

  
SECONDARY SCHOOL PARTNERSHIP



# Year 7 Homework: Autumn 2024

## Guide for Students and Parents/Carers

<b>Purpose of homework in the Secondary School Partnership</b>	<b>1</b>
<b>Required Year 7 Homework - Autumn Term</b>	<b>3</b>
<b>Complete Maths: More information</b>	<b>5</b>
<b>Carousel: More information</b>	<b>6</b>
<b>SentenceBuilders: More information</b>	<b>7</b>
<b>Reading</b>	<b>8</b>
<b>Bronze Creative Award</b>	<b>9</b>
<b>Additional Year 7 Homework</b>	<b>11</b>
<b>Art and Design: Artist in a Box Challenge</b>	<b>12</b>
<b>History: Historical Fiction Competition</b>	<b>14</b>
<b>Further reading, watching or listening</b>	<b>15</b>
<b>Planning my homework</b>	<b>16</b>
<b>My homework planner - Autumn 2024</b>	<b>18</b>

## Purpose of homework in the Secondary School Partnership

Principle	This means that...
<b>Maximising learning</b>	<ul style="list-style-type: none"> <li>● All required homework will directly support students' learning.</li> <li>● Homework will also help students take responsibility for their learning and develop more effective self-management skills.</li> </ul>
<b>Balancing with other priorities</b>	<ul style="list-style-type: none"> <li>● All expectations and all key information is contained in this booklet so that it is clear what students need to do.</li> <li>● Homework is designed so that students can complete it independently.</li> <li>● It will not be necessary to find or buy any materials in order to complete homework. Any students who do not have access to a device or the internet will be able to complete all required homework in school.</li> <li>● Students should see their teachers in advance for support if they are struggling.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>● Homework is clearly divided into:               <ul style="list-style-type: none"> <li>● <b>Required:</b> the minimum expectation of all students, which will be necessary to support their learning, and;</li> <li>● <b>Additional:</b> optional enrichment, extension or consolidation for those students who wish to complete it.</li> </ul> </li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>● Students will receive feedback on all required homework. This may take the form of:               <ul style="list-style-type: none"> <li>○ Immediate feedback from online platforms</li> <li>○ Whole class feedback in a future lesson</li> <li>○ Specific re-teaching of content</li> </ul> </li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>● Parents/carers have a responsibility to support their children's learning at home by ensuring homework expectations are consistent and supporting the school in encouraging students to take ownership of their learning.</li> <li>● Support is available for students who need help completing homework. This is outlined on page XX of this document.</li> <li>● If students do not complete required homework without seeking support or where there are no extenuating circumstances, they will be required to attend a homework catch up club.</li> </ul>

## Required Year 7 Homework - Autumn Term

All students are expected to spend a minimum of 30 minutes per weekday (on average) completing tasks as set below. Students are able to complete more homework on some days than others to fit in with their commitments outside school as long as all tasks are completed on time. It is also recommended that students read for a minimum of 15 minutes per day - see page XX for more information.

Year 7

Set and checked	Subject	Time allocation
Monday 8.30am	Maths - TUTOR	20 minutes
Tuesday 8.30am	Science	30 minutes
Wednesday 8.30am	Maths - CLASSROOM	20 minutes
Thursday 8.30am	French	30 minutes
Friday 8.30am	English	30 minutes

Task	This will be shared with your teachers by...	If you need help...	Further information
<b>Maths:</b> Practise key skills set by your teacher on CLASSROOM and complete a minimum of 20 minutes per week on TUTOR.	Your maths teacher will monitor your progress through your CLASSROOM and TUTOR account.	Videos explaining the maths you are learning are built into TUTOR and it will adapt to teach you the things that are important for you to learn.	p4  Login code: Given out in class.
<b>English:</b> Read/Listen to Enrichment Text, Complete questions on Carousel (10 minutes),			
<b>Science:</b> Complete retrieval practice on Carousel	Your answers will be shared with your teacher once you have completed your quizzes.	You should use flashcard mode first until you are confident you can answer the questions, and then use quiz mode. You can retake a quiz as many times as you like or until you achieve a minimum of 80%. You should split your practice across more than one day.	p5  Login using your name
<b>French:</b> Sentence builders	Your answers will be shared once you have completed the tasks set.	Go back to the Sentence Builder with the vocabulary you are studying for homework and practise those terms.	p6  Login code:
<b>Geography:</b> Complete retrieval practice	Your teacher will be able to review your answers and feedback will be given in class.	Your homework tasks will always have links to supporting material. This should always be used before you complete the tasks.	This will be shared on class charts.

