

# TIMAT Learning at Home Policy



**The Inspire Multi Academy  
Trust (South West)**

**March 2026**



## The Multi Academy Trust Learning at Home Policy

This policy has been reviewed considering changes to Government policy in March 2012.

“Ministers have scrapped guidelines setting out how much homework children should be set, in a move intended to give Headteachers greater freedom. Individual schools’ homework policies are a matter for the school, and we don’t prescribe amount of homework or how it should be marked. However, the DfE is supportive of homework and believes that it can help children enjoy school, achieve and reach their potential.”

### **Our Aims**

- 📖 Ensure that Parents/Carers are clear about what their child is expected to do.
- 📖 Ensure consistency of approach throughout the school.
- 📖 To use Home Learning as a tool to help to continue to raise standards of attainment.
- 📖 Provide opportunities for Parents/Carers, children and the school to work together in partnership in relation to children’s learning.
- 📖 Encourage pupils and their Parents/Carers to share and enjoy learning experiences.
- 📖 Reinforce learning covered in class by providing further opportunities for the individual pupil to consolidate something that have learnt at school.
- 📖 Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- 📖 To prepare Year 6 pupils for the transfer to secondary school.

### **The Nature of Home Learning**

It should be noted that Home Learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting Home Learning there are a number of points to consider:-

- 📖 The nature and type of Home Learning changes throughout a pupil’s school career.
- 📖 Amount and frequency of Home Learning should increase as a pupil gets older.
- 📖 Home Learning should not cause undue stress on the pupil, family or the teacher.
- 📖 It will not necessarily come in the form of a written task.
- 📖 Home Learning should be set regularly from the Foundation Stage to Year 6.

### **Role of the Class Teacher**

- 📖 To provide an explanation of Home Learning tasks to Parents/Carers when necessary and give guidance of how they might assist their child.
- 📖 To set up regular Home Learning in an easily followed routine.
- 📖 To ensure that Home Learning is set consistently across classes.
- 📖 To set Home Learning that takes equal opportunities into account.
- 📖 To ensure any Home Learning is purposeful and links directly to the taught curriculum.
- 📖 To reward and praise children who regularly complete Home Learning tasks in school.
- 📖 To mark Home Learning and give feedback to pupils via Home Learning Books.

### **Role of the Headteacher and Governing Body**

- 📖 To check compliance of the Policy.
- 📖 To meet and talk with Parents/Carers when appropriate.
- 📖 To discuss with staff how far the policy is being successfully implemented.
- 📖 Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

### **Role of Parents/Carers**

- 📖 To sign a home school agreement dealing with Home Learning.
- 📖 To support the school by ensuring that their child attempts the Home Learning.
- 📖 To provide a suitable place for their child to carry out their Home Learning.
- 📖 To encourage and praise their child when they have completed their Home Learning.
- 📖 To become actively involved and support their child with Home Learning activities.
- 📖 To celebrate their child’s reading achievements.

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**Reading:** Children are expected to read with an adult throughout the week. Alongside this, there is a Termly Reading Challenge to encourage children to explore a range of different genres and then share what they have read in a creative way.

**Spellings:** All children from Year 1 are given spellings and are expected to practise these each week for a spelling test on Friday. The children's scores will be written in their Home Learning Books so that parents can be informed about how their child is progressing with their spellings. See the table below for year group specific information.

**Home Learning Booklets:** Key Stage 1 and Key Stage 2 teachers will produce a Home Learning Booklet each term. This booklet will contain a Knowledge Organiser for Science, Geography or History and Whole Class Reading. In Key Stage 2 they will also include the spelling lists for each week of the term.

**Home Learning Menu:** In KS1 and KS2, the children will receive an exciting task to complete at home each week. These tasks will link to the children's Geography or History learning. The task might be new learning, or it may be that the task consolidates the children's previous learning. These will not always be written tasks and the children will be encouraged to think and record their ideas creatively. Families have the option to email learning tasks if they prefer too.

**Home Learning Champion:** As a way of celebrating, we award Home Learning Champion certificates in Celebration Assembly each week. Years 1 and 2, Years 3 and 4 and Years 5 and 6 share the award each week and examples of Home Learning that goes above and beyond are shared with the whole school too.



**NumBots and Times Table Rock Stars:** Key Stage 1 children are given a login for NumBots and Key Stage 2 are given a login for Times Table Rockstars. The children are encouraged to use these at home as part of their weekly home learning.

