

Queen's College Preparatory School
(including Early Years Foundation Stage)

Homework Policy and Guidelines



Introduction

The place and purpose of homework changes and develops as a pupil moves through the school. If it is correctly understood and managed by all participants - teachers, pupils and parents - homework will contribute to the learning experience and instil good work habits for the future.

Purposes of Homework

- To assess the degree of understanding of class work
- To consolidate, complete and extend class work
- To build core foundation skills and knowledge
- To develop and build independent study skills
- To build constructive and positive home/school partnerships

Homework should:

- Be directly related to current or recent classwork or be revision of work or topics carried out in lessons. Research work should be clearly referenced and usually limited to one such piece of work in each term.
- Be explained clearly by the teacher setting the material. Ideally, the expectation would be that time is specifically set aside, in planning and in actuality, for such material to be presented and explained. Homework should be explained orally and, where appropriate, on hand-outs. The nature of the work should be written on the board and entered into the homework diary by the pupils. Some pupils with identified learning barriers will receive focused help with this task.
- Have clear focus and express methodology – e.g., in a piece of project work, reference sources should be explicit; in a piece of homework dealing with division, a method should be given as an example on the worksheet.
- Be judged by its quality, not its quantity.
- Reflect the highest expectations in terms of content and presentation.
- Always be approached in a flexible way by teachers – in a busy school, there will be times when a class, group or individual should be excused and all colleagues should be sympathetic to request for occasional excusal from homework due to religious holidays, sporting activities etc. In the same way, some pieces of homework may require a little more time than usually allocated – e.g., if completing a timed exercise such as a past paper and a measure of flexibility will be expected from parents and pupils as well.
- Be reviewed in class. A time should be set aside in planning and in actuality for groups and individuals to look at comments made and tasks set when books,

assessments, tests or worksheets are returned to pupils. Some time should also be allowed to review each particular homework (even if this is as peremptory as “Were there any problems with the work last night?” or going through answers in class).

All girls will receive some form of homework daily, focussing on the core subjects and skills of Maths and/or English. Tasks of increasing difficulty will be included for regular homework where possible (Math/English) which also allows girls to extend themselves. All homework timetables for the current academic year can be found in **Appendix I**.

FI-FVI are provided with ‘**Queen’s Curious Pupils**’ homework project ‘menus’ themed on the girls upcoming Creative Curriculum topic for the next half term. The girls are able to select one of the 42 potential tasks which are developed to appeal to different levels of thinking and differing ways of learning. This is given at the end of the preceding half term so girls can begin it over the half term holiday as part of their holiday homework and this will then continue into next half term as part of their homework provision. In FI-FIII their weekend homework is to select a task of their choice from this grid and in Prep they choose one task each week as extra to their weekly homework. For examples of ‘**Queen’s Curious Pupils**’ homework project ‘menus’ see **Appendix II**

Homework in the Pre-Prep including Reception

In the Pre-Prep and Reception, homework is viewed as a means of involving parents in their children’s learning. Homework is intended to reinforce work covered at school and should not be stressful or burdensome.

The girls are given an age-appropriate homework diary at the start of the year. The diary is extremely important for teachers and parents to use as an immediate and effective way to communicate on a range of issues and comment as/if appropriate. The diary will be checked and initialled daily.

The Form I and II Form teachers will give the girls a homework timetable and homework pack with resources at the start of the year and this is shared with parents in the Parent Information evening in September.

Homework should be given on a daily basis so the girls can establish good routines right from the outset.

Homework in Reception

In Reception homework is viewed as a means to involve parents in their children's learning. Homework is intended to reinforce work covered at school and should be fun. Set out below is the type of activity you can expect.

Homework activities for Reception girls will begin after the October after half, once the girls are settled in school and are familiar with routines. Homework will be handed out on a Friday and returned on a Monday. It should take approximately 5-10 minutes per subject and the number of activities will increase during the year, starting with small amounts to nurture the girl's homework habits. These activities will include: Phonic reading cards, Reading, Maths and English (including handwriting).

Reading

Once all the girls have been assessed, your daughter will bring home a reading book. At first, the books will be picture based which you will share together and talk through the story. This will develop your daughter's vocabulary and comprehension skills. As your daughter learns phonics in school, she will begin to develop skills to decode and read words. At this stage, she will then begin to bring home books with words. As well as reading, we would like your daughter to work with you on learning phonic sounds we send home and play word games. For example: blending simple words, naming objects beginning with a given sound, drawing pictures of objects with a certain sound etc. If you have favourite word games, please feel free to share them with us.

