Subject	Preparation	Revision	Extension	Play
English	These tasks are set by the class teacher on any given date.	Tasks will be set that will help prepare students for assessment points. Teachers will direct students to suitable tasks and useful timescales.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.	These tasks are optional and available to all. Students are informed at the start of each term and reminded throughout.
Maths	These tasks are optional and available to all. Students are informed at the start of each term.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are set each topic (around every 3 weeks). Students are informed by email and will be reminded by their teacher in lessons.	These tasks are optional and available to all. Students are informed at the start of each term.
Science	Doddle quizzes will be set fortnightly. Students will be informed by the teacher on any given date.	Home learning and exam support booklet – practice exam questions will be set weekly and marked together in lesson time.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.
MFL	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set weekly. Students are informed at the start of each term by making a note in their planner.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are optional and available to all. Students are informed at the start of each term.
Humanities	These tasks are set for the whole year group by an individual teacher on any given date. Deadlines are set individually by their class teacher.	These tasks are set before interim or final assessments by their class teachers. Some Doodle quizzes are set by a teacher for the whole year group to complete.	These tasks are set on an individual basis depending on the students on any given date. Students will be informed by their teacher.	These tasks are set by class teachers and students will be directed to where the work is. Students are informed on any given date.
History	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the teacher on any given date.	These tasks are set on an individual basis. Students will be informed by the	These tasks are optional and available to all. Students are informed at the start of each term.

			teacher on any given date.	
Food	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher and recorded in students' planners.	These tasks are set on an individual basis depending on the lesson which has taken place. Students will be informed by the teacher and recorded in students' planners.	This is set in the penultimate lesson of the sequence of lessons and is recorded in students' planners.	These tasks are optional and available to all. Students are informed at the start of each module.
Computing	Students are encouraged to attempt these before starting each unit of work to best prepare for the work ahead.	These tasks are set as weekly homework activities. Students are informed at the start of a lesson by writing details into their planner.	These tasks are issued on an individual basis. Students will be issued these upon completion of classwork during the lesson.	These tasks are optional and available to all. Students are informed at the start of each topic.
Hair and Beauty	These tasks are set at the beginning of the lessons before the assessment. The criteria will be set on an individual basis depending on what the student has chosen to do. They are emailed the information and write the assessment date in their planners.	The task is set at the end of the lesson as a plenary. Pupils use this as a guide for their assessment PowerPoint.	Tasks are set for pupils to prepare for the next lesson. They use time in lesson or as additional research time at home.	These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas.
Health & Well-Being	These tasks are set on an individual basis depending on the next lesson to take place. Students will be informed by the teacher.	This task is set the week before the mini skills test by making a note in the planner.	These tasks are either set in lesson or the pupils can go away and research in their own time. In Year 8 this task is done in lesson time.	These tasks are optional and available to all. Students are informed at the start of each module.
Child Development	These tasks are set on an individual basis depending	This task is done as a starter in lesson using prior	Some of this task is done in lesson. Pupils	These tasks are optional and available to

	on the next lesson to take place. Students will be informed by the teacher.	knowledge so no home revision is needed.	use their planner to remember to evaluate their book at home.	all. Pupils are encouraged during the topic.
Health & Social Care	These tasks are set at the beginning of the assessment and depend on the person the pupil has picked. A reminder will be written in their planner.		Some of this task is done in lesson. Pupils use their planner to remember to evaluate their presentation at home.	These tasks are optional and available to all. Pupils are encouraged during the topic.
Music	Tasks are set within class; most are ensemble-based but all have targets set for each student based on practical and written work.	Based on practical and written H2Is, these are set, on average, every 4 weeks. Students do not have to complete homework but are encouraged to refer to musical terminology in workbooks and map out their practical success route.	Practical work is mostly differentiated by outcome so extension work is built in to each practical task; beyond this, students are encouraged to join extra-curricular groups and work on individual practical skills at home.	Tasks and examples are provided during each topic (approx. every half term) related to additional listening, musical practicals and extra-curricular opportunities. Parents are informed of these opportunities via the arts bulletin, email and letters home.
Art & Design	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are set once a term. Students will be informed by the teacher as to the date.	These tasks are optional and available to all. Students are informed at the start of each term.	These clubs are optional and available to all. Students are informed at the start of each term.
Drama	These tasks are entirely optional and intended as helpful suggestions for how students might extend themselves in preparation for practical assessments. They are designed to encourage	Where appropriate, these tasks are entirely optional and intended as helpful suggestions for how students might prepare for a practical assessment. They are designed to encourage	Practical tasks are mostly differentiated by outcome, and extension work is built in to these. These PREP extension tasks are entirely optional but provide an opportunity for	These tasks are entirely optional and are designed to encourage independent enquiry and learning in Drama. We would like students to consider and extend their involvement in Drama and the

