

St. Margaret's C of E Primary School

Knowledge Organisers and Homework

Teachers will be sending home **Knowledge Organisers** this week (please note for Years 5 and 6 their Knowledge organiser on the Mayans will be coming home the following week).



Knowledge Organisers

This week your child will be bringing home their knowledge organisers (except for EYFS).

We have lots of exciting work coming up this term and every class will be going on school trips to augment the work we do in school (in addition to our termly biodiversity work which is entering its third year of data recording and analysis – with all records collected by the children sent off to a national biodiversity databases).

Knowledge organisers define the knowledge we want **100% of our children to know 100% of**. They do not cover all the material children learn over a term but they do form the *core knowledge* we feel the children need to know to gain a sufficient understanding of a topic. We use these organisers to ask deeper questions which make links across the curriculum, to past learning for example so children make connection with their prior learning. For example we might ask them, when studying Hinduism, to think how light is represented in their previous work on Christianity and how there are similarities and differences between religions.

Last year, in our parent workshops, we highlighted how we will use the organisers to promote learning over the long term. To help with this we are sending home a completed organiser and a partially completed one. Test your child and then give them feedback on what they remembered and what they had forgotten or not yet learnt – this is how we start many of our classes (using retrieval practice: <https://www.retrievalpractice.org/>). Repeat this over the term until your child is able to recall the core knowledge. This is a primary form of homework we are setting and the teachers will be assessing the children each week on the progress they are making.

How else can you help your child?

What does the research on homework for children of primary age suggest? There has been an extensive amount of research of the impact of homework on children at both primary and secondary age (e.g. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/>)

The above link summarises the findings as:

How effective is it?

It is certainly the case that schools whose pupils do homework tend to be more successful. However it is not clear whether use of homework is a reason for this success. A number of reviews and meta-analyses have explored this issue. There is stronger evidence that it is helpful at secondary level but there is much less evidence of benefit at primary level.

There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set.

The quality of the task set appears to be more important than the quantity of work required from the pupil.

What do we recommend?

Quality not quantity!

Reading! That won't come as a surprise but perhaps one of the biggest ways you can help your child (including those in Year 6) is by reading to them. Being able to access and hear challenging texts (beyond the level the children can themselves read) engages children with vocabulary and ideas that promote interest and cognition. A fascinating recent study by the University of Sussex noted a significant impact on reading comprehension levels of children just by being exposed to challenging (but not too challenging!) texts. For example I read the Lord of the Rings trilogy to my own children when they were in Key Stage 1 and they remain some of their favourite books.

Maths – learning number facts. This summer we led a trial into how pupils in Year 3 and 4 learn their times tables. We recruited lots of other schools and nearly 2,000 pupils took place in the trial run by St Margaret's. We randomly allocated the pupils to learn their tables by a procedural, conceptual or a mixed approach (which involved playing different maths games four times a week for an eight week period) to see how pupils best remembered their times tables. The results were fascinating and will soon be published. What we would recommend is that parents of children from Year 1 upwards regularly work with their children on their times tables. Here is table to help organise that process for the autumn term:

Year 1

Autumn 1 & 2

Count in 2's up to 24, linking with even numbers and supporting doubles.
Count in multiples of 10 in order up to 120.

Year 2

Autumn 1

Consolidate counting in steps of 2, 5 and 10 in order from 0 up to 12x.

Autumn 2

Count in steps of 2 and 5 from 0 up to 12x fluently.

Recall multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with growing fluency.

Year 3

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| Autumn 1 | Count in multiples of 3 to 12×3 in order from 0 fluently. |
| Autumn 2 | Recall multiples of 3 up to 12×3 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 4 to 12×4 in order from 0 with growing fluency. Introduce (relating to $\times 4$) and begin to count in multiples of 8 from 0 to 12×8 . |

Year 4

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| Autumn 1 | Recall multiples of 3, 4 and 8 up to $12 \times$ in any order, including missing numbers and related division facts fluently. Fluently count in 6's in order up to 12×6 , using multiples of 3 to support. |
| Autumn 2 | Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. Fluently count in 7's in order up to 12×7 . |

Years 5 and 6

The National Curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12×12 . To secure this, we recommended that the first term of Year 5 be used to consolidate by continuing your practice.
If you find that your children are working below the structure outlined in this document, we recommend tracking back to where your children are.

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| Autumn Term | Recall multiples of 12 in any order, including missing numbers and related division facts fluently. Recall multiples of all times tables up to 12×12 in any order, including missing numbers and related division facts with growing fluency. |
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We will continue to do lots of conceptual work in maths with children in each year group so they fully understand what the number facts represent. If you would like to know more about learning times tables the following is useful:

https://www.cambridgemaths.org/images/espresso_1_learning_and_assessing_times_tables.pdf

What will we be sending home?

As well as the knowledge organisers we regularly change the children's reading book (and all children are on the accelerated reader programme from early in Year 2). Teachers will also send home weekly spelling (spelling is also taught in every class as well as tested weekly) and occasional additional work in maths and English – but these will be short, focused pieces of work. If you wish to discuss homework further please do not hesitate to speak to me or your child's class teacher.

Mr J Siddle