**Design Technology:** *For health and safety reasons it is sometimes necessary for a whole class to move on together. It will be possible to meet all expectations within lesson time, but students falling behind or missing lessons may be asked to complete tasks outside of lesson time or attend additional sessions so they can complete practical components of projects within key timeframes.*

## Complete Maths: More information

Complete Mathematics is an online platform made up of two different components: CLASSROOM and TUTOR. Your child will complete work on both of these each week.



### CLASSROOM

CLASSROOM allows teachers to set practice questions for students to complete. These might focus on checking what students already know before moving on to a new topic, giving more practice on what students are learning in class, or helping to make sure things they've learnt in the past are really secure.

### TUTOR

TUTOR improves maths through a mixture of videos and quizzes. It has a high level of personalisation to ensure every student is working at the right level - helping to fill any gaps in knowledge or to pushing mathematical understanding beyond what students are currently learning in class.

When your child logs in, they might see courses assigned to them by their teacher and should start working on these. They can also sit a diagnostic quiz which will help TUTOR ensure they are working on the right maths for them.

Through Parent View, you can encourage your child at home as they earn awards or complete goals on TUTOR, or even work with them on their TUTOR courses.

To set up your own Parent TUTOR account:

- Go to [completemaths.com](https://completemaths.com)
- Click "Register Free" to open the Create an Account Page
- Select parent, and then add the name of your child or children.
- Ask your child to log in to their account.
- On their dashboard you'll find their "My memberships" information panel. Make a note of the unique code.
- Login to your TUTOR account and select Children from the menu.
- Choose "Manage subscription" and select your child.
- Click "Link Existing Account"
- Type in the code.

## Carousel: More information

### Five ways to support your child with their Carousel homework



Carousel is an online quizzing platform that we use for homework. Students have access to question and answer flashcards which they use independently to learn important knowledge and then complete a quiz to test their knowledge.



As time goes on, students will learn more and more in school. In order to make sure they don't forget all this information, Carousel uses evidence-based strategies to help strengthen their memories over the long term.

The best way to use Carousel is over time, not just all in one evening. Instead of doing all the work the night before it is due, make sure students do one short round of flashcards on one day, another round of flashcards on another day and the quiz on a third day. As much as possible, they should spread it out. For example:

**1**

Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Monday
Teacher sets homework	5-10 mins flashcards	10-15 mins flashcards	Quiz + mark	5-10 mins flashcards	Retake quiz	Homework due

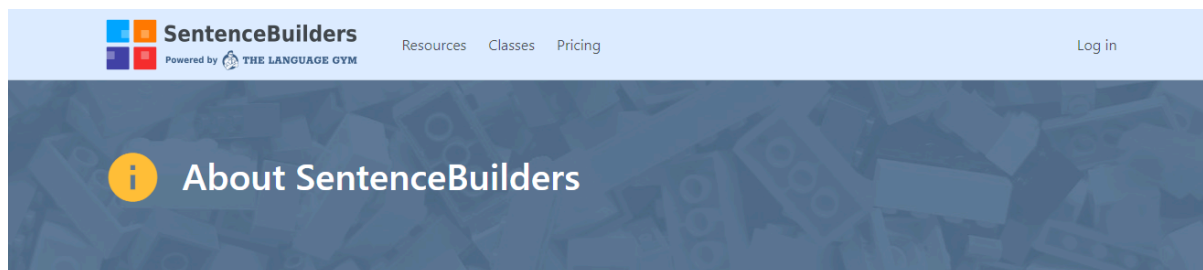
**2** When they are doing the flashcards, make sure they are speaking out or writing down their answers, rather than just thinking about it in their heads.

