

Homework

Intentions

Each Friday a new piece of homework will be set which is expected to run until the following Friday. This will be based on work covered that week in class and in some cases will be actively used in current lessons.

The intention is that children will receive the homework on the Friday, think about or attempt it over the weekend then come and see me on Monday to ask for help if needed. After help is given they would then try again that night and so enter into a cycle with our conversation at the centre. For those not requiring help, this enables me to make adjustments and set more challenging work where time and motivation allow.

Help at Home

Maths:

The focus here will sometimes be on calculation fluency and other times problem solving. The following are a useful set of questions that help to focus the mind and focus conversation at school.

- Have you extracted all the information?
- How could you represent that using a bar-model or a number line?
- What could it be? What can't it be?
- What else do you now know?
- Can you adjust your representation now?
- What other techniques could you use?
- Can you show me how to work out an easier example? Perhaps one you have covered in class already.
- 'Okay then. If that's the right answer, prove it.'
- Why can't it be ...?
- **What questions do you need to ask Mr Silvester tomorrow?**
- **What did Mr Silvester say when you asked him today? Can you show me?**

My intention is to create an atmosphere of independence and responsibility for their own work and so the ability to generate questions to be asked in class the next day is more important than whether they have rushed the work on a Thursday to be handed in the next day.

English and Maths response

We are studying 'Point, Evidence, Explain' in detail as a mechanism to structure and expand a verbal or written response. There are many opportunities to rehearse this at home if you can find the time.

E.g.

- 'I think the answer is 235.2.' *'Can you prove that using P.E.E?'*
- 'What did you think of that chapter?'
- 'Do you think I would enjoy reading your book when you have finished it?'

Ongoing tasks throughout the Year

Maths key skills

The maths grid has some key skills which need to be developed to support the learning and application of existing and new concepts. I would advise a 'little and often' approach at home supported with regular conversations between myself and your child to help when things get sticky.

Times Tables	Place Value
Thorough and rapid recall of times tables	Round any number to a specified level of accuracy to estimate numbers – <i>excellent skill for checking whether an answer is reasonable</i> e.g. $4320 + 1278$ becomes $4300 + 1300$
Use of times tables with associated place value variation e.g. if $6 \times 7 = 42$ then: $6 \times 0.7 = 4.2$ $6 \times 70 = 420$ $60 \times 70 = 4200$	Counting Be able to count forwards and backwards from any number in steps of 10, 100, 1000. As above for 20 and 25 (harder than it sounds. Try counting backwards from 347 in 25's...) Be able to count forwards and backwards in steps of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$
Tables rapidly used to answer division facts e.g. How many 9's in 108?	Money: Any real life experience you can generate is invaluable
<p>Extension: Triangle method to mentally multiply by a single digit starting with the numbers 13-19, then advancing to 20-99 and then into the hundreds. e.g.</p> <div data-bbox="272 1330 756 1547" style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> </div>	<p>Estimation:</p> <p>Used as the first stage in a calculation rather than at the end.</p> <p>This skill is crucial in developing 'numberiness' rather than just a number crunching outlook.</p>

Spellings

I will keep you updated with new spellings as we cover them. I will create many opportunities in class to rehearse these but would appreciate anything you can do to check that these words are being used and applied accurately in any written tasks.

Reading

The most important aspect at this stage is reading for pleasure. The importance cannot be overstated and for this I would encourage you to read anything at all: comics, graphic novels, magazines, cook books, instruction manuals, anything at all that your child can enjoy.

At the academic end of reading is the ability to read for meaning. The following list of questions is a good starting point. I suggest using them two different ways. First let your child read a section independently and then ask the questions. The second is to ask the question first and then get your child to read for that specific purpose.

<p>Recall Questions</p> <ul style="list-style-type: none"> • Where does the story take place? • When did the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? 	<p>Simple comprehension questions</p> <ul style="list-style-type: none"> • What do you think is happening here? • What happened in the story? • What might this mean? • Through whose eyes is the story told? • Which part of the story best describes the setting? • What words and/or phrases do this? • What part of the story do you like best? 	<p>Application Questions</p> <ul style="list-style-type: none"> • Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish? • Do you know of another story which deals with the same issues; eg. social; moral; cultural? • Which other author handles time in this way; eg. flashbacks; dreams? • Which stories have openings like this?
<p>Analytical Questions</p> <ul style="list-style-type: none"> • What makes you think that? • What words give you that impression? • How do you feel about...? • Can you explain why ...? • I wonder what the writer intended? • I wonder why the writer decided to...? • What do these words mean and why do you think the author chose them? • Has the author used adjectives to make this character funny? • Why did the author choose this setting? 	<p>Questions requiring synthesis</p> <ul style="list-style-type: none"> • What is your opinion? Justify using P.E.E.? • Using all the evidence available, can you tell me what you feel about...? • Given what you know about ... what do you think? • How would the views put across in this text affect your views on...? • What would this character think about...? (Possibly a present day issue) 	<p>Evaluation questions</p> <ul style="list-style-type: none"> • What makes this a successful story? • What opinion do you have to justify your opinion? • Does it work? • Could it be better? How? • Is it as good as...? • How is it similar to...? • How is it different to...? • Is it as good as...? • Which is better and why?