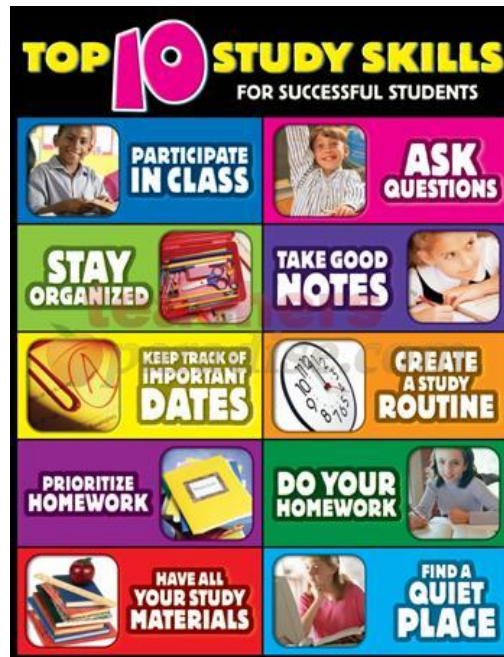


# TYPICAL HOMEWORK AND INDEPENDENT LEARNING TASKS

## KEY STAGE 3: FOUNDATION



### READ, READ & READ AGAIN

Reading and re-reading your notes will help you remember work. **You can never read your notes enough!**

- Read five times (out loud).
- Read and highlight key points and key terms.
- Write out highlighted points and terms in full sentences.
- Read notes five times.

**Keep your notes safe (they will be a useful revision tool)**



### QUESTION YOURSELF

- When you are going through your notes, write down questions. *You can use questions from your books or imagine you are a teacher or examiner and make some up.*
- Write out the answers to your questions.
- Re-read your notes.
- Close your book.
- Answer your questions.
- Mark your answers – give yourself some improvements.
- Do your improvements.

Don't forget to ask yourself what you think about something **AND WHY?** Can you argue your case with evidence



### LISTENING & SPEAKING



- Read out your notes five times.
- Read and highlight key points and terms.
- Speak out your key points and terms (link them together so they flow).
- Close your notes and present them to yourself (or a friend, or your dog).

### MIND MAPPING

- Read your notes five times.
- Read and highlight key points and terms.
- Transfer your key points and terms into a mind map.
- Extend your first layer of the map to pull in other linked knowledge and ideas.
- Put the map away and re-do from memory,



### GET RID OF THE DISTRACTIONS

To learn effectively, you need to be able to focus your full attention on what you are learning.



### KEEP PRACTISING

Even if you have done one of the above tasks before – do them again. The more you practise, the more confident you become.

**PRACTICE makes PROGRESS.**

### GET SOMEONE ELSE TO TEST YOU.

- When you are going through your notes, write down questions. You can use questions from your books or imagine you are your teacher or examiner and make your own up.
- Write out the answers to your questions.
- Re-read your notes.
- Close your book.
- Get someone else to question you.
- Mark your answers – give yourself some improvements.
- Do your improvements.



## **ENGLISH**

### **Typical tasks**

1. Reading a range of fiction
2. Reading newspaper and magazine articles
3. Punctuation/ grammar exercises
4. Learning how to spell key words/common errors
5. Drafting or re-drafting a piece of writing
6. Keeping a diary for writing practice
7. Drafting and re-drafting work.

### **Examples of extension tasks**

Quizzes: <https://www.educationquizzes.com/ks3/english/> or <https://www.educationquizzes.com/ks3/english-spelling/>  
BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

### **How can parents help**

- Encourage them to read widely. Suggest that they read different genres, different authors (<https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/>)
- Encourage visits to a local library.
- Encourage letter writing letters, emails, thank you cards etc.
- Test their spelling
- Read with them and share opinions on what you read
- Talk through homework tasks and encourage them to proof-read their work
- If research homework is set help them to sift through the mass of information available.
- Listen to any scheduled individual talks and ask them questions that require them to develop their ideas further.

## **MATHEMATICS**

### **Typical tasks**

1. Researching a topic for study in class
2. consolidate classroom learning through further examples
3. Revision for tests through completing questions, chapter reviews,
4. Self-assessment: reviewing of performance against targets.

### **Examples of extension tasks**

Quizzes <https://www.educationquizzes.com/ks3/maths/> or <https://nrich.maths.org/>  
BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

### **How can parents help**

- Encourage a positive and “can do” attitude towards Mathematics
- Look at your child’s work on a regular basis so that you can see progress of your child. Help your child if you can but please annotate any help given by writing a note/comment in their exercise book.
- Encourage your child to show their working/method and lay their work out neatly as this helps the understanding embed.
- Ensure students have correct equipment for lessons that include: natural display scientific calculator, pair of compasses, protractor, ruler and books.
- Functional Skills: get your child to relate Mathematics to real life eg reading bus timetables, estimating shopping bills and finding best buys at the supermarket etc
- Help your child to be able to read from an analogue clock and promptly recall times tables and basic number bonds.

