



MORGANS PRIMARY SCHOOL AND NURSERY

SCHOOL HOME LEARNING GUIDANCE

We expect that all parents and carers will be involved in the process of helping their child(ren) to make sense of the world in which we live and to provide numerous, informal opportunities to teach new skills and competences. By the time a child attends nursery they can usually communicate verbally, join in, take turns and express their preferences and feelings appropriately. All of this having been achieved within the family setting.

It is a natural development for families to continue supporting learning once their children are at school/nursery. However teaching professionals may perceive a conflict where parents expect the school to take over teaching the child and conversely that parents believe that their child is not receiving suitable “homework” to ensure that their child makes best progress.

As with most challenges/problems, the truth lies somewhere between the two polarised perceptions. Teachers acknowledge that good parents are experts on their child will know how and will want to support their child at home. This is true but many parents are aware that there are new methods to teach various aspects of the curriculum so may lack confidence or need guidance to support their child at home.

We all need to move away from the notion of HOMEWORK which is no longer an appropriate, meaningful way to describe exactly what should go on at home to enhance children’s learning and to develop their confidence.

The guidance suggested below is in two sections:

- 1) Activities that occur in any caring family environment at and age and stage appropriate level.
 - 2) Activities and strategies that are appropriate to a specific age/stage to support the learning of specific skills, encourage independence, and develop enquiry/study skills and to promote self confidence.
- Age/stage looking at a book or reading at least three times a week for enjoyment with parent, carer or much older sibling. Children are often keen to read books that have been recommended by a parent or other family members.
 - Counting at an age/stage appropriate level e.g. counting stairs for youngest children, buttons, sweets and other day to day objects. For older children managing a savings account, helping with measurements for DIY projects, working out materials needed for cooking, home improvements etc.

- We know that many families are interested in being aware of and conserving the environment. Children can be involved in recycling, including talking about the materials and properties of different packaging.
- Family games that encourage turn taking, logic, reasoning which for the youngest would be snakes and ladders, tiddley winks and progress to card games, drafts, connect4, chess, darts as appropriate for the child. Kim's game – Items on a tray, cover, remember- take one away etc is good to help child's short term memory. Word games like Scrabble are also fun and beneficial.
- When travelling in the car there are lots of activities that can support learning – car colour snap, car make snap, number plate games based on letters and digits. Identifying road signs and working out an estimated time of arrival can get children thinking and while away a long journey.
- Place names are interesting and it will encourage children from about 6/7 years to find out where relatives live, distance from their house and how long it takes to get there. Older children enjoy being involved with planning journeys. This can also lead on to research about different local and far away locations.
- When you go on a family holiday get your child to keep a journal of what interests them and to collect examples of print in different languages.
- Most children love wildlife. They will happily speak about what is living in their garden and/or what they have seen when out and about with their families. This natural interest can easily be developed to include using reference materials online and in books.
- Adult hobbies and sports are of great interest to children who love to share the interests of their folks. The 2012 Olympics could be a great focus for family learning.

Progression in Home Learning - Foundation Stage to end Key Stage 2

Foundation Stage 1

- Learning and saying Nursery Rhymes
- Sharing books and stories
- Counting in a variety of everyday situations
- Helping with cooking – remains of pastry etc
- Helping in the garden – planting seeds, weeding.
- Water play indoors and out.
- Learning colours
- Providing opportunities to draw and paint in a variety of situations
- Bringing in something from home to help with a topic e.g. baby photos of themselves/
- Parents writing in the news book each week to help their child when they share their news at school each Monday.

Foundation Stage 2

- Gradually developing all of the above to include
- Learning high frequency words
- Practising letter and sound of the day
- Practical counting and matching experiences.
- Looking at books with family member – gradual introduction of books with words. Developing enjoyment of reading and books.

We send home:

- Sharing packs
- Individual sounds (letters) for children to segment and blend
- Word snail for tricky words that cannot be sounded out
- Reading books
- Suggestions for maths learning are given on Parent Mail

Year 1

- Continuing to be read to, fostering the enjoyment of and confidence in reading.
- Continuing to learn and practice growing phonic knowledge by reading to an adult at least three times a week.
- Finding out information to support class themes and topics by using books and possibly on line with parental support.
- Using opportunities for counting and sorting at home. Practising number bonds.
- Communication via ParentMail giving details of additional activities.

Year 2

- Developing from Y1 to include varying genres of books to read and be read to.
- Awareness, analysis and practising of more complex phonics.
- Practising basic addition and subtraction, including number bonds to 10, 20 and 100.
- Learning by heart multiplication tables of 2, 5 and 10 at least.
- Personal research with a little parental support towards current topics and themes.
- Additional suggestions sent home via ParentMail most weeks.

Year 3

- Continuing to develop reading skills by regularly reading at home – broadening experience of genres read and developing preferences for particular genres and authors.
- Continuing to develop and practise phonic knowledge. This is especially important for those children who are not attaining age related expectations in reading.
- Continuing to develop and practise multiplication and addition bonds linked to inverse operations.
- Personal research for topics and themes with minimal parental support.
- Encouraging an interest in and developing word power through using a dictionary and thesaurus. Could include words needed for current themes and topics.
- Specific information sent home via Parent Mail.

Year 4

- As above but at an age/stage related level.
- An expectation that children in this group have had reading experience of most genres of reading material, can state preferences and suggest what they would like to/need to read next.
- Can recommend a book to a friend and also to explain why they did not enjoy a particular book.
- Can demonstrate that they can use reference materials as a useful tool, including dictionary & thesaurus with growing skill and confidence.
- Demonstrate that they can undertake personal research with growing confidence and skill.
- To know all multiplication bonds to 10, including inverse operations and also addition facts to 100 and to apply their knowledge to problem solving activities

Year 5

- As above – developing and extending skills learnt in Year 4.
- To continue to develop and refine their writing skills by experimenting with new vocabulary and sentence construction. These should feature precise punctuation and application of spelling rules and conventions.
- Can demonstrate that they can use reference materials as a useful research tool, including the Internet with growing skill and confidence. To demonstrate the ability to refine, extract and check the validity of researched information.
- To know all multiplication facts to 12 and their corresponding division and to use these known facts to solve more complicated maths problems e.g. $7 \times 6 = 42$, $70 \times 60 = 4200$, $0.7 \times 6 = 4.2$
- To calculate simple fractions and percentages of numbers and real life quantities and to know that these are related.

Year 6

- In the final year at primary school home learning increases and becomes more formal in preparation for the homework demands of secondary school.
- Regular reading of a broad range of genres and authors is particularly important at this stage as it has a significant impact on the quality of written work.
- Practising and demonstrating the skills that have been learned and developed in English and maths at the appropriate level.
- Opportunities to undertake independent tasks and research related to class topics and themes.
- Children who have additional support to meet an identified need will be expected to practise tasks set by the teacher or members of the Inclusion team.
- Some children will need to continue to learn their multiplication tables.
- Children may also be asked to complete unfinished class activities.

Suggested Timings for Specific Year Groups

FS – Y2 20 minutes per activity

Years – 3 to 5 30minutes per activity

Year 6 – 45 minutes per activity

Sue Dutt, Headteacher

15th October 2010