At school, the girls are exposed to a variety of reading experiences each day. Reading books will be changed when required. It is really important that your daughter does a reading activity every day. Please note that we do not expect the books to be read in one evening. Reading is more than decoding the words – it is about comprehension, enjoying the illustrations and using their imagination to extend the story further.

Please note, reading books should be brought into school every day so that teachers and TA's can read with your child.

It is important that the girls do complete these activities with their parents/carers and that it is seen as an enjoyable time. Therefore, it is very important for parents to let teachers know if the work set appeared to be unduly time-consuming or difficult for the child so that this can be addressed immediately.

Homework in Form I and Form II

Homework activities in Form I should take approximately 10 minutes, whilst those in Form II should take approximately 15 minutes per subject. Children will be given

homework from a range of subject including: Maths (including Arithmetic and Problem solving), Writing (including handwriting, grammar and punctuation) and Reading (including phonics and comprehension).

Homework in the Prep

The girls are given an age-appropriate homework diary at the start of the year. The diary is extremely important for teachers and parents to use as an immediate and effective way to communicate on a range of issues and comment as/if appropriate. It is used by the child to write down her homework and to note school commitments.

The form teacher will give the girls a homework timetable at the start of the year and this is shared with parents in the Parent Information Evening in September.

The time spent on homework will vary from year group to year group, and may vary from term to term, particularly in the case of girls in Forms V and VI preparing for entrance examinations. As a general rule, the girls in Form III and IV should expect to spend approximately 25 minutes per subject on their homework and girls in Forms V and VI should expect to spend 35 – 40mins per subject on their homework.

Homework activities as a general rule may include: Maths (Skills, problem solving, reasoning), Writing (handwriting, spelling, punctuation and grammar), Reading (comprehension), Science and Verbal and Non-Verbal Reasoning.

Form VI

The Form VI homework timetable will change after February half term when the preparation towards the entrance examinations is no longer the main focus. Various specialist teachers are keen for the girls to complete homework in a range of subjects as well as doing exciting enrichment projects. This is a great opportunity for our girls to broaden and consolidate their depth of knowledge in preparing for their transition into senior schools as well as continuing to build on the sound homework routines they have developed here at QCPS.

We will keep you informed on any changes to the Form VI homework timetable. Please note these are guidelines only and teachers will set work as appropriate and not for the sake of it. It is important that parents let the teacher know – usually via the homework diary or a note – if their daughter has experienced difficulties with the work. For example, girls should not be struggling with or spending hours on homework. Parents should be made aware of the need to ask them to stop if this happens and should be told to indicate this in the homework diary so that the teacher is aware of this

and can work with the child. It is also important for teachers to ask parents to let them know if they need to provide substantial help.

Girls should always be encouraged to read each evening.

Holiday Homework

The intention of holiday homework is to ensure that the girls keep up their skills over the holiday period as well as revising some of the work covered during this term. Girls are provided with the answers so they can mark the work themselves and receive timely feedback. This is very important in order to make each exercise meaningful. This is also a valuable means of promoting independent learning. It must also be understood by all that holidays are in the main for play and relaxation. Therefore, it is very important that girls should not be spending more time than allocated for each task. Girls will return this marked work to their teacher after the holiday so they can pick up on any difficulties the girls might have encountered.

We would like to girls keep up their reading over the holiday period as much and as often as possible.

| | Michaelmas Half term | Christmas Holiday | Lent Half term | Easter Holiday | Summer Half term | Summer Holiday |
|-----------------|---|---|---|---|---|---|
| Reception | | | Key skills | Key skills | Key skills | Key skills |
| Form I | Key skills Creative curriculum work | Key skills Creative curriculum work | Key skills Creative curriculum work | Key skills Creative curriculum work | Key skills Creative curriculum work | Key skills Creative curriculum work |
| Form II | Key skills Creative curriculum work | Maths English Creative curriculum work | Key skills Creative curriculum work | Maths English Creative curriculum work | Key skills Creative curriculum work | Maths English Creative curriculum work |
| Form III | Key skills Creative curriculum work | Maths English Creative curriculum work | Key skills Creative curriculum work | Maths English Creative curriculum work | Key skills Creative curriculum work | Maths English Creative curriculum work |
| Form IV | Key skills Creative curriculum work | Maths English Creative curriculum work | Key skills Creative curriculum work | Maths English Creative curriculum work | Key skills Creative curriculum work | Maths English Creative curriculum work |

