

## Grafton Home Learning Summer Term 2026

Nursery	<p><b>1. Real-life writing opportunities</b> Give writing a purpose:</p> <ul style="list-style-type: none"><li>● Shopping lists (“milk, eggs”)</li><li>● Labels around the house</li><li>● Writing birthday cards or notes to family</li></ul> <p><b>2. Phonics in action</b> Support sounding out words (even if spelling isn’t perfect):</p> <ul style="list-style-type: none"><li>● Play “robot talk” (segmenting words: c-a-t)</li><li>● Encourage them to write how words <i>sound</i></li></ul> <p><b>3. Fun mark-making</b></p> <ul style="list-style-type: none"><li>● Write in shaving foam, الرمل (sand), or paint</li><li>● Use chalk outside</li><li>● Trace letters in salt or flour</li></ul> <p><b>4. Story-making</b></p> <ul style="list-style-type: none"><li>● Draw a picture and write a simple sentence about it</li><li>● Make mini books (fold paper)</li><li>● Act out stories, then write a sentence about what happened</li></ul> <p><b>5. Name writing practice</b></p> <ul style="list-style-type: none"><li>● Practise writing their name correctly (starting with a capital letter)</li><li>● Use magnetic letters or letter cards</li></ul>	<p><b>Numbers</b></p> <p><b>1. Count everything</b></p> <ul style="list-style-type: none"><li>● Count steps, toys, snacks, cars passing by</li><li>● Stop at small numbers (1–5 or 1–10 depending on the child)</li></ul> <p><b>2. “Give me…” game</b></p> <ul style="list-style-type: none"><li>● “Can you give me 3 blocks?”</li><li>● Helps children understand quantity, not just recite numbers</li></ul> <p><b>3. Number songs</b></p> <ul style="list-style-type: none"><li>● Sing rhymes like <i>5 Little Ducks</i> or <i>5 Currant Buns</i></li><li>● Builds counting forwards and backwards</li></ul> <p><b>4. Quick look games</b></p> <ul style="list-style-type: none"><li>● Show 1–3 objects quickly and hide them</li><li>● Ask: “How many did you see?”</li></ul> <p><b>5. Dice play</b></p> <ul style="list-style-type: none"><li>● Roll a dice and say the number without counting each dot</li></ul> <p><b>6. More or fewer</b></p> <ul style="list-style-type: none"><li>● At snack time: “Who has more grapes?”</li><li>● Use everyday language: more, less, lots, same</li></ul> <p><b>7. Sorting</b></p> <ul style="list-style-type: none"><li>● Sort toys by size, colour, or type</li><li>● Talk about what’s the same/different</li></ul> <p>▲ <b>Shape, space &amp; measure</b></p> <p><b>8. Shape hunt</b></p> <ul style="list-style-type: none"><li>● Find circles, squares, triangles around the house!</li></ul> <p><b>9. Simple patterns</b></p> <ul style="list-style-type: none"><li>● Make patterns with socks, spoons, or toys (e.g. red-blue-red-blue)</li></ul>
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The Ark	<p>Read every day. Listen to your child read and ask them questions about what they have read. They may read a few pages, or if they are reading shorter books, practise re-reading to help develop fluency and expression.  <i>Your child should bring their reading record / home reading book into school every day.</i></p>	
Reception	<p>For Reception children working towards the <b>Writing ELG</b>, "simple sentences" usually mean short, phonetically plausible sentences that:</p> <ul style="list-style-type: none"> <li>● Make sense</li> <li>● Include a capital letter and full stop</li> <li>● Use basic phonics (even if not perfectly spelled)</li> </ul> <p>Here are clear examples you can use or adapt:</p> <p style="text-align: center;"><b>Simple sentence examples (ELG level)</b></p> <ul style="list-style-type: none"> <li>● I can run.</li> <li>● The cat is big.</li> <li>● I see a dog.</li> <li>● It is a red bus.</li> <li>● The sun is hot.</li> <li>● I like cake.</li> <li>● Mum is here.</li> <li>● Dad has a hat.</li> <li>● The bug is on a log.</li> <li>● I can jump.</li> </ul> <p style="text-align: center;"><b>Slightly extended (still simple)</b></p> <ul style="list-style-type: none"> <li>● I can see a big dog.</li> <li>● The cat is on the bed.</li> <li>● I like my red bike.</li> <li>● The frog is in the pond.</li> <li>● We went to the park.</li> </ul>	<p><b>ELG Maths Homework</b></p> <p><b>1. Counting &amp; understanding number (to 10)</b></p> <p><b>Activity: "Count and collect"</b>  Ask your child to:</p> <ul style="list-style-type: none"> <li>● Find 5 toys</li> <li>● Bring 7 spoons</li> <li>● Count out 10 blocks</li> </ul> <p>Focus: counting accurately and knowing the last number tells "how many"</p> <p><b>2. Subitising (quick recognition)</b></p> <p><b>Activity: "How many?"</b></p> <ul style="list-style-type: none"> <li>● Show small groups of objects (1–5) quickly</li> <li>● Ask: "How many did you see?"</li> </ul> <p>Helps children recognise quantities without counting</p> <p><b>3. Composition of numbers</b></p> <p><b>Activity: "Make 5 (or 10)"</b></p> <ul style="list-style-type: none"> <li>● Use objects (lego, snacks)</li> <li>● "Can you make 5 using two groups?" (e.g. 3 + 2)</li> </ul> <p>Builds number bonds</p> <p><b>4. Simple addition &amp; subtraction</b></p> <p><b>Activity: "Real-life maths"</b></p> <ul style="list-style-type: none"> <li>● "You have 2 grapes, here are 2 more—how many now?"</li> <li>● "You had 5 biscuits, you ate 1—how many left?"</li> </ul> <p>Use real objects, not written sums</p> <p><b>5. Doubling</b></p> <p><b>Activity: "Double it"</b></p> <ul style="list-style-type: none"> <li>● "Here are 3 blocks—can you double it?"</li> <li>● Build two equal groups</li> </ul>