<b>Year Group</b>	<b>Home Learning Set (Reading/Spelling/Home Learning Menu)</b>
Reception	Reading 5 times per week where possible Green RWI Group onwards: Between 5-10 spellings to learn
1 & 2	Reading 5 times per week where possible Between 5-10 spellings to learn Home Learning Menu Task
3 & 4	Reading 5 times per week where possible ready to quiz on the books they have read using Accelerated Reader. 10 spellings to learn Home Learning Menu Task
5	Reading 5 times per week where possible ready to quiz on the books they have read using Accelerated Reader. 15 spellings to learn Home Learning Menu Task
6	Reading 5 times per week where possible ready to quiz on the books they have read using Accelerated Reader. 20 spellings to learn Home Learning Menu Task



# Year 6 Home Learning Menu: Term 4

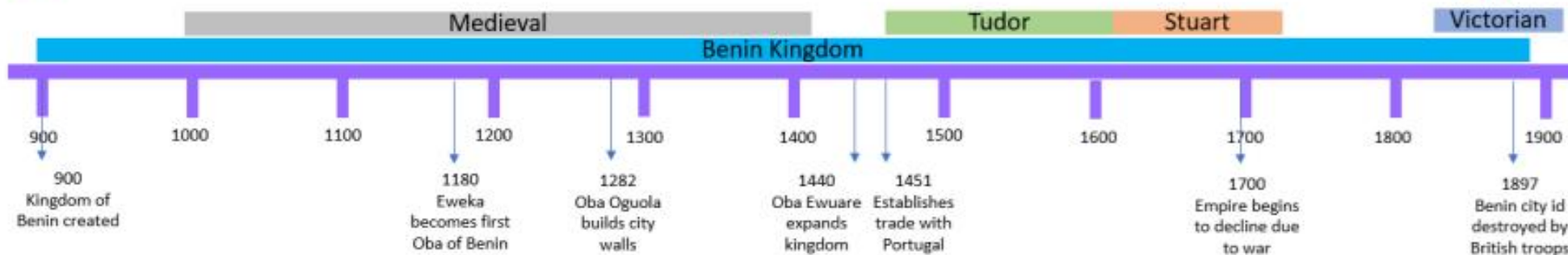


<p><b>Task 1: 22.02.24</b></p> <p><b>Knowledge Organiser</b></p> <p>Take a look at the vocabulary list on your KO. Use this list to learn the new words and create a poster or double page spread with pictures for each of the words to explain their meanings.</p> 	<p><b>Task 2: 29.02.24</b></p> <p><b>Internet Research</b></p> <p><a href="#">The kingdom of Benin - BBC Bitesize</a></p> <p>Create a double page spread on what you have learned about the Benin Kingdom so far. Should you need paper copies, please ask.</p>	<p><b>Task 3: 07.03.24</b></p> <p><b>Oracy Task</b></p> <p>Watch this video:</p> <p><a href="#">The story of the Benin bronzes</a></p> <p>Use this video to create a video diary of a day in the Benin Kingdom. What might you see? Where will you travel? Who would you talk to? (Upload to dojo or create a script in your book).</p>
<p><b>Task 4: 14.03.24</b></p> <p>Look at the pictures for task 4. Use your previous knowledge and these pictures to create a double page spread or poster on the similarities and differences between Britain in the Tudor/Stuart Era and the Benin Empire.</p>	<p><b>Task 5: 21.03.24</b></p> <p>Look at the task 5 images. Creating Bronze art was very important in the Benin kingdom. Have a go at sketching your own bronze statues to represent yourself. (If you want to make a model statue of yourself, go for it!)</p>	<p><b>Task 6: 28.03.24</b></p> <p>Test yourself! Cover up the definitions of each of the key words and see how many you can recall- could you make a glossary?</p> 





# History 6.2 - The Benin Kingdom



Vocabulary	
<b>trade</b>	The exchanging of goods.
<b>Oba</b>	The Yoruba word meaning 'King'.
<b>Edo</b>	The name of the group of people who lived within the ancient Kingdom of Benin.
<b>Eweka</b>	The first Oba of the Kingdom of Benin. He came to power in AD 1180.
<b>Benin City</b>	The modern city located in Nigeria. It used to be called Edo and Igodomigodo before that.
<b>empire</b>	Lots of countries or states, all ruled by one monarch or single state.
<b>civilisation</b>	When invaders take over control of a country by force and live among the people.