**3** Ask them some questions from the flashcards and make sure that their answers are the same (or very similar to) the flashcard answers.

**4** Mark their quiz with them and make sure they are being honest about what they got right and wrong.

**5** Make sure that if they get less than 80% on the quiz, they go back to the flashcards first, and then retake the quiz.

## SentenceBuilders: More information



SentenceBuilders is a website for teachers and learners of languages.

### The concept

SentenceBuilder tables contain words and chunks which combine to form sentences.

The chunks (usually as defined by the contents of each box in the table) are used as the basis for various vocab activities, which recycle and practise the content in different ways, including with text-to-speech (TTS) audio.

The SentenceBuilder that your child will practise is part of the key knowledge that the pupils need to know.

### Classes

Your teacher will create a class that you will be part of, your homework will be set in the class. You will get a pupil login and passcode and you can save your password on google whilst you have logged into it once.

Your teacher will set an assignment that needs to be completed. If at any point you need help you can go back to the initial SentenceBuilder to check.

## Reading

Reading is an important part of your learning. A large proportion of lesson time across subjects will be spent reading in order to learn new information.

We also build reading into our school day. Students will read a shared book in tutor time; read their own book for 20 mins in school each day; and read at home for at least 15 minutes per day. On one day per week students will read the text included in the reading booklet.

Students should:

- Bring a book to school every day.
- Know their Accelerated Reader level and use this to help select books from the school library.
- Record personal reading in their reading logs.
- Complete the reading homework.
- Bring this reading booklet to school each day.
- Quiz on any Accelerated Reader books completed and record quiz scores in the Reading Booklet.

We will:

- Support students with reading and with finding books to interest them.
- Check reading logs and reading homework.
- Model a love of reading across the school.
- Reward reading with weekly Accelerated Reader 'Star Reader' certificates.
- Reward quizzing with tokens to put in the house token bank.
- Reward reading in our termly Accelerated Reader assembly.

## Bronze Creative Award

- The SSP Creative Award is awarded to students who demonstrate excellent effort and commitment within one or more areas of the Creative and Performing Arts, above and beyond the normal curriculum.
- This includes extracurricular activities or projects within Art, Music, Drama, Dance, Food, DT, Graphics, Photography, and aspects of ICT.
- It is open to all students to complete and is based on effort.
- Current Year 7 students are now able to start working towards their Bronze Awards, completing optional tasks from the list below. Students will need to achieve a minimum of five points from Section A and five points from Section B.

### Section A - Being Creative

Students can achieve each point in Section A up to three times: for example, they might regularly attend more than one extracurricular activity or choose to complete several creative projects from their homework booklet. This section can be signed by a teacher or a leader of an external club, such as a teacher at a Dance School. Contact details should be provided for any external staff.

Challenge	Signed
Take part in a dance, drama or music performance - show sustained commitment either on the stage or in other ways.	
Complete an optional creative task from your homework booklet, demonstrating excellent effort.	
Regularly attend a club for Art, Music, Drama, Technology or Dance, inside or outside school for at least a term.	
Enter the Eisteddfod or a similar competition, or complete external grades for Music, Dance or Drama.	
<b>Total points</b>	

### Section B - Experiencing Creativity

Students can achieve each point in Section B once. Students can do these in their own time but should provide appropriate evidence to a member of school staff to sign - this could be a photograph showing the student in an Art Gallery, a programme from a performance attended, a poster created to demonstrate what they've learnt or a paragraph written about their thoughts on what they've experienced.