		<p>Introduces early multiplication concepts</p> <p><b>6. Sharing &amp; grouping</b></p> <p><b>Activity: "Share it out"</b></p> <ul style="list-style-type: none"> <li>● Share snacks between 2 people</li> <li>● Check if it's fair</li> </ul> <p>Early division understanding</p> <p><b>7. Patterns</b></p> <p><b>Activity: "Make a pattern"</b></p> <ul style="list-style-type: none"> <li>● Use toys, colours, or food</li> <li>● Example: red-blue-red-blue</li> </ul> <p>Recognising and creating repeating patterns</p>
Year 1	<p><b>Homework grid - If you go down to the woods today...</b></p> <ul style="list-style-type: none"> <li>- 6 different activities for homework ranging in difficulty for the children to complete across the half term as and when. They link to different areas of the curriculum</li> </ul> <p><b>Phonics homework</b></p> <ul style="list-style-type: none"> <li>- Sent out weekly with the sounds that they have been learning that week for parents to practise with them. This half term the homework sheets will be recapping previous learning in preparation for the Phonics Screening.</li> <li>-</li> </ul> <p><b>Numbots</b></p> <ul style="list-style-type: none"> <li>- This work is not set by teachers but the games on this site are specifically targeted to help you child with their number knowledge and their number bonds.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Books sent home every Friday - children to read this at home, ideally multiple times (children should find the book relatively easy as they have read it 3 times in school).</li> <li>- Books should be returned on a Thursday for the class teacher to change them.</li> </ul>	
Year 2		<p><b>Half term homework projects added each half term - This half terms projects are linked to our learning from last half term 'Plants and our local area'.</b></p> <p>The grid of suggested activities is available on GC, we suggest children complete a minimum of two tasks and that these are shared in class with a deadline of <u>Friday 15th May</u>.</p> <p><b>Spellings</b></p> <p>Words shared are linked to our Phonic and Spelling lessons, as well as Y2 common exception words and topic vocabulary.</p> <p>The look, cover, say, write check approach assists children learning the words / spelling patterns. Using the words in sentences is additional spelling [practise whilst also developing meaning understanding and developing sentence composition and handwriting.]</p> <p>Spelling homework may be weekly or fortnightly depending upon the spelling unit and rules being taught.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Following group reading in class children will bring home a familiar book every Friday, or fortnightly for fluency books, to share at home. Share the book multiple times and return to school on <u>Thursdays</u> so new texts can be sent home the following day.</li> <li>● We have also introduced a reading for pleasure book designed to be shared together at home, our aim is to foster a love of reading and expose children to a wide range of books.</li> <li>● Please ensure that you sign and date the child's reading record book and share any observations for each book</li> </ul>