	independent enquiry and learning in Drama.	independent enquiry and learning in Drama.	students to further develop their evaluative and reflective skills. They are designed to encourage independent enquiry and learning in Drama. Students are also encourage to extend the boundaries of their learning by getting involved in the extra-curricular drama opportunities offered by the Youth Theatre.	dramatic process beyond the timetabled curriculum. Students and parents are made aware of such opportunities via the arts bulletin, emails and letters home. Students are encouraged to see as much live theatre locally, as possible.
Physical Education	Students will be informed by the teacher on what Physical Education Kit is required for each lesson.	Students are encouraged to view the Physical Education Timetable and join an after-school club.	These tasks are set on an individual basis during after – school fixtures/events.	These tasks are optional and are linked to all lessons/afterschool activities. They will be regularly reinforced by the Physical Education staff.

Design & Enterprise: Home Learning & Assessment Policy Summary

Health & Wellbeing Year 7 CD/HSC Year 8					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Year 7 Health and Wellbeing (half a year)	Plan Make Evaluate A piece of media to promote Healthy Living to young children Aut 2	Bringing in packaging to use in lesson, bringing in things for their presentation	Mini skills assessment – revise for using their Health and Wellbeing booklet	Peer assessment of final presentations Researching school clubs to join to put into practice 'being healthy'	Playing sports and cooking at home
Year 8 Child Development/Health and Social Care (half a year)	Plan Make Evaluate A page from a Children's book Aut 1 Plan Make Evaluate 'Things Happen' Life events of someone you know and their effect Aut 2	Bringing in examples of children's books from home Research a family member/famous person and collect photos and pictures to use in project	Book mini test – read children's books we have covered in preparation, use Child Dev booklet	Peer assessment of final page created Use their books with children at home and get opinions of the book to add to their evaluation Peer assessment of final piece Presentation of their final piece to the person it is on and opinions added to evaluation	Reading children's books to children in their family at home. Talking to family members about their life events

Design & Enterprise: Home Learning & Assessment Policy Summary

Design Technology Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
Graphics/CAD Pop-up book **(6/7 weeks)**	**Assessing** - Knowledge - Understanding - Planning - Making - Evaluation **Through** - Questioning (Direct) - Written questions - Self assessment - Peer assessment - Grading of product **Timing of assessment** Semester 1 – Sept to Feb Semester 2 – Feb to June	Sketching basic shapes Researching and sketching characters for pop-up book Card mechanism practice task Product analysis of existing children's books including any pop up examples	Revise the Sketching of the pop-up book characters and make any changes to the initial designs Produce a first draft of the story Plan and draft the narration sections of the book	Draw more complex Animal's using basic shapes. Evaluation of your Pop- Up Book Design and make extra double pages after the initial three doubles done in lessons Experiment with more complex mechanisms for the later stages of the book	Create a picture using as many of the basic shapes Back cover design ideas including promotion of new books and competitions
Resistant Materials Pencil Box **(10/11 weeks)**	**Assessing** - Knowledge - Understanding - Planning - Making - Evaluation **Through** - Questioning (Direct) - Written questions - Self assessment - Peer assessment - Grading of product **Timing of assessment** Semester 1 – Sept to Feb Semester 2 – Feb to June	**Wood Research** Students will be asked to research different types of wood. Tasks include understanding the difference between softwoods and hardwoods and being able to understand the properties of each type. ***(2/3 week project)***	**Sequence Of Make** Students to plan and prepare their construction of the box. A sequence of make to show how a lap joint is made will help them manufacture the real thing.	**Lid Designs** On completion of the pencil box students need to decorate their lids. Students need to choose a selection of everyday objects which will then provide inspiration for patterns and shapes to go on the lid.	**Company Promotion** Students to devise a business plan to launch their new product.