Challenge	Signed
Attend a concert or performance	
Visit an Art Gallery	
Research a Career within the Creative or Performing Arts	
Watch a recommended documentary from your homework booklet	
Support a school performance - for example helping backstage, creating props or supporting with hair and make up on the night.	
Produce a piece of creative writing or poetry.	
<b>Total points</b>	

Date Bronze Creative Award achieved: \_\_\_\_\_

Signed: \_\_\_\_\_

## Additional Year 7 Homework

Students who wish to support their learning further may choose to spend longer on any of the required tasks, choose to complete any of the optional tasks listed below, or take part in extracurricular activities.

Subject	Task	Further information
Art and Design	<b>Artist in a Box Challenge:</b> construct a 3D model that represents a room in the house of an Artist of your choice	See page 13
History	<b>Historical Fiction Competition:</b> write a story set in a period of History of your choice.	See page 15
PE	Each week, use the miMove app to log your physical activity type, duration, setting and how you felt about the activity.	See your PE teacher for more details.
PSHCE	<b>Re-enact a first aid scenario:</b> Using the information from your First Aid lesson, imagine a member of your family has an injury. Go through the process of what you need to do to help them.	Your First Aid lesson is in October. Teach your family member by December.
All subjects	Do further reading, watch documentaries or visit relevant websites to support what you're learning - we've put together lots of suggestions for you.	Use the checklist to tick off anything you read or watch and share this with your teachers
Extracurricular	Join one of the many clubs on offer at school	See p16 for instructions about how to join each club





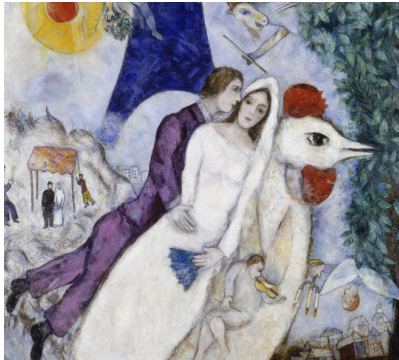
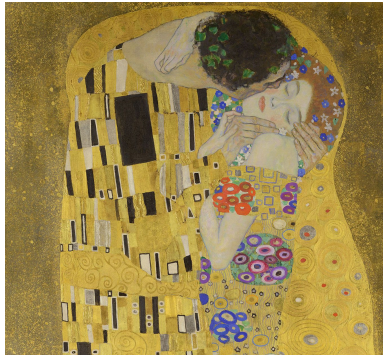


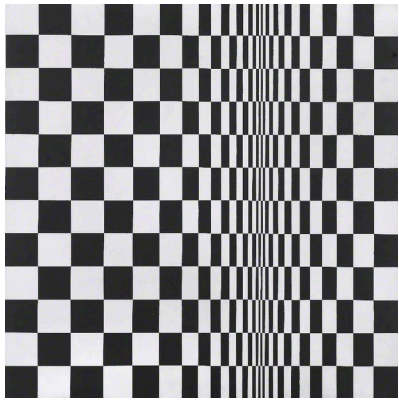
## Art and Design: Artist in a Box Challenge

Your challenge is to create a 3D box that represents a room in the house of an artist.

The dates below are recommended but you can start this project at any point during the term if you wish.



Organising your time		
Week 1	18th September	Research the artists on the next page and select the artist you would like to focus on for this project. You can choose a different Artist if you wish - please check with your Art teacher.
Week 2	25th September	Research your artist. What are their inspirations? What materials do they use?
Week 3	2nd October	Create an artwork that reflects the work of your chosen artist - a painting, a drawing, a 3D object or a collage.
Week 4	9th October	Design your box - think about what the artist might have in their room and make sure it reflects their style. Do this on paper or on computer.
Week 5	16th October	Collate materials you can use in your box. Ask your Art teacher if you need any support.
Week 6 onwards	30th October - 20th November	Create the room from an old box (such as a shoe box). Ask your Art teacher if you need help finding a box.
Week	November 27th	Bring your box in during this week. Your Art teacher will collect all boxes. There will be prizes for the most creative boxes!