## **SCIENCE**

### **Typical tasks**

1. Consolidate work covered in class using the notes in books.
2. Complete practical write-ups at home
3. Answer extended questions based on work covered in class
4. Research and/or prepare presentation of a given topic
5. Learn work thoroughly for tests (see memory suggestions at the top of this document)

### **Examples of extension tasks**

- Quizzes: <https://www.educationquizzes.com/ks3/science/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zng4d2p> or <https://www.bbc.co.uk/bitesize/subjects/z4882hv> or <https://www.bbc.co.uk/bitesize/subjects/znxyrd> or <https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>

### **How can parents help**

You can help even if science is a bit of a mystery to you – remember it is all around you:

- Encourage and support your son or daughter to watch nature/science programmes and then ask them to explain an idea to you.
- Visit the Science and/or Natural History Museums
- Visit the Greenwich Observatory planetarium and exhibits
- Help your son or daughter to revise for topic tests, perhaps by testing them or allowing them to test you
- Encourage your son or daughter to contact a teacher if they find a particular idea difficult.

## **ART & DESIGN**

### **Typical tasks**

1. Practise drawing skills using a 2B pencil to create tone
2. Practise mark making with pencil
3. Plan 4 different designs for sculpture you will make in class
4. Complete work started in class perhaps by adding colour
5. Developing research skills using guidelines and suggested web-sites

### **Examples of extension tasks**

- Quizzes: <https://www.educationquizzes.com/ks3/art-and-design/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm>
- Using web- sites to conduct further research on artists to support ideas:
  - [www.tate.org.uk](http://www.tate.org.uk) [www.vam.ac..uk](http://www.vam.ac..uk)
  - [www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk) [www.britishmuseum.org.uk](http://www.britishmuseum.org.uk)
  - [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)
- Create your own sculpture at home out of re-cycled materials
- Also take photographs of subjects you have been set to draw
- Work on smartening up the presentation of your sketchbook

### **How can parents help**

- Visit a gallery or museum with friends
- Look in their sketchbooks every week to ensure homework is completed
- Encourage LOOKING at objects, people, landscapes, really studying them and analysing the details visually with them
- Discuss art – and artists (ask them what they have found out about artists' work, not the life of the artist)
- Provide access to a camera and the internet
- Offer technical help with holding, glueing, cutting up etc

## **DRAMA**

### **Typical tasks for DRAMA**

1. Learning specialist drama vocabulary and the correct spelling off by heart (for example, 5 words at a time)
2. Research tasks to aid learning in the following lesson (for example to add depth to a character or to find out about a theatrical genre or period)
3. Learning lines in preparation for a practical performance
4. Written task whereby pupils are asked to reflect on their own or another actor's performance
5. Writing a script

### **Examples of extension tasks**

- More extensive evaluation in which the pupils are asked to reflect on their performance and evaluate how they can improve in future performances
- Further or more extensive research on genres and theatre styles (for example, looking for performance footage on the internet, conducting background research on the Globe theatre)
- Reading a whole script for pleasure/interest (for example, where an extract has been used in class)
- Developing a 'working script' that has been started in class

### **How can parents help**

- Guide them towards extra vocabulary and spelling practise
- Help them research – help them to avoid simply copying and pasting text, try and get them to select specific and key points and present them in their own words.
- Take them to see productions at local theatres (or in cinemas) in order to broaden their knowledge and understanding of theatre both practically and historically.
- Help them to learn their lines for a practical performance, by testing them and reading in for other characters in order to help pupils with their cues.

## **MUSIC**

### **Typical tasks for MUSIC**

1. Researching a topic or genre of music in preparation for a new unit of work
2. Researching a topic or genre of music/ culture in support of and to increase understanding of current unit of work being studied
3. Creating a factual poster on a given topic area (e.g. Jazz, orchestra)
4. Creating a composer/ artist fact file or biography
5. Completing a written evaluation on own composition and performance
6. Rehearse music where instruments are available at home)

### **Examples of extension tasks**

- Quizzes: <https://www.educationquizzes.com/ks3/music/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- Encourage additional reading around the subject being studied through internet research
- Encourage additional listening through use of YouTube (audio/ video) and investigation of CD collections at home

### **How can parents help**

- Help with internet research- assist them in being able to pick out the important pieces of information, particularly when creating a fact file
- Help with longer pieces of writing, specifically when writing an evaluation of the work and performance which has taken place in the lesson- ask them to explain to you what they were asked to do, how they composed the music (what guidelines they were given) and how effectively their music met the given brief. This will help them to plan their writing.
- Check homework through for spelling errors and obvious cut & pasting! Encourage them to read their research to you.

- Encourage good presentation, particularly for posters and fact files which are likely to be displayed.
- Suggest possible listening ideas from your own music collection which might support the topics we are studying at KS3.
- If instruments are available at home (particularly keyboards), encourage practice and Mini-preview performances of the pieces we are studying in lessons.