	<ul style="list-style-type: none"> <li>and return to class on <u>THURSDAYS</u>.</li> <li>Please encourage the children to treat these books with respect and ensure when not being read they are kept in their school books.</li> </ul> <p><b>Numbots and TTRockstars</b></p> <p>TTRS focus is on immediate recall of the 2,5 and 10 times tables and related division facts. Remember little and often is the key to securing immediate recall of facts. We will hold battle of the Band competitions between the year group classes, children can earn points by playing 10 minutes per day.</p> <p><b>Google Classroom</b></p> <p>Depending on the lessons taught, we will upload different computing activities to access on GC. These can be submitted on GC too. We will also use this platform to share additional games and resources to support our learning in class e.g. BBC Bitesize quizzes, videos and activities. The subject knowledge organisers and a copy of the curriculum overview are also available on this platform.</p>
Year 3	<p><b>Google Classroom</b> Please log in to Google Classroom to access the Curriculum map and knowledge organisers for this half term.</p> <p><b>Stone Age Homework Grid</b></p> <ul style="list-style-type: none"> <li>The children brought home the Stone Age Homework Grid, which is also available on Google Classroom.</li> <li>The children need to complete at least 6 activities by Thursday 21st May</li> </ul> <p><b>3. Weekly Spellings</b></p> <ul style="list-style-type: none"> <li>At the end of each week, the children will bring home a list of spelling words taught during that week.</li> <li>They should practise the spellings and use them in sentences.</li> <li>The due date for the spelling homework is the following Friday.</li> </ul> <p><b>Reading:</b> Read every day. Listen to your child read and ask them questions about what they have read. Please sign their reading record at least once a week.</p>
Year 4	<p><b>1. Reading:</b> Read every day. Listen to your child read and ask them questions about what they have read. Please sign their reading record at least once a week. These will be checked by the class teacher.</p> <p><b>2. Summer Home learning grid</b> During the Summer term, our home learning will focus upon exploring the local area and comparing the similarities and differences between London and Athens.</p> <p><b>3. MTC:</b> To help prepare your child for our upcoming Multiplication timestables check (MTC) ensure your child spends 10 minutes daily on TimesTables rock stars. Speak to your class teachers if you are unsure about your child's login details.</p> <p>Class teachers will assess your child's progress on a weekly basis.</p> <p>We will complete our baseline assessments between 27th April to 1st May 2026.</p> <p>Use this website to help prepare your child for the MTC - Set to the times tables you wish to concentrate on and starting on "Towards" is recommended. <a href="#">Pinpoint Times tables Check - Start</a></p> <p>At the beginning of June 2026, we will complete our official MTC timetable check. Results will be shared with parents/carers.</p> <p>In addition, weekly multiplication times tables sheets will be sent home by class teachers with the return dates labelled.</p> <p><b>4. Weekly spellings</b> Children will bring home five words every week, usually taken from the Y3/4 Word List. Practise <i>several times</i> during the week.</p>

	<p><b>5.Writing Homework</b> The children will bring home a writing homework weekly to reinforce what they have learned in class.</p> <p><b>Google classroom</b> The year group leader will update the Google Classroom page with links and resources to support the children’s learning.</p>
Year 5	<p><b>Grammar and Maths:</b> Children receive paper homework every week consisting of grammar and maths questions. Children should complete the homework and bring into school as the teachers go through the answers in school, usually on Fridays.</p> <p><b>Reading:</b> Read every day. Listen to your child read and ask them questions about what they have read. Please sign their reading record at least once a week. <i>Your child should bring their reading record / home reading book into school every day.</i></p> <p><b>Spellings:</b> Children bring home five words every week, usually taken from the Y5/6 Word List. Practise <i>several times</i> during the week.</p> <p><b>Times Tables:</b> Continue to practise <i>several times</i> a week so that your child is able to quickly answer times tables questions (multiplication and division). Continue to use Times Tables Rock Stars.</p> <p><b>Summer Home Learning Grid:</b> A selection of tasks of varying difficulty are included which focus on different areas of learning. Complete one a week. The grid is posted on Google classroom. <i>If you need a paper copy, please ask the class teacher.</i></p> <p><b>Google classroom:</b> the Google Classroom page is updated with links and resources to support your children’s learning and to communicate wider opportunities, eg competitions which are taking place.</p> <p><b>Please note.</b> This is the <i>minimum</i> that your child should do. Their class teacher might provide additional work where they feel this will support your child’s learning. If you have any questions or need support with homework, please speak to the class teacher.</p>
Year 6	<p><b>Maths and Grammar:</b> Children will receive paper homework every week, which consists of Reading, Maths or Grammar. This is given to children on Friday and should be returned by the following Friday. Teachers will then go through the answers with the children in class.</p> <p><b>Spellings:</b> Children will receive a spelling sheet on Monday, with words to learn throughout the week and to also write a sentence for each spelling word to show understanding of the word. This is to be returned to school on a Friday.</p> <p><b>Reading:</b> Please listen to your child read at least three times a week and ask them questions about the text. Also check your child’s understanding of vocabulary. Please sign your child’s reading diary. Your child should bring their reading book and reading record to school every day.</p> <p><b>Times Tables:</b> Continue to practise times tables every week so that your child is able to quickly answer times tables questions (multiplication and division). Continue to use Times Tables Rock Stars at home in ‘Studio’ mode.</p> <p><b>Google classroom:</b> the Google Classroom page is updated with links, quizzes and resources to support your children’s learning and <b>revision for SATs (Week beginning 11th May 2026)</b></p> <p><b>Home Learning Grid (Maya):</b> Complete at least one task from the homework grid every week. This will be sent home with children after SATs week (15th May) and will also be posted on Google Classroom.</p> <p><b>Please note.</b> This is the <i>minimum</i> that your child should do. Their class teacher might provide additional work where they feel this will support your child’s learning. If you have any questions or need support with homework, please speak to the class teacher.</p>