English: Home Learning & Assessment Policy Summary

English Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension - Optional	**P**lay - Optional
Reading Unit (Autumn 1)	Analysis of characters/ themes within a novel	Context Research for *The Boy in the Striped Pyjamas*. (Task 2)	Revising Basic Punctuation (Task 1) Spelling Practice (Task 3) Simple, Compound and Complex Sentences (Task 4) Revising the Parts of Speech (Task 5) Pronouns (Task 6)	Read a fiction book from the supplied reading list and write a book review.	Design an original book cover for *The Boy in the Striped Pyjamas* or another novel of your choice.
Reading Unit (Autumn 2)	Analysis of characters/ themes within a novel	Selecting Appropriate Quotations (Task 7) Understanding Inferences (Task 11) Adventurous Adjectives (Task 12)	Evaluating Characters from *The Boy in the Striped Pyjamas*. (Task 8) Using the Right Word (who / which / that) (Task 9) More Spelling Practice (Task 10)	Read around the subject – reading list provided in homework book. Rewrite an episode from *The Boy in the Striped Pyjamas* as a play script.	Write your own poem inspired by your reading. Create an illustrated comic strip for a graphic novel version of something you have read this term.

Humanities: Home Learning & Assessment Policy Summary

Ethics Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Module 1: MAGIC POOL	Autumn 1 Assessment				
Module 2: WHAT IS BELIEF?	Interim Assessment Autumn 2 Assessment	Ask 5 people who they have faith in and why.	A3 revision grid before interim. Mind-map revision before Autumn 2 assessment.	Design a shield depicting your beliefs; you could include your opinions on things, and also people you have faith in.	
Module 3: BEING HUMAN	Interim Assessment Spring 1 Assessment		Create a 10 question quiz on the topic. Try to make it super difficult! – make sure you make a note of the answers! Could be used as starter for next lesson. A3 revision grid	Explain to 5 people the difference between dualism and physicalism. Ask these 5 people which they would say they were and why.	Create a piece of artwork on one of the theories of dualism or physicalism.
Module 4: INTERFAITH RELATIONSHIPS	Spring 2 Assessment	Research the status of women in the Christian church, e.g. are women allowed to be priests and vicars? If so, since when?	A3 revision grid	Research either the Northern Ireland conflict of the Israeli-Palestinian conflict. Summarise in 10 bullet points.	Watch clips of BBC's Rev online and consider how religions are presented in modern day.
Module 5: RELIGION & YOUNG PEOPLE	Interim Assessment Summer 1 Assessment	Find out how many of your friends and family have been Christened or confirmed.	A3 revision grid		

Food: Home Learning & Assessment Policy Summary

Food & Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Year 7 Food (17 lessons) Topic - Starting to cook	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 3 – fruit salad Week 5 – pasta/rice salad Week 7 – flapjack Week 9 – rock cakes/salads Week 11 – ragu sauce Week 13 – fruit crumble Week 15 - pizza toasts	Getting feedback practical work of the following dishes using the guidance question sheet provided: Due week 3 – fruit salad Due week 5 – pasta/rice salad Due week 7 – flapjack Due week 9 – rock cakes/salads Due week 11 – ragu sauce Due week 13 – fruit crumble Due week 15 - Pizza toasts	Revision for end of unit test in week 16	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef
Year 8 Food (17 lessons) Topic - Developing skills	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 2 – Sweet potato and chilli Week 4 – Dutch apple cake Week 6 – macaroni cheese Week 8 – Bolognaise sauce Week 10 – pizza swirls Week 12 – Swavesey Curry Week 14 – Chocolate sponge	Evaluating practical work of the following dishes using the guidance question sheet provided: Due week 2 – Sweet potato and Due chilli Due week 4 – Dutch apple cake Due week 6 – macaroni cheese Due week 8 – Bolognaise sauce Due week 10 – pizza swirls Due week 12 – Swavesey Curry Due week 14 – Chocolate sponge	Revision for end of unit test in week 16	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef
Year 9 Food (7 lessons) Topic - Refining your skills	Preparation Making Evaluating Knowledge and Understanding	Bringing ingredients for the following dishes: Week 2 – Tortillas wraps Week 4 – cheesecake Week 6 – pastry dish	Evaluating practical work of the following dishes using the guidance question sheet provided: Due week 2 – Tortillas wraps Due week 4 – cheesecake Due week 6 – pastry dish	Revision for end of unit test in week 7 (if provided for in rotation)	Practise cooking dishes prior to practical. Make dish again at home. Shopping for food. Attendance at after school club. Participation in inter-house activity. Watch food programmes at home/online, e.g. Sorted food; Great British Bake-Off, Masterchef