| | | | | | | |
|----------------|---|---|---|---|---|---|
| Form V | Maths English Creative curriculum work | Maths English Creative curriculum work | Maths English Creative curriculum work | Maths English Creative curriculum work | Maths English Creative curriculum work | Maths English Creative curriculum work |
| Form VI | Maths English Creative curriculum work | Maths English Creative curriculum work | Maths English Creative curriculum work | Maths English Creative curriculum work | Creative Curriculum | Creative Curriculum |

Pupils' Responsibilities in Prep Department

- Carry the homework diary to every lesson in which homework may be set
- Write down in the diary the necessary details about homework set (appropriate differentiated support with this task should be provided with girls for SpLD)
- Take home all books and equipment required to complete the homework
- Concentrate and persevere for the required amount of time
- Hand in the completed homework at the appropriate time
- Note and act upon feedback from the teacher, verbal or written.

Teachers' Responsibilities

- Set homework tasks which are a relevant and coherent part of the work in hand
- Set homework according to the homework timetable, except in cases where no task is appropriate
- Ensure that the work set is reasonable in terms of the time allocation
- Ensure that the needs of individual pupils are taken into account, either by setting differentiated tasks or by setting tasks which allow for differentiated outcomes
- Vary the type of homework tasks set
- Allow sufficient time in class for homework to be explained and recorded in diaries
- Mark and return the work as soon as possible. Follow the school's marking policy
- Give verbal feedback as often as is feasible

Parents' Responsibilities

These responsibilities are shared with parents in the beginning of the academic year during our Information Evening for each form:

- Provide a suitable working environment and a regular routine
- Discuss homework and assist in planning and organising time
- Provide assistance during a task, if necessary, by reading aloud and questioning, but not teaching.
- Encourage and promote independent work habits.
- Ensure that the time allocation is adhered to. If a task is not completed within the time, or if there is anything the teacher should be aware of, make a note in the diary or on the homework.
- Communicate with the Form Tutor if problems arise
- Establish an understanding that homework is an important and serious aspect of school life and the pupil's responsibilities

Individual/Special Needs

When planning for homework, we take in to account the wide range of abilities, aptitudes and interests of all the children. Those who do have difficulty in making progress through the curriculum will be given extra support through differentiated work so that they can play a fuller part in their homework tasks. Their progress will be tracked and monitored carefully.

Provision for Gifted and Talented

We provide for the more able children as a result of early identification of ability and through teacher observation and assessment. Children who appear to have a particular aptitude for a certain subject will be given extra challenges in their homework where appropriate, to extend their thinking and learning.

Equal Opportunities

We work to ensure that all children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. QCPS is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Embedding ICT in Homework

Girls may also be required to complete tasks using a computer. We use a variety of online resources to support homework. The teacher is expected to monitor individual progress closely and to respond according to identified needs.

Prep Club

From Mondays to Thursdays there is an opportunity for girls to attend an after school Prep club where they can complete their homework – receiving help and support from the adult supervising.

Monitoring

- The Deputy Head will review this policy with staff annually each June
- Classroom observation by appraisers will include noting feedback to pupils, type of homework set and organisation of pupils to ensure correct use of diary

Appendix 1.

Reception

Up to 10 minutes

| | Maths | English | Reading |
|-----------|----------------------|-------------------------|----------------------|
| Monday | | Phonics | Reading school book. |
| Tuesday | | Phonics | |
| Wednesday | | Phonics | |
| Thursday | | Phonics | |
| Friday | Maths based activity | Literacy based activity | |

Form I

Up to 15 minutes

| | Maths | English | Other | Daily | |
|---|------------------------|---|-------------------------|-------|-------------------------------|
| Monday | | Spelling* Handwriting High Frequency word flashcards Phonics flashcards | | | |
| Tuesday | Mental Maths Skills | | | | Reading |
| Wednesday | | Phonics/Grammar/ Sentence/Punctuati on activity | | | Spelling |
| Thursday (This will alternate each week) | Numbots | Reading Eggs | | | Handwriting – a line a day |
| Friday *This will alternate each week | *Problem- solving | *Comprehension | Queen’s Curious Grid | | |