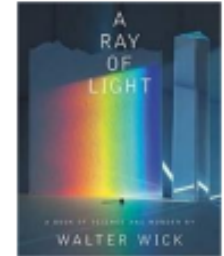
The Kingdom of Benin was a powerful empire in the 16th Century but was invaded by British troops in 1897. It began in 900 as a group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners.

Benin City is the location of the ancient Kingdom of Benin. It is in Nigeria, which is in the west of Africa. The Ancient Kingdom of Benin is **NOT** located in the modern country of Benin, this is a different country in Africa.



**The Benin Bronzes.**  
They provide us with much of the information we have about the Benin kingdom.





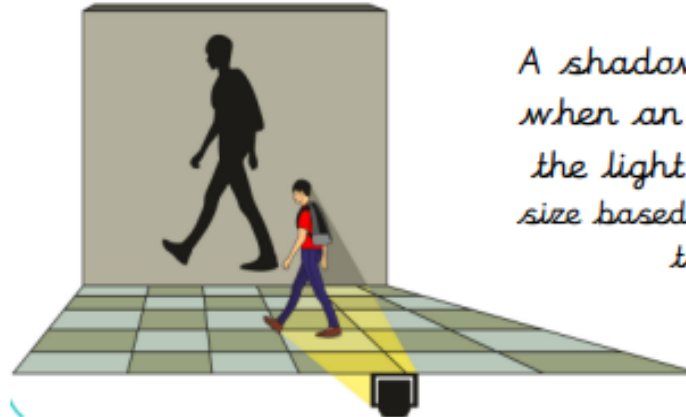
## Enquiry Question: How do we see objects?

In this unit of study, you will learn what light is and how light sources help us see objects. You'll learn a shadow is made when objects blocks light from a light source, and how the size of a shadow can be changed through investigations. Finally, you will explore transparent, translucent, and opaque objects.

### Key Vocabulary

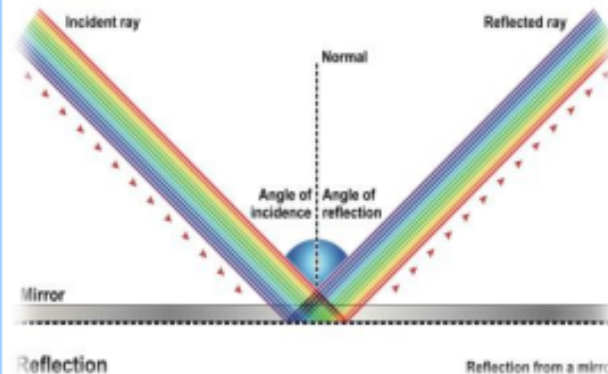
<b>light</b>	Visible light is electromagnetic radiation that can be detected by the human eye.
<b>light rays</b>	A line of light that is travelling in a given direction.
<b>transparent</b>	An object or material that allows light to pass through.
<b>opaque</b>	An object or material which doesn't allow light through easily.
<b>translucent</b>	An object or material which allows some light to pass and scatters light rays.
<b>shadow</b>	Light block by an object.
<b>refraction</b>	The action of distorting an image by viewing through a medium.

### How a Shadow Forms



A shadow is a dark area formed when an object blocks light from the light source. They can change size based on how close the object is to the light source.

### Angles of Incidence and Reflection



### Did you know?

Light is made up of all the colours of the spectrum/rainbow. The colour of the light you see depends on its wavelength.

# Once by Morris Gleitzman



## Important Information

### Plot

A Jewish boy named Felix who lived in Poland is on a quest to find his book-keeper parents after he sees Nazis burning the books from a Catholic orphanage in which he stays. He later finds a girl name Zelda in a burning house along with her deceased parents. He takes her with him.

### Themes

Tolerance, human rights, racism, survival, morality, friendship.

### Setting

The story is set in Poland during WW2. It explores the period of time in History that we know as The Holocaust.

## Characters

<b>Felix</b>	The protagonist and narrator of the story.
<b>Zelda</b>	The girl Felix protects.
<b>Barney</b>	The man hiding Jewish children in his cellar.
<b>Dadie</b>	Felix's best friend at the orphanage.
<b>Mather Ninker</b>	The nun at the orphanage.
<b>Chaya</b>	One of the children hiding in the cellar.



Name of Book: Once  
Date Published: 2005  
Author: Morris Gleitzman  
Genre: Historical Fiction

## Quotes

Barney said everybody deserves something good in their life, at least once.