MFL: Home Learning & Assessment Policy Summary

French Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Accès Studio	Autumn 1: Modules 1-8 Formal Assessment in Listening and Speaking. Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Toolkit: Revision vocabulary Doddle activities : Introductions and basics To be determined on half termly basis.	Create a revision quiz on a PowerPoint on pencil case items and colours. Mary Glasgow magazine subscription.	Francovision competition Spelling Bee Round 1a Read a French childrens' book http://www.childrensbooksforever.com/childrenpages/French.html Languages Challenge as part of the Children's University
Module 1: ***C'est perso***	Autumn 2: End of Module Formal Assessment in Reading and Writing Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Toolkit: Module 1 Doddle activities : family and friends To be determined on half termly basis.	Create a video in French presenting your family and upload to VLE Design a poster of a famous person with detailed description. Mary Glasgow magazine subscription.	Spelling Bee Round 1b Listen to the song https://www.youtube.com/watch?v=MFk9YmJv-jc Languages Challenge as part of the Children's University
Module 2: ***Mon collège***	Spring 1: End of Module Formal Assessment in Listening and Speaking.	Pearson : Active Learn online homework tasks set weekly -Toolkit	Toolkit: Module 2 Doddle activities : at school / daily routine	Create a fact sheet for our exchange school, including timetable and subjects.	Spelling Bee 2a Read a French childrens' book

	Weekly vocabulary/grammar test		To be determined on half termly basis.	Design your ideal timetable and illustrate Mary Glasgow magazine subscription.	http://www.childrensbooksforever.com/childrenpages/French.html Languages Challenge as part of the Children's University
Module 3: ***Mes passetemps***	Spring 2: End of Module Formal Assessment in Reading and Writing. Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Toolkit: Module 3 Doddle activities : Free time To be determined on half termly basis.	Create a video in French presenting your hobbies and upload to VLE Mary Glasgow magazine subscription	Spelling Bee 2b Read a French childrens' book http://www.childrensbooksforever.com/childrenpages/French.html Languages Challenge as part of the Children's University

Module 4: ***Ma zone***	Summer 1: End of Module Formal Assessment in Listening and Speaking. Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Toolkit: Module 4 Doddle activities : In town To be determined on half termly basis.	Create a brochure on your local area using publisher Mary Glasgow magazine subscription	Spelling Bee 3a Watch the Paris tour guide video https://www.youtube.com/watch?v=QDOoUt2znoQ Languages Challenge as part of the Children's University

Module 5: ***3, 2, 1… Partez***	Summer 2: End of Module Formal Assessment in Reading and Writing Weekly vocabulary/grammar test	Pearson : Active Learn online homework tasks set weekly -Toolkit	Toolkit: Module 5 Doddle activities: KS3- Going abroad	http://www.fodey.com/generators/newspaper/snippet.asp Create a magazine page about holiday activities Interview a celebrity about a holiday their holiday plans	Spelling Bee 3b Languages Challenge as part of the Children's University

Humanities: Home Learning & Assessment Policy Summary

Geography Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
How can we find our way around?	20-mark OS map skills test reviewing skills gained on grid references, compass directions, measuring scale and reading map symbols.	Practice using a map to help your family travel to different places	Doddle revision on map quiz. https://www.doddlelearn.co.uk/app/teacher/content/335112	4 figure grid references extension quiz: https://www.doddlelearn.co.uk/app/teacher/content/335109	Solve the mystery story on the A4 sheet that will be provided to your child by their teacher using their knowledge on map symbols.
Where does our food come from?	Written decision making exercise on the future of farming. The decision is based on a choice of 3 futures for the farm	Research 10 items in your fridge and find out where they came from.	Revise for the Food spelling test from the list of 20 spellings that will be stuck into your child's book	Read the bbc bite size section on farming: http://www.bbc.co.uk/education/guides/zy6gq6f/revision	
Why are our oceans on the edge?	20-mark quiz covering the issues from the topic.	Learn the names of the oceans and continents	Complete concept map to revise the topic. Doodle Oceans and Countries quiz: https://www.doddlelearn.co.uk/app/teacher/content/341726.	Research stories in the news about the problems in the Oceans	"Take a selfie competition" with a geographical wonder in your Easter holiday.

What is the most extreme weather you will experience in the USA?	Extended writing exam paper.	Read the bbc bite size section on tropical storms: http://www.bbc.co.uk/education/guides/zrv4jxs/revision	Complete concept map to revise the topic. Doddle revision for an extreme weather quiz. https://www.doddlelearn.co.uk/app/teacher/content/2032	Research and present an extreme weather event.	"Take a selfie competition" with a USA themed cake you have made.

