



**THE BEDIFFERENT FEDERATION
HOMEWORK EXPECTATIONS
2020 - 2021**

Tuesday 1st September 2020

Dear Families,

I hope that you and your child are feeling excited and ready for the start of a new academic year. I wanted to give you a little update, ahead of the term starting about our reviewed plan for Home Learning this academic year. This is the learning that will be set by the classteacher that will not include any access to the Google classroom. The Google classroom will only be accessed, if your child needs to be educated at home, as a result of a class, year group or school partial/full lockdown.

Our Home Learning programme will commence the week beginning **Monday 14th September 2020** for Years 1-6 and our Early Years Home Learning will commence **Friday 25th September 2020**.

Home Learning the BeDifferent way

Learning at home supports a strong home/school partnership. Regular home learning is important as it gives children the opportunity to practise at home the learning taught in class and helps your child work towards improving important skills. It also helps them to become more confident and independent in their learning, which will help your child throughout their time at school and in adult life.

At the BeDifferent Federation, we want our children to enjoy the learning they complete at home and to use this as a time to collaborate with their families on set projects. We want homework to be manageable for our families so we have set a range of activities, some which the children can complete independently and some bigger projects which can be done with guidance from an adult.

When completing home learning, it is important to support your child to get into a routine. Think about when you will complete the set work e.g. reading could be done at the end of the day for a set time, whereas the larger projects could be completed at the weekend. Talk this through with your child so that they know what the expectations on them are, when it comes to their home learning time and give them lots of praise, when they have completed the tasks.

Year 1 – 6

Jigsaw activities

All children from Year 1 to Year 6 will be sent home with a home learning jigsaw at the start of each half term (an example of this follows). All the activities set on the jigsaw will link to the topic that your child will be working on in school. There will be six tasks to complete over the half term, which equates to one task a week. While we encourage all the children to complete the tasks set, you can choose to do as many or as few as you want – these



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tasks are not compulsory but will help your child become enthused, gain further knowledge and skills within the topic being covered. Whilst we do want families to support their children with these projects, it is important that your child has ownership of the project/activity and that it is them completing the majority of the work.

At the end of each half term, a member of our leadership team will judge all of the completed homework and choose a winning piece, which will then be displayed by the office. The winning children will also receive a certificate and their names will be displayed on the website.

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Year 1 Homework Projects Autumn 1

<p>ENGLISH</p> <p>As you are all new to Year 1 we would like you to create a fact file all about you.</p> <p>This might include things like what your favourite colour is, animal, hobby, interesting skills you may have learnt while at home, your friends. Include lots of pictures too.</p>	<p>MATHEMATICS</p> <p>Recognising and counting numbers is a very important part of the Year 1 curriculum. Your challenge is to create a board game linked to London e.g. snakes and ladders to include River Thames and other famous landmarks in London.</p>	<p>SCIENCE</p> <p>As our first topic is 'Bright lights big city' we would like you to investigate and create a picture of one London landmark.</p> <p>You will need to look at what types of materials they used to build the landmark, draw a picture and label it.</p>
<p>ART & DESIGN</p> <p>We would like you to create your very own 3D model of one of the famous landmarks that you will find in London.</p> <p>How you do this and materials you use is up to you.</p> <p>Happy building!</p>	<p>COMPUTING</p> <p>Using the language forwards/backwards, left and right can you create directions of how you might get from Big Ben to Buckingham Palace? You could use Google Maps to help.</p> <p>You may draw a map of how you might get there.</p>	<p>GEOGRAPHY</p> <p>Think about your journey into school. Can you create a map to show your route and any landmarks you may pass on your way to school, e.g. stations, parks, shops.</p>

Reading

In addition to the jigsaw, all children will be expected to read. Every child must read for at least 20 minutes three times a week. This must be recorded in your child's reading record book and taken into school so that your child's class teacher can monitor this.

If your child is a confident reader, they can read on their own but please do take time to talk to your child about the book they are reading. Asking questions about the text such as, 'Who are the main characters? What do you think will happen at the end of the story? How is your current book similar to the last book you read?'. This will help to develop your child's comprehension skills. The reading record book will still need to be signed by an adult, if your child is reading independently.

If your child is an early reader, then you will need to sit with them and spend time reading the book together. Do encourage your child to use their phonic skills when reading the book and see if they can identify any of the 'tricky words' that they learn at school (your child's





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class teacher will send a list of these home for you). You can also take time to discuss the pictures, as well as asking your child questions about the story once you have finished the book.