*Spelling should be practised throughout the week ready to be checked the following
Monday

Form II

| | Maths | English | Other |
|---|---------------------------|---|-------------------------|
| Monday | | Practice spelling Handwriting – a line a day | |
| Tuesday | Times tables Rockstars | Practice spelling Handwriting – a line a day | |
| Wednesday | Maths Skills | Practice spelling Handwriting – a line a day | |
| Thursday | | Practice spelling Reading Eggs Handwriting – a line a day | |
| Friday *This will alternate each week | *Problem-solving | *Comprehension | Queen's Curious Grid |

Form III

Up to 30 minutes

| | Maths | English | Reading | Other |
|-----------|--|---|--|-------|
| Monday | VR Familiarisation Times Table for Friday | Spelling for Friday | Daily Reading and recording in <i>Reading Record</i> . | |
| Tuesday | Skills | | | |
| Wednesday | | Grammar/ punctuation/sentence/ vocabulary | | |
| Thursday | NVR Familiarisation Times Table Rockstars | | | |
| Friday | Problem solving | Writing/ comprehension | | |

*Homework diary checked each Friday Form Time.

*Reading Record checked each Monday Form Time.

Form IV

Up to 40 minutes

| | Maths | English | Reading | Other |
|-----------|--------------------|--|-------------------------|---------------------------|
| Monday | | Spelling/ sentences for Friday ATOM | Reading for pleasure | Queen's Curious Pupils |
| Tuesday | Maths skills | | Reading for pleasure | Queen's Curious Pupils |
| Wednesday | | Grammar/punctu ation | Reading for pleasure | Queen's Curious Pupils |
| Thursday | Problem solving | | Reading for pleasure | Queen's Curious Pupils |
| Friday | | Writing/ comprehension | Reading for pleasure | Queen's Curious Pupils |

Form V

Up to 50 minutes

| | Tasks | Daily |
|-----------|--|---|
| Monday | NVR and VR ATOM | Reading At least 10 minutes in Reading Records |
| Tuesday | Maths Skills - Topic based questions | |
| Wednesday | Grammar skills | |
| Thursday | Maths exam style questions | |
| Friday | Comprehension Times Tables Rockstars Queens Curious Pupils' Projects in creative red book (2 pieces every 2 weeks) | |

Form VI

Up to 60 minutes

| | Tasks | Daily |
|-----------|----------------------------------|--|
| Monday | NVR and VR ATOM | Reading Spellings Times Table Rockstars |
| Tuesday | Calculations / Basic Skills | |
| Wednesday | Grammar | |
| Thursday | Reasoning / Problem Solving | |
| Friday | Exam Preparation & Comprehension | |

Appendix II

Form I

The Queen's Curious Pupils' grid contains a variety of activities to suit all learners. Colour and put the date under the one you choose.
 Please choose an activity from the grid to complete every Friday.
 ★ Challenge: are there any other activities you can complete this term? ★

Six Thinking Levels

| Seven ways to be smart | Knowing | Understanding | Applying | Analysing | Creating | Evaluating |
|--|--|---|---|---|--|---|
| I enjoy reading, writing and speaking. | Write the alphabet in a list – can you think of a word about dinosaurs for each letter? For example, A = Allosaurus B = Big. | I can go on a verb hunt in a story book and write a list of verbs I have found. | Can you think of a different verb you could use instead of the ones from your story? | I can read a non-fiction book and write 5 facts that I have learnt. | I can create a dream diary to share what I have dreamt about. | I can discuss what is different between fiction and non-fiction books. |
| I enjoy working with numbers and science. | I can say my doubles up to 20 in a dinosaur voice. | What if you double an amount and then half it? | I can make a group of up to 20 playdough dinosaur snacks then separate them into 2 equal groups (half). | I can explain why doubling and halving is different. | I can create a poster to remind me of doubling number sentences and halving number sentences. | I can discuss whether I find doubling or halving more challenging and share with a grown up why. |
| I enjoy painting, drawing and visualising. | I can create a dinosaur land setting using different materials. | I can create dinosaur puppets that will fit in my setting. | I can use my puppet and setting to show how dinosaurs lived. | I can create a different setting and compare it to my dinosaur land. | What if your dinosaur travelled in time? Create a story using your puppets in dinosaur land and the new setting. | I can think of 2 stars and a wish for each of my settings. |
| I enjoy doing hands on activities. | I can visit my local library and find a book to learn about Easter. | I can learn a card game. | I can make a dinosaur footprint using different materials. You could use mud, playdough or anything you like! | I can visit a museum to learn more about dinosaurs. | I can create an Easter card. | I know how to find information. For example books, videos, museums, the library and the internet. |
| I enjoy making and listening to music. | What would it sound like if a scary dinosaur was approaching? | Would it sound the same if a friendly dinosaur was approaching? | What would it sound like if the scary dinosaur and friendly dinosaur met? | Which dinosaur sound was more high pitched? | I can create a theme tune for a film about dinosaurs. | I can compare my theme tune to a film or TV show about dinosaurs. |
| I enjoy working with others. | My grown up can pick a dinosaur and teach me 5 facts about it. | I can pick a dinosaur and I can teach someone 5 facts about it. | How would you act out the things you have learnt about your dinosaur? | I can compare my dinosaur to the one my grown up chose – what is different and what is similar? | What if you wrote a story about the 2 dinosaurs, what would the front cover look like? | What would change if dinosaurs were alive today? Discuss with a friend. |
| I enjoy working by myself. | I can make a list of people who help us. | I can make a list of kind, good choices I can make and put it up in my bedroom. | I can do 5 kind things for someone in my family – do they notice? | I can say thank you every time someone does something kind to me. | I can create myself something special to treasure. | What if you were your own best friend for part of the day – what will you celebrate about yourself? |