Design & Enterprise: Home Learning & Assessment Policy Summary

Hair Ks3					
Year Group	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Ks3		These practical tasks are set at the beginning of the lessons before the assessment. The criteria will be set on an individual basis depending on what the student has chosen to do. They write the assessment date in their planners.	The tasks are set at the end of the lesson as a plenary, giving students plenty of opportunity to practice and learn about their chosen style. Pupils use this as a guide for their assessment PowerPoint. They are shown written examples of previous student work to get an idea of the grading criteria. PASS MERIT DISTINCTION	Tasks are set for pupils to prepare for the next lesson. They use time in lesson or as additional research time at home. I encourage students to prepare themselves by having a look at www.habia.org and visiting other recommend sites.	These tasks are optional and available to all. Pupils are encouraged during the topic to explore different areas. They will use text books and the internet to learn as much as they can about technique and application.

Humanities: Home Learning & Assessment Policy Summary

History Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
Norman Conquest	October **All assessments are written** Why did William win the Battle of Hastings?	Use BBC bitesize to find out how the Feudal System worked http://www.bbc.co.uk/education/guides/zdvdmp3/video	Re-do the 'why did William win' card sort to prepare for the assessment. Cards will be in book or plastic wallet to take home.	Doddle Quiz on Hastings https://www.doddlelearn.co.uk/app/teacher/content/156230	Watch Horrible Histories clip and observe how the Normans got control of England. https://www.youtube.com/watch?v=qI8jsVE0qEQ
Medieval Life	December Did rats and rebels completely change people's lives?	Use BBC bitesize to find out about the Black Death http://www.bbc.co.uk/education/guides/z7r7hyc/video	Complete revision word search to re-cap key knowledge for assessment. Students will be given a paper copy.	Doddle Quiz on the Black Death https://www.doddlelearn.co.uk/app/teacher/content/156228	Watch Horrible Histories clip to learn about medieval food https://www.youtube.com/watch?v=adnt6Qil3KM
Medieval Church and Crown	February Has King John always been a bad king?	Investigate why Magna Carta has been in the news so much this year	Doddle Quiz on King John and Magna Carta to recap for assessment	Complete table to learn about the medieval monarchs not studied in class. Paper copy to be given out by teacher.	Watch Horrible Histories to learn more about Magna Carta https://www.youtube.com/watch?v=F_5My8XH-n0

The Tudors	April Did all the Tudors worship the same God?	Research and complete fact file on the wives of Henry VIII	Tudor chronology challenge – fitting key events together in chronological order. Paper copy to be given out by teacher.	Doddle Quiz on the Reformation https://www.doddlelearn.co.uk/app/teacher/content/216947	Watch Horrible Histories to learn more about strange Tudor laws https://www.youtube.com/watch?v=nVMj_bwQQ3Q
English Civil War and Cromwell	June/July Has Cromwell always been a hero?	http://www.historylearningsite.co.uk/stuart-england/timeline-for-causes-of-the-english- civil-war/ Use this timeline to research the causes of the English Civil War.	http://www.bbc.co.uk/education/guides/z8vdmp3/revision Use this BBC revision site to read about Cromwell before completing your assessment.	Use supplied websites to prepare leaflet to showcase sites in the local area connected to the Civil War	Doddle mini quiz on Cromwell and the Interregnum

ICT & Computing Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
Autumn 1 PowerPoint and E Safety	To complete a Powerpoint that matches the skills taught	**Investigate https://www.thinkuknow.co.uk/11_13/ or http://www.bbc.co.uk/bitesize/ks3/ict/history_impact_ict/esafety/activity/ for e-safety issues.**		**For PowerPoint complete some exercises from https://edu.gcfglobal.org/en/powerpoint2016/**	
Autumn 2 – Spreadsheets	To complete a spreadsheet activity that matches the skills taught	**https://edu.gcfglobal.org/en/excel2016/ or https://www.homeandlearn.co.uk/excel2007/Excel2007.html**			
Spring 1 – Introduction to programming	To complete a programming activity that matches the skills taught	**www.codecombat.com www.codecademy.com or https://wiki.python.org/moin/BeginnersGuide/Programmers or investigate books in library**			
Spring 2 – HTML & CSS	To put together a multi page site that matches the skills taught	**https://www.w3schools.com/html/ or https://www.codecademy.com/learn/learn-html or any of the other free alternatives**			
Summer 1 – Publisher, Hardware	To put together a magazine on the content taught	**https://www.bbc.com/bitesize/topics/zkq2pv4**		https://support.office.com/en-us/article/publisher-video-training-5ce4abaa-3557-4115-84c0-3232a5d59939	
Summer 2 – Word	To complete word Exercises that match the skills taught	**https://edu.gcfglobal.org/en/word2016/**		**https://support.office.com/en-gb/article/Word-for-Windows-training- 7bcd85e6-2c3d-4c3c-a2a5-**	

