

Home Learning

English	
Reception	<ul style="list-style-type: none"> • Daily reading practise • Letters and sounds practise
Key Stage 1	<ul style="list-style-type: none"> • Daily reading practise • Weekly spellings determined by phase/ability of the child. These should follow a set spelling pattern e.g. 'ai' and be presented in a 'Look, Cover, Say, Write Check' table. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a crossword with 'ai' spellings. Children to be tested on the six spellings provided and 4 bonus spellings where they apply the rule – score out of 10. <p>In addition:</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Letter formation <p>Year 2:</p> <ul style="list-style-type: none"> • Alternate grammar/reading comprehension activity/GCP workbook.
Lower key stage 2	<ul style="list-style-type: none"> • Daily reading practise – when completing a book (appropriate to their level), children then have the opportunity to complete a quiz using the Accelerated Reader program (Forest). • Weekly spellings determined by level of the child. These should follow a set spelling pattern e.g. 'ful' suffix and be presented in a 'Look, Cover, Say, Write Check' table. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a link puzzle with 'ful' spellings. Children to be tested on the ten spellings provided and 5 bonus spellings where they apply the rule – score out of 15. • Alternate grammar/comprehension activity/ GCP workbook. • Lexia for those allocated users.
Upper key stage 2	<ul style="list-style-type: none"> • Daily reading practise - when completing a book (appropriate to their level), children then have the opportunity to complete a quiz using the Accelerated Reader program (Forest). • Weekly spellings determined by level of the child. These should follow a set spelling pattern e.g. 'ful' suffix and be presented in a 'Look, Cover, Say, Write Check' table. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a link puzzle with 'ful' spellings. Children to be tested on the ten spellings provided and 5 bonus spellings where they apply the rule – score out of 15. • Alternate grammar /comprehension activity/GCP workbook. • Every other week, a piece of quality writing linked to genre being taught in class. • Lexia for those allocated users

Mathematics	
Reception	<ul style="list-style-type: none"> Children to have opportunity to borrow a maths based game. Number bonds to 10.
Year 1:	<ul style="list-style-type: none"> GCP workbook Times tables; 2,5,10 and Number bonds to 20 – Numicon resources.
Year 2:	<ul style="list-style-type: none"> My Maths GCP work book Times Tables: 2, 5, 10, 3, 4 and Number bonds to 100.
Year 3:	<ul style="list-style-type: none"> My Maths GCP workbook Times Tables: 2,5,10,3,4,6 and Number bonds to 100.
Year 4:	<ul style="list-style-type: none"> My Maths GCP workbook Times Tables: Mixed up to 12 x 12 and Number bonds to 100.
Year 5:	<ul style="list-style-type: none"> My Maths GCP workbook Times Tables: Mixed up to 12 x 12 and Number bonds to 100.
Year 6:	<ul style="list-style-type: none"> My Maths GCP workbook Times Tables: Mixed up to 12 x 12 and Number bonds to 100.

Topic

All Years:	<ul style="list-style-type: none"> At the end of each half term, all children will be set a “creative project” in connection with their upcoming topic. This could be to make a fabulous 3D fish tank, if learning about Oceans and Seas, recreate a famous building, if your topic is buildings. The purpose is to enthuse children about their topics, enhance creative skills and encourage collaboration with the parents. To be set each half term and completed over the holidays.
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