



Homework Statement

Version 7 February 2026

The Rationale

We understand and appreciate that homework can be an extremely divisive discussion within families and that many hold strong beliefs. Following our questionnaire we have decided our statement, based on the feedback of the majority, reflects the wish to have little and often rather than longer pieces. We value and support family life and understand that our pupils are young, so we have devised homework that is proportionate to their ages and levels of learning, without being over burdensome.

The Purpose

- To give children the opportunity to further their learning outside of school.
- To allow the children to reinforce learning from the classroom.
- To develop their skills as learners outside of the classroom (a) so children understand school is not the only place where learning takes place and (b) in preparation for the expectations in their future education (secondary school and beyond)
- To encourage parents and children to share together the learning experience

The Expectation

- Teachers will set homework inline with the requirements below
- Teachers will keep a record of completed homework to inform future teaching, to celebrate children's efforts and achievements and to challenge lack of engagement
- Parents will facilitate the completion of the homework activity - being flexible to meet their specific family requirements as set out in the home-school agreement
- Parents to liaise with class teachers if there are particular challenges
- The school will ensure homework catch-up is completed to ensure no child is disadvantaged, mitigating the chances of falling behind - this will be done through providing technology if a barrier, & using some of lunchtime and breaks (NEVER all of it as we appreciate children do need to be active). If necessary, providing additional time in other lessons as part of a catch-up intervention

| EYFS | | | |
|---|--|--|--|
| Reading | Maths | Extended/Enquiry Learning | |
| RWInc reading books home once a week | Numbots: 30 minutes per week: Suggest (a) 2 X 15 minutes (b) 3 x 10 minutes | Things to do before you are 5 ¾ Challenge. | |
| Year 1 | | | |
| Spelling | Reading | Maths | Additional Curriculum through Computing PURPLE MASH |
| Learn 6 spellings from spelling groups for a test each Friday (4 will be new and 2 will be a review) | 1. RWInc reading books (set of 2) once a week 2. Sound of the day sent home on Marvellous Me (phonic video) | Numbots: 30 minutes per week: Suggest (a) 2 X 15 minutes (b) 3 x 10 minutes | SPRING: Geography & Maths Use '2count' (Unit 1.3) to create a pictogram of the weather over the easter holidays. SUMMER Computing & Geography Use '2code' (Unit 1.7) to code an aeroplane for take off to a summer destination of their choice. |
| Year 2 | | | |
| Spelling | Reading | Maths | Extended/Enquiry Learning |
| Learn 6 spellings from spelling groups for a test each Friday | Autumn & Spring: Mixture of Phonics decodable books (if still required) and accelerated Reader reading 3 times per week and quizzing Accelerated Reader: Levelled books, taken home and enjoyed, with quizzes to complete in school to assess comprehension | TTRS: 30 minutes per week: Suggest (a) 2 X 15 minutes (b) 3 x 10 minutes | SPRING: ART Creating Pictures (Unit 2.6) - Use 2Paint to create your own impressionist style Easter picture. SUMMER: Maths Spreadsheets (Unit 2.3) Create a spreadsheet of your summer spending (real or imaginary!) Create a graph to illustrate where you spend your money. |

| Year 3 | | | |
|--|---|---|---|
| Spelling | Reading | Maths | Extended/Enquiry Learning |
| Learn 10 spellings from normal spelling groups for a test each Friday (6 will be thematic and 4 from NC spelling list) | Accelerated Reader: Levelled books to be taken home and enjoyed, with quizzes to complete in school to assess comprehension. Children should be reading for 10-15 minutes each day. | TTRS: 30 minutes per week: Suggest (a) 2 X 15 minutes (b) 3 x 10 minutes | SPRING: Writing Email including E-safety (Unit 3.5) - Send your teacher an email about your Easter holiday. Include an appropriate attachment e.g. a web link to an attraction you have visited, an online review for a film you have watched or a photo of somewhere you have been. SUMMER: Humanities Presenting (Unit 3.9) Create a presentation about your favourite topic studied in Year 3. |
| Year 4 | | | |
| Spelling | Reading | Maths | Extended/Enquiry Learning |
| Learn 10 spellings from spelling groups for a test each Friday (4 will be from the Year 3/4 word list and 6 will be text or curriculum words linked to writing or theme). | Accelerated Reader: Levelled books to be taken home and enjoyed, with quizzes to complete in school to assess comprehension. Children should be reading for 10 - 15 minutes each day. | TTRS: 60 minutes per week: Suggest (a) 3 x 20 minutes | SPRING: ART Animation (Unit 4.6) - Create an animation with an easter theme - the Easter bunny delivering a message, an egg rolling down a hill etc. SUMMER: Design Logo (Unit 4.5) - Using 2Logo, create a summer beach towel design. Include a summer word drawn using Logo. |
| Year 5 | | | |
| Spelling | Reading | Maths | Additional Learning |
| Learn 10 spellings for a test each Friday (4 words will be thematic from the 4 from the word list and 2 reviews) | Accelerated Reader: Levelled books to be taken home and enjoyed, with quizzes to complete in school to assess comprehension. Children should be reading for 15-20 minutes each day. | TTRS: 30 minutes per week: catch up for children who did not score well on MTC Paper based Maths packs - consolidation of weekly learning - between 10 - 20 questions | SPRING: ART Concept Maps (Unit 5.7) - Create a concept map to demonstrate your understanding of..... SUMMER: Computing Game Creator (Unit 5.5) - Create a game using your newly acquired skills. |
| Year 6 | | | |
| Spelling | Reading | Maths | Additional Learning |
| Learn 10 spellings for a test each Friday (6 words will be from the 5/6 word list and 4 will be text or curriculum words) | 1 paper based English task per week Accelerated Reader: Levelled books to be taken home and enjoyed, with quizzes to complete in school to assess comprehension. Children should be reading for 20-30 minutes each day. | TTRS: 30 minutes per week: catch up for children who did not score well on MTC in Yr 4/5 Paper based Maths packs - consolidation of weekly learning - between 10 - 20 questions | SPRING: ART Blogging (Unit 6.4) - Create a blog documenting your Easter holidays SUMMER: Dependent on each Secondary School Transition requirements |