Maths: Home Learning & Assessment Policy Summary

Maths Year 7 Autumn Term					
Topic	Assessment	Preparation	Revision	Extension	Play
1: Place Value 1 week	Four operations with integers W/B: 30th Oct	Use this Doddle task to review your primary school knowledge https://www.doddlelearn.co.uk/app/teacher/launch-content/eb8930e3-8901-4ba8-b9d2-785fc3560a9a	Homework Tasks: Place Value and Rounding, pages 5 and 6 – due approx. 19th Sep	Challenge questions on each homework task.	
2: Addition and Subtraction 2 weeks	Four operations with integers W/B: 30th Oct	Practise your addition and subtraction with this game: http://www.mathplayground.com/ASB_SpiderMatchIntegers.html	Homework Tasks: Addition and Subtraction, pages 13 and 14 – due aprox 3rd Oct	Challenge questions on each homework task.	Sudoku http://www.coolmath-games.com/0-sudoku
3: Multiplication and Division 3 weeks	Four operations with integers W/B: 30th Oct	Practise your times tables using times table rockstars. https://www.ttrockstars.com/	Homework Tasks: Multiplication and Division, pages 23 and 24 – due aprox 1st Nov	Challenge questions on each homework task.	Use this game to practise multiplication: http://www.mathplayground.com/ASB_Canoe_Penguins.html and division using this game: http://www.mathplayground.com/math_monster_division.html
4: Laws of Arithmetic 1 week	Powers, laws and negatives W/B: 15th Jan		Homework Tasks: Laws of Arithmetic, pages 31 and 32 – due aprox 21st Nov	Challenge questions on each homework task.	
5: Order of Operations 1 week	Powers, laws and negatives W/B: 15th Jan	Use this Doddle task to review your primary school knowledge https://www.doddlelearn.co.uk/app/teacher/launch-	Homework Tasks: Order of Operations, pages 41 and 42 – due aprox 5th Dec	Challenge questions on each homework task.	Use this game to practise order of operations: http://www.mathplayground.com/order_of_operations.html

		content/90bb296d-36ba-472f-9f5d-34fb369755f8			

*All homework tasks are printed after each topic in the classwork book. Due date is approximate, dependent on day of lesson. Class teacher will communicate this to students.

Physical Education: Home Learning & Assessment Policy Summary

Physical Education Key Stage 3					
Topic	Assessment	**P**reparation (lesson)	**R**evision (club)	**E**xtension (after-school fixtures)	**P**lay (external)
Practical Performance Reflecting/Coaching	All Physical Education activities (e.g. rugby, netball, football, badminton, basketball, tennis, rounders, hockey).	Ensuring your child has correct kit for <u>every</u> Physical Education lesson.	To refine skills, techniques and tactics in after-school clubs. ***Please see our Physical Education extra-curricular clubs timetable advertised over the page.***	To refine skills, techniques and tactics in a competitive game for the school.	To join and play for a local club/team. Tell the Physical Education Department about success for the "Sports Bulletin".
Leadership/Officiating	ABC's (Ability, Balance and Coordination) Outdoor Adventurous Activities Leadership Lessons Refereeing/umpiring within competitive sport.	Students will **still** need Physical Education kit if ill or injured as they will still take an active role in the lesson. E.g. as an official or analyst.	To offer ideas and be able to lead a small basic warm up within a team or with a partner.	To help support the Swavesey Village College Open Evening, Swavesey Half Marathon or local community sport events.	For general sporting information including coaching tips go to the following website - www.bbc.co.uk/sport (then find Sports Academy).
Health, Physical Activity and Wellbeing	**Exercising safely and effectively to improve health and wellbeing** (e.g. fitness and health activities).	To give 100% throughout each activity/lesson.	To encourage your child to join extra-curricular Physical Education clubs, to help improve their overall health and fitness and attainment grade.		To encourage a physically active lifestyle with friends and family. Can you exercise on a daily basis?

