at a time that is convenient and manageable.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.

Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Teachers cannot be expected to mark learning. If they



want to offer a suggestion as a development point, this will be a result of their own teacher discretion and knowledge of the child. It is not a school expectation.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on Microsoft
- Sending a direct to learners with specific feedback / targets

Vulnerable children and families

The Head Teacher and Deputy Head teacher would contact vulnerable pupils weekly if the children are not engaging with the live or recorded sessions. Should they not be able to communicate with the vulnerable family then a risk assessment and a home visit will be completed within a 48-hour period.

APPENDIX 1

HOME LEARNING POLICY

How to upload homework on eSchools

- Complete homework
- Save it on to the PC / laptop / USB pendrive
- Log in to the learning platform
- From the homepage, 'Me'
- Click on the 'My files' link
- Create a new folder if you want to, such as 'Homework'
- Go to the section 'Upload files'
- Click on Browse and find the document file.
- Finally, click on upload files

EYFS Key Words

I	the	and	no	cat
go	of	they	yes	get
come	we	my	for	said
went	this	see	a	to
up	dog	on	dad	in
you	me	away	can	
day	like	mum	he	
was	going	it	am	
look	big	at	all	
are	she	play	is	

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Common Exception words in Year 1

the	our	do	today
of	said	says	are
were	was	is	his
has	I	you	your
they	by	my	we
she	be	he	me
no	go	so	one
here	there	where	some
once	ask	friend	school
push	pull	full	house

Common Exception words in Year 2

door	floor	poor	because
find	kind	mind	behind
child	children	wild	climb
most	only	both	told
old	gold	cold	hold
every	everybody	even	pretty
great	break	steak	beautiful
fast	last	past	after
father	class	grass	pass
path	bath	plant	hour
move	prove	improve	sure
sugar	eye	whole	clothes
could	should	would	who
any	many	busy	again
people	Mr	Mrs	parents
Christmas	money	half	about

Word list – years 3 and 4

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Spelling - Year 5/6 Word Lists (2014 national curriculum)

This list provides examples of the kind of words (in terms of complexity) that children should be able to spell independently by the end of Year 6.

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

x	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3		9	12	15	18	21	24	27	30	33	36
4			16	20	24	28	32	36	40	44	48
5				25	30	35	40	45	50	55	60
6					36	42	48	54	60	66	72
7						49	56	63	70	77	84
8							64	72	80	88	96
9								81	90	99	108
10									100	110	120
11										121	132
12											144

Great News!

If the children learn their multiplication tables in the following order, they will be totally proficient by Year 5!

Year 2 **Orange facts**
 2, 5 and 10 time tables
 30 facts

Year 3 **Green facts**
 3, 4 and 8 times tables
 21 new facts

Year 4 **Purple facts**
 6, 7, 9, 11 and 12 times tables
 15 new facts

Year _____ Homework Learning Log

Date set:



Looking back...

In **English** this week the children have been

In **Maths**

Spelling Task (not optional)

Reading Task (not optional)

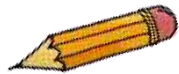
Maths Task (not optional)



The BIG Question:

You choose optional task:

Parental comment/signature:



Year 4 Homework Learning Log

Date set: Friday 13th January



Looking back...

In **English** this week the children have been introduced to 'Almaz and the lion' - they have verbally retold the story and used predictions. In **Maths** the children have been finding equivalent fractions and simplifying these by using the greatest common factor.

Maths Task (not optional)

Your child will bring home a '3 in a row grid' this week to practise their 3 x tables. The children should roll a dice (or use pieces of paper with numbers on), x by 3 and cover that number on the grid with anything - pasta, coins etc. 3 in a row wins!



Parental comment/signature:



Spelling Task (not optional)

Children to practice Big spellings for **Friday** and don't forget the half termly spellings which will be tested on **10th February**.

Reading Task (not optional)

Children should be reading for at least 20 minutes every night. This could be their accelerated reading book or a book for pleasure. Don't forget to mind map too! Please comment in reading records and bring them into school every day to show your teacher.

The BIG Question:

Does frozen water take up more space than liquid?



You choose optional task:

Over the course of the next few weeks, we would like the children to create a project. We have started our 'Africa' topic and, for the optional homework, we would like the children to choose a country within Africa and research this. They could find out about the food, clothing, population, weather etc. This work would be used for display so please present on A4 paper using the children's own words and illustrations.

This homework should be handed in by the 1st February.