Spellings

For children in Years 2-6, spellings will be set from the spelling list for the year group. The spellings set for children in Year 1 will be linked to their current phonics learning. Spellings will be differentiated for all children, where appropriate. Your child will bring their spellings home on a Monday and will be expected to practise these throughout the week. Please do help your child to learn these words, as they are important in supporting your child's writing progress. There are lots of different ways in which you can practise, below is a list of activity ideas which you could use to support your child:

1. Spelling Memory – Write two sets of spelling words on small index cards and play a game of memory. When a card is turned over, read the word, spell it, and read it again.
2. Spelling Swat – Using the same set of flashcards from the activity above, lay out one set on the table or floor so the words can be seen. Use the other set as a draw pile. Draw a card. Read the word, spell it, then find the matching word on the table. Slap the matching word on the table. Read the word, spell it, then read it again.
3. Wordo – This is an old game that is played just like Bingo, but with full words instead of letters and numbers. Again, if the word is on the Wordo card, read it, spell it, and read it again.
4. Rainbow Writing – Spell each word multiple times using a different colour of the rainbow each time.
5. Around the Room Spelling Hunt – Using the two sets of flashcards from the first activity, place one set spelling flashcards around the room and keep the other set for a draw pile. Draw a spelling flashcard, read it, spell it, and read it again, then search for the matching word in the room.
6. Stamp It Out – Rather than writing out spelling words multiple times, use alphabet stamps instead. (Or letter manipulatives work well, too). The key here is to practise one word several times in a row.
7. Spell by Syllables – For longer words, practice spelling by spelling by syllables. For example, the word elephant would be broken down into el-e-phant, spelling just one syllable at a time.
8. Spelling Word Sorts – This is an excellent activity for spelling lists where all the words focus on a single spelling-sound but different spellings. Sort the words according to how that focus sound is spelt. For example, if the sound is a long 'a' -eigh and -ai, then the words sleigh and weight would be put into a different group from snail and aim.
9. Word Scramble – This is an oldie, but still an effective way to practise spelling. Use letter manipulatives to spell a word from the spelling list, copying it if need be. Then,





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scramble the letter up and try to re-spell with word without looking at the spelling list for help.

10. Sensory Words – Use a sensory material to write out spelling words. Shaving cream, salt, play dough, and cookie sprinkles are all super fun.

A spellings test will then be given to all children on the Friday morning and scores will be recorded.

Mathletics

Mathematics homework will be set through the Mathletics website and will be completed weekly. All children will be given a username and password so that they can access the website independently at home. You will be informed of this username and password at the start of the term. The class teacher will set activities on a Monday which will link to the learning for the week. These will be differentiated where appropriate. Teachers will then check that the work has been completed by the children on the Friday. For children who have completed the work, a certificate will be printed and presented to them the following week.

Early Years

Children in Nursery and Reception will be set home learning on a fortnightly basis. Their work will be sent home in their Home Learning book on a Friday and we encourage you to complete the work with them over the weekend. The work set will link directly to what they have covered in class and will reinforce the learning for the week. The Home Learning book must then be returned to your child's class teacher by the following Wednesday.

An overview of the learning from the week will be stuck in your child's home learning book and this will include: what the children have learned in their reading and Mathematics sessions, the text the children have read with a link to it online and the key language taught, with the definitions used in class. It will be important to take the time to share the book together. Please do discuss the key language from the text and ask your child what the words mean. Two further activities will then be set for the children, which will be linked to the Mathematics and reading.


All work must be recorded in the Home Learning book and this can be done in several ways: writing, drawings, photo's etc. The work your child completes at home will contribute to your child's overall progress throughout the year so this evidence is really important.

In addition to the activities set by your child's class teacher, we do ask that you read to your child on a daily basis. Please try and include this as part of your child's bedtime routine. Once you have read a book to them, do ask them some questions about the text e.g. What happened to the main character? Did you like the story?



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We hope the above information helps you to understand the expectations of Home Learning at the BeDifferent Federation and we look forward to working closely with you and your child to ensure that they make the best progress possible in all areas of their development.

A few answers to some of the questions posed by families this last week

The children will need to start coming to school in their PE kits on their designated day, the week commencing the 7th September and they will stay in their PE kit all day. The children will **not** need a change of clothes.

The staggered start to the school year is as follows:

Monday 7th	Years 2 and 6
Tuesday 8th	Years 2, 3, 4 and 6
Wednesday 9th	Years 1, 2, 3, 4, 5 and 6
Thursday 10th	Years 1, 2, 3, 4, 5 and 6
Friday 11th	Years 1, 2, 3, 4, 5 and 6

The children will not need to bring a large bag for their belongings into school on a daily basis. They only need a water bottle, lunch (if provided from home) and their reading record and book.

Do be mindful that if your child is late for their allocated arrival to school, he/she will have to wait until the last year group has had their allocated time slot to ensure that year groups are kept at a safer distance from each other and that crossovers are not happening inside of the building as children are trying to get to their classrooms. The same will apply to your child's collection time slot. If you are late for your child's collection, they will have to wait until the last year group has been sent home. It is as important that we are as punctual as you are in supporting this very strict routine. Please make sure that you and your child are also prepared for any type of weather-on very rainy days, you will absolutely need an umbrella or some form of waterproof.

Please do keep checking your parentmail so that you are abreast of any school developments and we look forward to seeing everyone very soon.

Look after yourselves,

Mrs Bull

Chief Executive Headteacher




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