

## **Home Learning at Hallam Fields Primary School**

Our staff work hard to create a culture that will help develop inquiring minds and the ability to work with a sense of purpose; we aim to **‘Nurture, Inspire, Flourish...Together We Shine.’** Research (Education Endowment Foundation, 2021) tells us that the best home learning experiences are when pupils are required to rehearse and practise.

In our **Parent Survey, 40%** of parents expressed the desire for more homework. **What does this mean for home learning expectations for our children?** We recommend the following home learning for children:

### **English Homework**

#### **Reading:**

**‘The impact of reading for pleasure is four times more powerful on progress in vocabulary, mathematics, and spelling at age 16, than that of parental education or parental socio-economic status.’ (Book Trust)**

**Reading is the single biggest indicator of academic success across the entire curriculum.**

This is why we recommend that **all children read at home at least three times a week**, but it is even better if it is daily. Reading practise will be different depending on your child’s age and ability. It may be:

- The child reading their book (sent home from school) to an adult.
- An adult reading a book aloud to the child (e.g. a book from home).
- A sustained period of independent reading.

A **reading record** has been provided for you to record your daily reading with your child. We also encourage the Key Stage 2 children to record any independent reading that they do.

**Information about which sounds and tricky words children in EYFS and Year 1 are learning will be sent home to parents.** For more information, please visit

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

#### **Spelling:**

**Practise spellings weekly-Year group specific spelling lists**, for your children to be practising across the term, will be shared. Your child will have a log in for **Spelling Shed** (Years 3,4,5,6)

<https://www.spellingshed.com/en-gb/>

#### **Handwriting**

Our school is now part of the Letter-join handwriting scheme, and our pupils can log in to the Letter-join website at home on iPads, tablets and computers. There you will find the same easy-to-use handwriting resources that we use at school. There are many activities on the website related to spelling, dictation and vocabulary. You will have received a letter with log in details. (All year groups) [www.letterjoin.co.uk](http://www.letterjoin.co.uk)

## Maths Homework

**Additional daily Maths Homework** - Use the **free White Rose Workbooks** (Years 1,2,3,4,5,6) and the home learning videos (All year groups). These **match** the **maths units** on the school **curriculum overviews** we have sent to you. Please refer to the curriculum overview and only cover content that has already been taught in school. The workbooks can be used as **daily maths homework**. You do not need to print these off as you can use them digitally. There is also a **White Rose 1 Minute Maths App** (Years EYFS,1,2,) to support your child with their learning.

The online **video lessons** can be found here:

<https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning>

The **workbooks** can be found here:

<https://whiteroseeducation.com/parent-pupil-resources/maths/free-downloads>.

Information on how to download the **free app** can be found here (please use the app, rather than the web-based version):

<https://whiteroseeducation.com/1-minute-maths>

**Practise counting and learn the Multiplication Tables -Times Tables Rockstar log ins** (Year 2 Spring term, Years 3, 4 ,5 and 6) have been shared with the children so that they can log in at home to support their learning of the multiplication tables- <https://trockstars.com/> .




**A Maths ‘place value’ knowledge organiser**, and other knowledge organisers, to support your child when learning new knowledge, can be found on the school website.


## Curriculum Maps –



**A curriculum map**, which outlines the key learning across the curriculum in your child’s year group for this half term, has been emailed to you. This information can also be found on our curriculum pages on the school website:

<https://www.hallamfields.org.uk/curriculum/curriculum/>.

**Learn key knowledge** that is being taught in a unit of work. You can use this at home to discuss your child’s learning and, if you wish, to enhance it. For example, if you notice that your child is learning about a particular period in history you could look for activities and books / websites relating to what is being taught in school. **Why not visit your local library over the holidays to get some books related to their learning?**