| Seven ways to be smart Romans | | Six Thinking Levels | | | | | |
|--|---|--|---|--|---|--|--|
| | Knowing | Understanding | Applying | Analysing | Creating | Evaluating | |
| I enjoy reading, writing and speaking. | Write out the Mayan Alphabet. Can you write your name? | Create a dictionary of Mayan words. Write 10 sentences using ten words you have found. | Create an acoustic poem about The Maya civilization | Create a crossword using Mayan word you have found. Can a friend solve your puzzle? | Imagine you have travelled back in time to the Ancient Maya civilization. Write a letter to a friend explaining how the Mayans lived. | Create a radio advert that advertises a holiday in Mexico in 5000BC. Explain what activities one could complete as well as where one can stay and what they can eat. | |
| I enjoy working with numbers and science. | Create flash cards of the Maya number system. | Create your own maths lesson using the Maya number system. | Grow your own cacao plant. Write a set of instructions for planting and keeping your plant alive. | How did the Maya tell the time or know what time of year it was? Create a fact sheet explaining what you have found. | Create a healthy Maya meal. Ensure you draw and explain each item on the plate and how the Maya ate their '5 a day'. | Investigate the fall of the Maya civilization. What made it prosperous and why did it not survive? Present your findings as a scientific report using timelines and any data you find. | |
| I enjoy painting, drawing and visualising. | Draw a still life of fruit that the Maya would have eaten. Use your sketching skills. | Create a painting wheel showing primary, secondary and tertiary colours. | Create and paint a Paper Maché fruit in the style of Claes Oldenbourg | Create a model of your favourite meal using plasticine. Explain why you chose this meal. | Use a Mayan recipe to create a traditionally eaten dish. Take photos of your creation. | Research and create a recipe book using traditional Mayan food. Do not forget to illustrate your book. | |
| I enjoy doing hands on activities. | Eat a chocolate bar. Write a description of your experience using the 5 senses. | Create your own unique chocolate bar wrapper. | Find out about 5 Maya Gods. Create mini statues of them using card. | The Mayan's loved chocolate. Can you find out about how chocolate is made? Draw a flow chart to show the process of making chocolate. You could use pictures and diagrams to help. | Create a diorama using a scene from 'The Great Kapok Tree'. Take photos of your creation. | Evaluate the diorama you have made. What has made your model successful? What could you improve on for next time? | |
| I enjoy making and listening to music. | Listen to the song 'Food Glorious, Food' from the film 'Oliver Twist'. Answer the questions using the link below: Reading Comprehensions (middletonprimary.net) | Listen to this replicated piece of Mayan music. Mayan Civilization Music - YouTube What instruments can you hear. Describe the sounds and how the music makes you feel. | Create your own piece of Mayan music. Perform your composition. | Research and explain: 'Why was music important to the Maya people?' Think about what music was used for? Who played musical instruments? When was music played? | Create your own Maya instrument that you can play a tune on. | Explain how your instrument has been inspired by a Mayan one. Draw a diagram and explain how the Mayan instrument works. | |
| I enjoy working with others. | Go to a garden centre and ask the gardeners how to keep plants healthy. | Create a nutrient rich meal for your family. Show how using seasonal produce can support the environment. | Explain what 'Fair Trade' is and make a poster to show why it is important. | Using the animals in 'The Great Kapok Tree', can you explain why some are more at risk of extinction than others? Create a cuddly toy model to highlight the plight of your animal. | Create a mini garden at home showing what plants need to survive. | Create a song with your friends explaining why it is important to protect wild fauna and flora. | |
| I enjoy working by myself | Write your own story based on the journey of a fruit. | Investigate (writing your findings up scientifically) the best conditions to grow the tallest sunflower. | Create your own modern recipe based on a famous Mayan dish. | Can you research a Mayan city? What can you find out about it? What was it like? Write a fact file about it! | Create a diagram showing how avocados grow and end up in salads in our homes. | Can you write your own Mayan myth. What kind of characters will you include? Write or type your myth! | |