Science Year 7					
Topic	Assessment	Preparation	Revision	Extension	Play
Forces – Speed and Gravity	Forces – End of unit test	http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/forces/revision/6/	Doddle mini-quiz: 1. What are forces? 2. Gravity 3. Magnetism 4. Friction and upthrust	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Drop an egg from a high place and see what happens. Build a container that can rescue it from smashing!
Electromagnets – Voltage, resistance and current.	Electromagnets – End of Unit Test	https://www.bbc.com/bitesize/clips/zvy7tfr	Doddle mini-quiz: 1. Current, voltage, resistance. 2. Parallel circuits 3. Electromagnets	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Make a list of appliances in your home and note their voltage. Order them from highest voltage to lowest.
Energy – Energy costs and Energy Transfers.	Energy – End of unit test	https://www.bbc.com/bitesize/guides/zyfgr82/revision/3 https://www.bbc.com/bitesize/guides/z99jq6f/revision/1	Doddle mini-quiz: 1. Energy transfers 2. Energy calculations 3. Energy resources	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Design and create an energy efficient island which relies solely on renewable energy.
Matter – Particle model and separating mixtures.	Matter – End of unit test	http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/compounds_mixtures/revision/9/	Doddle mini-quiz: 1. Particles and properties 2. State changes 3. Dissolving 4. Diffusion 5. Mixtures and solutions 6. Separating Mixtures	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Separate a mixture of sand and salt using filtration and evaporation. Do a chromatography experiment at home using pens or M&Ms.

Reactions – Metals and non-metals and acids and alkalis.	Reactions – End of unit test	https://www.youtube.com/watch?v=0YR62F_Q NKA http://www.bbc.co.uk/education/topics/zn6hvcw	Doddle mini-quiz: 1. Acids and Metals 2. Properties of elements 3. The reactivity series 4. Indicators 5. The pH scale 6. Neutralisation	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Make your own indicator from red cabbage and test household items.
Earth – Earth structure and universe.	Earth – End of Unit Test	https://www.bbc.com/bitesize/guides/zysbgk7/revision/1	Doddle mini-quiz: 1. The Rock cycle 2. Earth's resources 3. Earth's structure and composition	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Design and make a model of the earth including all of its layers, try paper mache or making it as a cake!
Organisms – Movement and cells.	Organisms – End of Unit test	https://www.bbc.com/bitesize/guides/zpkq7ty/revision/1	Doddle mini-quiz: 1. Muscles and biomechanics 2. Skeletal systems	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Go and see the human body exhibition - Ripleys – Believe it or not museum in London.
Ecosystems – Interdependence and Plant reproduction.	Ecosystems - end of unit test	http://www.bbc.co.uk/bitesize/ks3/geography/interdependence/ https://www.bbc.com/bitesize/guides/zs7thyc/revision/1	Doddle mini-quiz: 1. Food webs 2. Food chains 3. Plant reproduction	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources https://www.doddlelearn.co.uk/app/teacher?#!Scie	Watch the private life of plants – Episode 3: Flowering.
Genes – Variation and Human reproduction.	Genes – End of unit test	https://www.bbc.com/bitesize/guides/z9gk87h/revision/1 https://www.bbc.com/bitesize/guides/z9fgr82/revision/1	Doddle mini-quiz: 1. Human reproduction 2. Fertilisation to birth 3. The menstrual cycle 4. Variation	https://www.doddlelearn.co.uk/app/teacher?#!Science/resources	Watch "The Human Body" by Professor Robert Winston

Music: Home Learning & Assessment Policy Summary

Music Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
1. Graphic Scores	Autumn 1: Hagar practical; Hagar written	Practise writing graphic scores; Listening examples	Key words in notebook	'Kechak' (in class)	Listen to: Ligeti, Cage, Berio (singing throughout the year)
2. Keyboard Skills	Autumn 2: 'Black-note March'; Practical & written	Introduction to the keyboard; 5-finger practice	Key words in notebook	Two handed version with ostinato 'Jingle Bells'	Option to improvise additional phrases at home
3. Rhythmic Notation	Spring 1: 'Watch the Time' test; 'Waltz/March' test; 'Waltz/March' composition	Introducing notes (from quavers to semibreves)	Recap of note values	Additional rhythm exercises in class	Composition can be extended at home
4. Pitch & Notation	Spring 2: 'Fanfare' notation; 'Fanfare' evaluation	'Name that tune' exercise; Naming treble clef notes	Pitch test	Pavane for Jack Point	Additional songs & melodies provided for reading royal fanfares
5. Instruments of the Orchestra	Summer 1: Britten test	Symphony orchestra content & layout; Sound production	Instruments, families, spelling; Instruments – specific terminology	Orchestra diagram in workbook; Britten's 'Young Person's Guide'	Variations on Britten; Listen to: symphonies of Mozart & Haydn
6. Theme & Development	Summer 2: ABA composition; ABA evaluation	Beethoven's 5th symphony; Mozart arias	Development techniques Key terminology	Within the practical task – using more techniques to: (a) Layer harmonies (b) Lengthen sections	Beethoven symphonies; Ternary form songs