<b>Artists</b>		
Choose one of the artists below, or select your own and discuss with your Art teacher		
Andy Goldsworthy	Mark Hearld	Banksy
		
Roy Lichtenstein	Marc Chagall	Gustav Klimt
		
Basquiat	Frances Lemon	Bridget Riley
		

## History: Historical Fiction Competition

### What is the competition?

- The competition is for Year 7 students across the secondary school partnership (Les Beaucamps High School, Les Varendes High School and St Sampson’s High School).
- Your challenge is to write a story (not an essay) set in a period of history. You should aim to bring a little bit of history alive, drawing readers into the story.
- You might choose to read some of the suggested books in the History section to inspire you before you start.
- All completed stories should be handed in to your History teacher by **Friday 8th December**.

### What makes successful historical fiction?

- **Historical accuracy** – even down to the choice of names and any props additional to the historical setting. Research is key!
- **A riveting read** with a good plot!
- **A convincing story** – i.e. is it plausible that these events and/or this character could have existed at the time?
- **Use of historical knowledge** to feed the plot, context and character.
- **Effective use of historical vocabulary** and **literary conventions**, including where dialogue is included in the story.
- **Creative and interesting perspectives of storytelling**. Characters are really important. You might choose:
  - A real historical figure linked to a real event (make sure you get your facts right!)
  - A real historical figure at a time of their lives when there’s very little recorded history of what they were doing, for example, when they were a child. You will need to make it believable!
  - A fictional character - someone you’ve made up – perhaps an ordinary person swept up in an extraordinary historical event. You’ll need to know enough accurate detail about life in your setting to make it come alive.

### Is there a word limit?

No - you might write a single page or a more detailed tale told through several ‘mini-chapters’ and running to several A4 pages. You could include an illustration or a ‘cover’ page. As a rough guide, we’d suggest a maximum of around 3000 words. Stories can be typed or handwritten.

### Do the stories have to focus on any particular historical event or time period, or place?

No, this is completely up to you. Your story can be set in any place and time in world history. You might be inspired by something you’re learning about in school or by stories from older family members.

## Further reading, watching or listening

Your teachers have recommended lots of books, documentaries and websites that you might be interested in if you want to push your learning further. Your teachers would love to hear about all the extra learning you've been doing!

Subject	Recommendation	Where can I find this?
Science	<b>National Geographic kids</b>	<a href="https://www.natgeokids.com/uk/category/discover/science/">https://www.natgeokids.com/uk/category/discover/science/</a>
	<b>Atomic labs - BBC Bitesize</b>	<a href="https://www.bbc.co.uk/bitesize/topics/znbx2v4/articles/zfxgbqt">https://www.bbc.co.uk/bitesize/topics/znbx2v4/articles/zfxgbqt</a>
Geography	<b>Ordnance Survey - Map Zone</b> Games and activities to learn and develop mapping skills	<a href="https://www.ordnancesurvey.co.uk/mapzone//">https://www.ordnancesurvey.co.uk/mapzone//</a>
	<b>Geographical Association photo competition</b> (deadline 30th September 2024)	<a href="https://geography.org.uk/get-connected/get-involved-1-student-activities/physical-geography-student-photo-competition/">https://geography.org.uk/get-connected/get-involved-1-student-activities/physical-geography-student-photo-competition/</a>
	<b>Royal Geographic Society: Young Geographer of the Year</b> (deadline June 2024)	<a href="https://www.rgs.org/schools/competitions">https://www.rgs.org/schools/competitions</a>
Religious Studies	<b>A to Z of Religion and Beliefs - BBC Teach Religious Studies:</b> Short 2-3 minute videos on a range of RE linked topics	Available on YouTube
Music	<b>BBC 10 pieces</b>	Available on the BBC website
	<b>Explore the London Symphony Orchestra</b>	Available on London Symphony Orchestra website → Learn and Discover → Digital Activities and Resources
	<b>World Music Instruments</b> - click any instrument to hear its sound	<a href="https://www.aaastateofplay.com/the-wide-world-of-music-a-guide-to-100-musical-instruments-interactive/">https://www.aaastateofplay.com/the-wide-world-of-music-a-guide-to-100-musical-instruments-interactive/</a>
All subjects	<b>BBC Bitesize:</b> Select the topics you are learning about to revise or broaden your knowledge	BBC Bitesize → Secondary → KS3 → Select relevant subject