## **HISTORY**

### **Typical tasks for HISTORY**

1. Learning key terminology and definitions
2. Completing extended project-based work
3. Preparation for milestone assessments
4. Completing target work, glossaries & personal learning checklists

### **Examples of extension tasks**

- Quizzes: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>
- BBC Bitesize: <https://www.educationquizzes.com/ks3/history/>
- Encourage them to read books about history – events or figures
- Get them interested in wider History by watching television series, films based on history. Maybe even watch some of the many documentaries on TV (ie, History, Yesterday, National Geographic, etc)
- Listen to historical audio books or podcasts
- Go to museums and historical sites of interest. Research your family history.

### **How can parents help**

Even if you feel you know very little about History you can help by:

- Encouraging them to keep their exercise books organised.
- For longer pieces of writing and project work, helping with research, planning and read through the work before it is handed in.
- Checking that they understand how to use the internet for research by looking for plagiarism (copy & pasting from the internet can be very tempting).
- Testing them on key terminology and definitions.
- Talking to them about what they are learning.

## **GEOGRAPHY**

### **Typical tasks for GEOGRAPHY**

1. Complete glossaries.
2. Extended creative writing.
3. Cartographic and graphical analysis.
4. Research case study material
5. Produce poster and presentations on topics / issues

### **Examples of extension tasks**

- Quizzes : <https://www.educationquizzes.com/ks3/geography/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zrw76sq>
- Met Office: <https://www.metlink.org/secondary/key-stage-3/>

### **How can parents help**

- Help them research a topic and write up their findings in their own words.
- Help with map skills be using the Reading OS map and also navigate whilst out and about.
- Check understanding of key terms in glossaries.
- When you are out and about, discuss the weather, the landscape etc.
- Current affairs – discuss meteorological events such as earthquakes etc.

## **RELIGIOUS EDUCATION**

### **Typical tasks for RELIGIOUS EDUCATION**

1. Research exercises
2. Sorting and ordering tasks
3. Article writing
4. Discussion and debate
5. Empathy, creative and imaginative tasks

### **Examples of extension tasks**

- Quizzes: <https://www.educationquizzes.com/ks3/religious-education/> or <https://www.educationquizzes.com/ks3/citizenship/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- Guide them towards developing their understanding of religious issues
- Encourage them to research and find out about religious character
- Research and reflect on contemporary issues linked to religion in the modern world
- Useful websites: <https://www.reonline.org.uk/>

### **How can parents help**

- Discuss ideas and issues together, particularly focusing on the key beliefs, practices, feelings of different religious people and ask your child to reflect on their own opinion of the ideas.
- Support with research and use of the internet.
- Read through prepared written tasks.
- Discuss different religious festivals as they come up

## **MODERN LANGUAGES**

### **Typical tasks for FRENCH**

1. Learning vocabulary off by heart,
2. Learning grammar patterns off by heart.
3. Completing grammar exercises.
4. Reading comprehensions
5. Listening comprehensions
6. Extended writing
7. Translations from English into French/German or from French/German into English.
8. Preparation and practice of dialogues
9. Drafting and redrafting work.
10. Researching aspects of French/German culture

### **Examples of extension tasks**

- Quizzes: <https://www.languagesonline.org.uk/Hotpotatoes/>
- BBC Bite Size French: <https://www.bbc.co.uk/bitesize/subjects/zgdqxn>
- Encourage them to read about French / francophone culture by finding out about regions

### **How can parents help**

Even if you don't speak a word of French you can help:

- Test them on the meanings of French words when they have to learn vocab or grammar.
- Help them to manage their time when learning vocabulary: a little and often is the key.
- Help them develop learning techniques: look, cover, write, check is the method used in primary school.
- If they are doing reading get them to summarise what the text/extract is about in English. Ask them what certain words mean – how spontaneously can they answer you?
- Get them to mind map language so they can see how vocabulary and grammar learnt in one topic links to others.

## **DESIGN TECHNOLOGY**

### **Typical tasks**

1. Researching a topic for study in class.
2. Expanding design ideas further.
3. Research into materials / existing products.
4. Evaluating work by seeking the views of other people.
5. Self-assessment evaluating their own work and suggesting improvements.
6. Preparing ingredients for a practical food session.
7. Making things!

### **Examples of extension tasks**

- Quizzes: <https://www.educationquizzes.com/ks3/d-and-t/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>
- Using web sites to explore the work of different designers.
- Visits to Design Museums and exhibitions.

### **How can parents help**

- Encourage an enquiring mind towards design and cuisine.
- Get them cooking and making!
- Discuss with your child their work and asking them to explain the principles of what they are trying to achieve.
- Discuss with them what you are thinking if you are about to buy a new product and why you might be favouring one design over another.
- Watching television programmes eg: 'How is it made' to gain an insight into manufacturing processes, cookery programmes (Master Chef, Bake Off).
- Discuss with them real life issues and the cause and effect of technology. An example might be a major oil spill and the need for oil verses environmental issues. Encourage students to practise dishes in preparation for the lesson.