Year 5	Ancient Greece	Autumn Term 2022-23
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Roll, shape, join and add texture to clay to create a clay pot</li> </ul> <p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of a balanced diet and develop preparation skills to prepare own Greek salad</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Place value – numbers to 1,000,000</li> <li>Roman Numerals to 1000</li> <li>Addition and Subtraction – mental strategies, written methods, inverse operations, problem solving</li> <li>Multiplication and division – common multiples and common factors; prime, square and cube numbers; multiplying and dividing by 10, 100 and 1000</li> <li>Fractions – equivalent fractions; converting between mixed numbers and improper fractions; adding and subtracting fractions</li> </ul>	<p><b>Computing</b></p> <p>Systems and Networks:</p> <ul style="list-style-type: none"> <li>how components work together in a digital system</li> <li>how the internet uses IP addresses and rules to allow devices to communicate</li> </ul> <p>Creating Media:</p> <ul style="list-style-type: none"> <li>how to plan, shoot and edit a video</li> </ul>
<p><b>Science</b></p> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>How is sound created</li> <li>How does sound travel</li> <li>What affects the pitch and volume of sound</li> </ul> <p><b>Properties of and changes in materials:</b></p> <ul style="list-style-type: none"> <li>Properties of materials and their uses</li> <li>Soluble/insoluble materials</li> <li>Separating mixtures using dissolving, filtration and evaporation</li> <li>Reversible and irreversible changes</li> </ul>	  	<p><b>History</b></p> <ul style="list-style-type: none"> <li>When and where was ancient Greece?</li> <li>City states</li> <li>Gods and goddesses</li> <li>Greek warfare</li> <li>Daily life</li> <li>The Olympic games</li> <li>Legacy of ancient Greece</li> </ul>
<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>What does it mean if Christians believe God is Holy and loving?</li> <li>What does it mean to be a Muslim in Britain today?</li> </ul> <p><b>P.S.H.E</b></p> <ul style="list-style-type: none"> <li>Puberty as part of the human life-cycle and how it affects the body</li> <li>Decisions people can make with money</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Narrative Writing linked to class text: Who Let the Gods Out?</li> <li>Greek Myths</li> <li>Play scripts – Greek plays</li> <li>Newspaper Reports – Marathon or Trojan Horse</li> <li>Poetry – narrative Greek poetry and 'Be the change' poems</li> <li>Non-Chronological reports – the geography of Greece: city states</li> <li>Instruction texts – Greek Salad</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Location of countries in Europe</li> <li>Physical and human geographical features of Greece</li> <li>Climate zones in Greece</li> <li>Comparing Greece to the UK</li> </ul>
<p><b>P.E.</b></p> <ul style="list-style-type: none"> <li>Dance Games</li> <li>Dance</li> </ul>		<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Getting started with musical tech – how does music bring us together?</li> <li>Emotions and musical styles – How does music connect us with the past?</li> </ul>
		<p><b>MFL</b></p> <ul style="list-style-type: none"> <li>Numbers to 15</li> <li>Days of the week</li> <li>Sentence stems: Je voudrais ... and C'est ...</li> </ul>

 <p><b>HALLAM FIELDS PRIMARY</b> Lionheart Educational Trust</p>	<b>Year 1 Autumn Term Curriculum Map</b>	
<p><b>MATHS</b></p> <p>We will be learning the place value of numbers to 10, then we will move on to adding and subtracting numbers within 10. We will also be learning about 2D and 3D shapes.</p> <p><b>Key Vocabulary</b> tens, ones, more, less, equal to, most, least, addition, add, altogether, total, subtraction, take away, minus, difference, equals, 2D shapes, 3D shapes, flat, curved, straight, round, solid, corner, point, face, side, edge</p>	<p><b>ENGLISH</b></p> <p>We will be learning to write labels, lists, signs, and stories. We will learn to write simple sentences with capital letters, finger spaces and full stops.</p> <p><b>Key texts</b> – Toys in space; Lost in the toy museum; Dogger; Kipper's toy box; Traction Man; Spot's Toys; Nursery rhymes from around the World</p> <p><b>Key Vocabulary</b> finger space, capital letter, full stop, sentence, fiction, non-fiction</p>	<p><b>SCIENCE</b></p> <p>We will be learning about everyday materials, identifying what objects are made from, and performing simple tests. We will also be identifying seasonal changes.</p> <p><b>Key Vocabulary</b> glass, metal, rock, plastic, wood, transparent, waterproof, opaque, stiff, soft, stretchy, flexible, absorbent, smooth, dull, hard, shiny, rough, bendy, weather, seasons</p>
<p><b>HISTORY</b></p> <p>We will be asking questions about toys from the past, describing characteristics of toys from the past, and recognising similarities and differences between old and new toys.</p> <p><b>Key Vocabulary</b> yesterday, tomorrow, today, last week, a long time ago</p>	<p><b>GEOGRAPHY</b></p> <p>We will be learning about maps and aerial photographs. We will also be locating and finding features of the school ground on a simple map, and making a simple map of the classroom.</p> <p><b>Key Vocabulary</b> map, aerial view, bird's eye view, human features, physical features, local area, left, right, address, sketch map, school grounds</p>	<p><b>PE</b></p> <p>We will learn how to perform basic movements including running, jumping, throwing and catching. We will learn to hit objects with a bat. We will also be doing some dance and gymnastics.</p> <p><b>Key Vocabulary</b> attack, catch, compete, defend, over-arm, receive, throw, under-arm, batter, field, hitter, dance, rhythm, stretch, balance, control, sequence</p>
<p><b>ICT</b></p> <p>We will develop our understanding of technology and how it can help us. We will start to become familiar with the different components of a computer. We will also learn about digital painting.</p> <p><b>Key Vocabulary</b> technology, computer, mouse/trackpad, keyboard, screen, click, drag, paint program, tool, paintbrush, erase, fill, undo</p>	<p><b>MUSIC</b></p> <p>We will be learning to identify the beat, pitch and rhythm of a variety of pieces of music. We will also learn to sing some songs and play some notes on the glockenspiels.</p> <p><b>Key Vocabulary</b> beat, short and long sounds, melody, tempo, loud, quiet, instruments, verse, chorus</p>	<p><b>SMSC/RE/RHE</b></p> <p>In PSHE we will be learning what makes us special, the importance of families, trusted relationships, and body parts. In RE we will be thinking about belonging, and learning about how Christians, Muslims and Jews show they belong to their faith community.</p> <p><b>Key Vocabulary</b> love, family, valuable, Muslim, Christian, Jewish, marriage, belonging</p>