## LBHS Enrichment Activities 2024/25

	12:30 - 1:15pm	Staff	3:05 - 4pm	Staff
Mon	<ul style="list-style-type: none"> <li>Open Practice Rooms</li> <li>ADDITIONAL SUPPORT FOR YR 11 GCSE ART STUDENTS ONLY</li> <li>Year 9 Netball</li> <li>Year 9 Football</li> <li>Eisteddfod -poetry performance club -room 305</li> <li>Year 11 GCSE Drama Studio time</li> </ul>	EHE RPS KMI/HME MOZ SBU CWI	<ul style="list-style-type: none"> <li>D&amp;D club (Room 215)</li> <li>Homework Club (309 &amp; Library) for homework support</li> </ul>	PBE ELA
Tues	<ul style="list-style-type: none"> <li>(Maths) Challenge Club - Rm 206</li> <li>Be the Band</li> <li>KS3 Drama Club -Showcase- Rm 310</li> <li>Arts Commission and Art for Guernsey Club for <u>ALL</u> years</li> <li>Year 8 Netball</li> <li>Year 8 Football</li> <li>Youth Commission Art Club</li> </ul>	JFA Thirst Music School EPE SIAN JONES AND LUCY BRIMMAGE HDR/KMI/HME MOZ	<ul style="list-style-type: none"> <li>Homework Club (309 &amp; Library) for homework support</li> </ul>	PBE
Wed	<ul style="list-style-type: none"> <li>BTEC Music Revision/GCSE Music Coursework Clinic</li> <li>ADDITIONAL SUPPORT FOR YR 10 &amp; 11 GCSE ART STUDENTS ONLY</li> <li>Foreign Languages Film Club - Rm 204</li> <li>D&amp;D Club (215)</li> <li>PACE Club ( 209 Years 7 and 8, 208 everyone else)</li> </ul>	EHE RPS ASU/JFO PBE PACE	<ul style="list-style-type: none"> <li>Maths Revision Space - Rm 206</li> <li>Orchestra</li> <li>Homework Club (309 &amp; Library) for homework support</li> </ul>	JFA JNI PBE
Thur	<ul style="list-style-type: none"> <li>LolliPOP Choir</li> <li>Chill Thursday 12.40-1.15pm 209</li> <li>Film Critic club: 12:40 - 13:15 301</li> <li>KS4 Netball</li> <li>KS4 Football</li> <li>Street Dance <b>All years</b> 12.45-1.20 Drama Studio</li> </ul>	EHE EPE ABU HME/KMI NRO JWH	<ul style="list-style-type: none"> <li>Homework Club (309 &amp; Library) for homework support</li> </ul>	PBE
Fri	<ul style="list-style-type: none"> <li>Decibelles</li> <li>LGBTQ+ First Friday of the month</li> <li>Anxiety Workshop 2nd Friday of the month 12.40 209</li> <li>D&amp;D club (216)</li> <li>Year 7 Netball</li> <li>Year 7 Football</li> </ul>	EHE EPE EPE  PBS HME/KMI/ HDR MOZ		

## Planning my homework

- Use the homework planner at the back of this booklet to plan when you will complete each homework task in most weeks.
- You should try to space out your practice and quizzing for each subject throughout the week.
- You may choose to complete more tasks on some days than others to fit around extracurricular activities.
- You may plan to complete some tasks from the additional homework section in addition to the required homework.
- Check that your required homework will always be completed by the time it is due to be checked. You can adjust this if you need to each week, but it helps to start with a plan and try to stick to it!
- Stick your homework planner somewhere you'll be able to see it easily.

## My homework planner - Autumn 2024

Day	Task 1	Task 2	Task 3	Task 4	Task 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday/ Sunday					

My personal learning goals: Additional tasks I'd like to complete this term	Complete