## Key Vocabulary

<b>orphanage</b>	a residential institution for the care and education of orphans.
<b>dormitory</b>	a large bedroom for a number of people in a school.
<b>syringes</b>	a tube with a nozzle for sucking in and injecting liquid.
<b>concentration camp</b>	a place where large numbers of people are deliberately imprisoned with inadequate facilities to await mass execution.
<b>boxcar</b>	an enclosed railway freight wagon with sliding doors.
<b>scarce</b>	insufficient amount of food/money
<b>deceased</b>	recently dead
<b>tolerance</b>	ability to tolerate opinions or behaviours you disagree with
<b>morality</b>	the distinction between right and wrong
<b>racism</b>	prejudice, discrimination, or antagonism against people on the basis of their race.

**Context** - When the author first wrote this book, he had no idea it would begin the writing journey of his life. He wanted to write a story about friendship, and he wanted to explore how true friendship survives in tough times.

## Year 6 Spelling List: Term 4

Week 1 Spellings: Test: 23.02.24	Week 2 Spellings: Test: 01.03.24	Week 3 Spellings: Test: 08.03.24	Week 4 Spellings: Test: 15.03.24	Week 5 Spellings: Test: 22.03.24	Must Learn Words: w/b 25.03.24
brake	referring	shriek	deceive	commit	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Year 6 List A</b></p> <ol style="list-style-type: none"> <li>1. ambulance</li> <li>2. atmosphere</li> <li>3. basic</li> <li>4. equipped</li> <li>5. environment</li> <li>6. especially</li> <li>7. exaggerate</li> <li>8. excellent</li> <li>9. existence</li> <li>10. explanation</li> <li>11. familiar</li> <li>12. foreign</li> <li>13. forty</li> <li>14. government</li> <li>15. guarantee</li> <li>16. harassment</li> <li>17. hindrance</li> <li>18. hindrance</li> <li>19. hindrance</li> <li>20. hindrance</li> <li>21. hindrance</li> <li>22. hindrance</li> <li>23. hindrance</li> <li>24. hindrance</li> <li>25. hindrance</li> <li>26. hindrance</li> <li>27. hindrance</li> <li>28. hindrance</li> <li>29. hindrance</li> <li>30. hindrance</li> </ol> </div> <div style="width: 45%;"> <ol style="list-style-type: none"> <li>31. necessary</li> <li>32. neighbour</li> <li>33. muscle</li> <li>34. occupy</li> <li>35. occur</li> </ol> </div> </div>
break	referred	chief	conceive	commitment	
through	referral	grief	receive	committed	
threw	preferring	believe	perceive	committee	
dessert	preferred	niece	ceiling	permit	
desert	reference	achieve	seize	omit	
principle	referee	siege	protein	submit	
principal	preference	friend	receipt	transmit	
stationary	different	retrieve	caffeine	emit	
stationery	difference	arteries	neither	admit	
marvellous	occupy	equipped	existence	frequently	
mischievous	occur	equipment	explanation	government	
muscle	embarrass	especially	familiar	guarantee	
necessary	environment	exaggerate	foreign	harass	
neighbour	equip	excellent	forty	hindrance	

Words in red are taken from the Year 6 'must learn' words of the National Curriculum, which children are expected to learn by the end of the year.



## Year 5 and 6 Must Learn Word List



### Term 3 and 4

1.	<i>embarrass</i>
2.	<i>environment</i>
3.	<i>equip</i>
4.	<i>equipped</i>
5.	<i>equipment</i>
6.	<i>especially</i>
7.	<i>exaggerate</i>
8.	<i>excellent</i>
9.	<i>existence</i>
10.	<i>explanation</i>
11.	<i>familiar</i>
12.	<i>foreign</i>
13.	<i>forty</i>
14.	<i>frequently</i>
15.	<i>government</i>
16.	<i>guarantee</i>
17.	<i>harass</i>
18.	<i>hindrance</i>
19.	<i>identity</i>
20.	<i>immediate</i>
21.	<i>immediately</i>
22.	<i>individual</i>
23.	<i>interfere</i>
24.	<i>interrupt</i>
25.	<i>language</i>
26.	<i>leisure</i>
27.	<i>lightning</i>
28.	<i>marvellous</i>
29.	<i>mischievous</i>
30.	<i>muscle</i>

31.	<i>necessary</i>
32.	<i>neighbour</i>
33.	<i>nuisance</i>
34.	<i>occupy</i>
35.	<i>occur</i>