<b>Direct Speech</b>	<b>Headings</b>	<b>Vocabulary</b>						
Opens with speech marks which are placed around what is being said.  "I don't like the zoo," said Alfred.		<b>Adjective</b>	A word that adds more information about a noun.					
<b>Homophones</b>		<b>Adverb</b>	A word that adds more information about verbs, adjectives or other adverbs					
Words that sound the same but have different spellings and meaning.	<b>Sub-headings</b>	<b>Command</b>	Tell you to do something. Often urgent and short. <i>Get in the car.</i>					
 		<b>Exclamation</b>	Usually begin with 'How' or 'What'. Full sentence including a verb. <i>What happened to your car!</i>					
<b>see</b> <b>sea</b>		<b>Homophones</b>	Words that sound the same but have different spellings and meaning.					
<b>The Tenses</b>		<b>Paragraph</b>	Connected sentence about one idea or theme.					
The <b>tense</b> of the verb shows if something is happening in the <b>present, past</b> or <b>future</b> .		<b>Past tense</b>	Verb form used describe things that happened in the past.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Simple Present</td> <td>Oliver studies every day.</td> </tr> <tr> <td>Simple Past</td> <td>Oliver studied last night.</td> </tr> <tr> <td>Simple Future</td> <td>Oliver will study tomorrow.</td> </tr> </table>	Simple Present	Oliver studies every day.	Simple Past	Oliver studied last night.	Simple Future	Oliver will study tomorrow.	<b>Present tense</b>	Verb form used to describe things happening right now.
Simple Present	Oliver studies every day.							
Simple Past	Oliver studied last night.							
Simple Future	Oliver will study tomorrow.							
	<b>Question</b>	Sentences that ask something or show doubts. <i>Is that your car? Usually end with question mark.</i>						
	<b>Speech marks</b>	Punctuation used to show what has been spoken or said. <i>Sentence that claims something as</i>						

### What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that pupils need to know and be able to recall to 'master' a unit or topic.

Typically, an organiser fits onto one page of A4 – this helps pupils to visualise the layout of the page which in turn helps them to memorise the information better.

### How to use your Knowledge Organiser:

1. Look, cover, write, check.
2. Quizzing— set yourself a test or list key terms and blank out descriptions, then try writing them down.
3. Flash cards — key words/terms/images on front descriptions on reverse side.

### Parent tips to support your child:

1. Read through the Knowledge Organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
2. Test them regularly on the spellings of key words until they are perfect. Make a note of the ones they get wrong – is there a pattern to the spelling of those words?
3. Get them to make a glossary (list) of key words with definitions or a list of formulae.
4. Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they know it without hesitation.
5. Get your child to make a blank Knowledge Organiser and fill in all the gaps without looking.

Complete revision Tasks-There may be times in key assessment year groups when additional revision work will be sent home for children. Individual teachers will update you on this as and when the tasks are set.

**If you have any questions about home learning, then do speak with your child's class teacher.**

Kind regards,

Mrs. Sultana