Queen's Curious Pupils Scheme

The 'Queen's Curious Pupils' grid contains a variety of activities to suit all learners. **Every week** complete at least one task of your choice from this grid. Please ensure you highlight and date each task box when completed.

Form V

| Six Thinking Levels – Under the Sea | | | | | | |
|--|--|--|---|---|---|---|
| Seven ways to be smart | Knowing | Understanding | Applying | Analysing | Creating | Evaluating |
| I enjoy reading, writing and speaking. | Read about the pollution of the seas and create a bullet point plan on how to stop the problem. | Read a non-fiction book about the world's oceans. | Create a fact file about sharks. | Write a newspaper report about a ship wreckage at the Bermuda triangle. | Design the menu of an exotic seafood restaurant. Careful: are all sea animals edible? | Write a diary entry of your day and compare it to a day in the life of a researcher at the North pole. |
| I enjoy working with numbers and science. | Record the life expectancies of all mammals living under or near the sea and compare them using a chart. | Find the most famous ship wrecks and put them in order in a timeline. | Create a proper boat that would not sink. Think of the materials you would use. | Draw a pictogram representing the endangered animals from all around the world. | Create five maths problems linked to the oceans. | Survey your family and friends about the popularity of dolphins, sharks, penguins, sea lions and whales. Put your results in a pie chart. |
| I enjoy painting, drawing and visualising. | Draw a map of all the countries that surround the Mediterranean Sea. | Draw a coral reef and label the fish that live around them. | Paint a typical feast on board of Nautilus. | Design the Nautilus and label the materials you are going to use. | Recreate the Underwater Forest from the book. You may want to draw and colour, or paint or use other materials. | Find a picture of a clownfish. Paint your own version of it. |
| I enjoy doing hands on activities. | Collect pictures and make an 'Under the Sea' collage. | Draw and label examples of different sea animals living in different layers of the ocean. | Design and make a sea pearl. | Make masks of the key characters of the book and create a short role play. | Create a dance that features moves that remind you of the sea. | Perform a role play about Captain Nemo giving away gold and treasure to the people. |
| I enjoy making and listening to music. | Listen to the Disney song 'Under the Sea'. What instruments can you identify? | Read a poem about the sea and choose a melody fitting to the poem. | Create a song that crew of the Nautilus could dance to. | Research the hydrodolphons. Label its parts. | Listen to a hydrodolphone tune and create some lyrics to go with it. | Perform your song in front of an audience and ask them for feedback. |
| I enjoy working with others. | Challenge 2 people to name the 10 longest rivers of the UK. | Make riddles with facts about five different sea animals for your friends and family to guess. | Design a poster informing the public about sea pollution. | Produce a holiday brochure about SEA Life Aquarium. Identify activities that visitors could do there. | Create a play about the endangered turtle caretta-caretta. | Organise a debate on whether people should not eat fish due to overfishing or not. |
| I enjoy working by myself | Sketch a dolphin and find out the key facts about its life. | Learn more about the life of the pink dolphins in the amazon. Write five questions you would ask about them. | Create a crossword puzzle using any words related to the sea. | Collect evidence about the life cycle of whales. Choose how to present what you find. | Create a menu for a festival that would only feature fish and seafood. | Think about the impact the sea pollution has on our planet. Write 5 things that would not have happened if the seas were not polluted. |