Arts Faculty: Home Learning & Assessment Policy Summary

Art & Design Year 7					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn Term Baseline Assessment Project	**Autumn Term a** Mini project 7 Lessons		Pop art mini quiz - Doddle	**Arts Award Bronze/Silver** Drop in sessions Thursday 8.40-9.15am.See Mrs Norton to register.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15
Autumn Term Natural World	**Autumn Term b** Sketchbook and final clay tile	Annotation mini quiz - Doddle	Tone mini quiz - Doddle	**Arts Award Bronze/Silver** Drop in sessions Thursday 8.40-9.15am.See Mrs Norton to register.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15
Spring Term Making My Mark	**Spring Term** Sketchbook and final painting	Watercolour mini quiz - Doddle	Mark making and texture mini quiz - Doddle	**Arts Award Bronze/Silver** Drop in sessions Thursday 8.40-9.15am.See Mrs Norton to register.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15

Art & Design Year 8					
Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn/Spring Term Portrait Traditional	**Autumn/Spring Term** Sketchbook and final portrait	Facial proportions interactive - Doddle	Colour theory mini quiz - Doddle	**Arts Award Bronze/Silver** Drop in sessions Thursday 8.40-9.15am.See Mrs Norton to register.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15
Summer Term Urban Jungle	**Summer Term** Sketchbook and final relief print	Composition mini quiz - Doddle	Perspective mini quiz - Doddle	**Arts Award Bronze/Silver** Drop in sessions Thursday 8.40-9.15am.See Mrs Norton to register.	**Photoshop club:** Mondays 3.15-4.15 **Clay Club**: Wednesday 3.15-4.15 **Photography club**: Thursday 3.15-4.15

Arts Faculty: Home Learning & Assessment Policy Summary

Drama Year 7					
Term/Topic	Assessment	**P**reparation	**R**evision	**E**xtension	**P**lay
Autumn One/Introduction: developing strategies Lesson 4/5	Still Image/Spoken Thought	Consider what makes a photograph memorable.	n/a	Look at different photos and consider what captions or thoughts you might add.	Swavesey Youth Theatre Arts Award Bronze/Silver
Lesson 7	Group Performance using poem as stimulus	Watch how actors on television use their voices and gesture to engage you.	n/a	Identify one performance and discuss why you liked it/what made it successful.	Swavesey Youth Theatre Arts Award Bronze/Silver
Autumn Two/Detectives Lesson 3	TV Appeal – sustaining a role/use of strategies	Watch a television appeal or a news broadcast.	n/a	Reflect on which strategies are most appropriate for this type of presentation.	Swavesey Youth Theatre Arts Award Bronze/Silver
Spring One/The Way West Lesson Five	Response: Extended Spoken Thought: The Decision to move West	Imagine you had the opportunity to move somewhere new to positively change your lifestyle.	n/a	Consider why people today might find themselves in a situation where they have to move away from their place of birth – discuss with a friend what risks they might face	Swavesey Youth Theatre Arts Award Bronze/Silver
Spring Two/The Way West Lesson 11	10 years on, looking back…	Make a list of the range of drama strategies available to you which you could use in an extended dramatic piece.	n/a	What are your own memories from the past – five years ago? Do you have any regrets? What would you change?	Swavesey Youth Theatre Arts Award Bronze/Silver
Summer One/Baysden Village Lesson 3	Paired conversations : sustaining a role : developing a point of view	Ask your parents how they would feel if they found out land had been sold nearby and developers given permission to build a theme park.	n/a	Hold a conversation with a relative throughout which you communicate and develop a specific point of view/opinion.	Swavesey Youth Theatre Arts Award Bronze/Silver
Summer Two Final lesson	Presenting on design of theme park	**Optional** development of plans and drawings showing design, presentation notes, model of rides/park	n/a	Consider the feedback given following the presentation and make a note on areas for improvement next year	Swavesey Youth Theatre Arts Award Bronze/Silver