



# Little Heaton CofE Primary School

# Year 5

## End of Year Expectations

In this pack you will find:

\*Year group age related expectations (The key objectives to be at the expected level for your child's year group) for Reading, Writing and Maths.

\*Writing age expectation mat- to help you and your child with what they need to include when writing at home and in school for their age - this includes spelling facts for your child's year group.

\*Guides for helping you with ways to practise reading, spelling and maths in fun ways.

\*Spelling expectations from Reception to Year 6 so that you can check the words your child needs to be able to read and spell, correctly according to their age.

\*Maths packs: Time tables, shape knowledge, 100 square.

Please use this pack to help you when practising the key skills of reading, writing and maths facts at home. If you require any other helpful packs/ posters- ask your class teacher or send a request via the school office with: your child's name, class and the 'request for an information pack for or arrange a meeting with a subject leader for the area you may have questions about.

### **Our Christian values.**



Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

Check for tense, subject/verb agreement, person, paragraphs and genre features!

## Marvellous Modals!

Include modal verbs to show possibility:

can could should  
might must may  
would will ought

(and their negative versions)

Could you pop in an adverb of possibility?

surely possibly  
certainly perhaps

## Super Suffixes!

-ation preparation sensation  
-ous courageous curious serious  
-ly gently angrily frantically

## Super Subordination!

Use these conjunctions to create super complex sentences:

if because as  
before after until  
that since when

## Spellings... I need to know most of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equipped	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

## Expanded Noun Phrases:

Get Descriptive!  
the ferocious, snarling beast  
inside the cage  
the breath-taking, scenic  
view beyond the valley

## Punctuation Reminders:

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops.
!	Exclamation marks for exclamations or surprise.
?	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
" "	Inverted commas for speech. (Don't forget the commas too!)
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for parenthesis.

## Front it Out!

Link your sentences and paragraphs:

### Time

At that moment, On Saturday,

Finally,

### Place

Over the bridge, Inside the chest,

Beyond the clouds,

### Frequency

Every few weeks, Never before,

Occasionally, Often,

### Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning.

## It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.



# Year 5 Maths Checklist



Name: .....

## Number – Number and Place Value

I can:

- ☐ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- ☐ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- ☐ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- ☐ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- ☐ solve number problems and practical problems that involve all of the above

- ☐ read Roman numerals to 1000 (M) and recognise years written in Roman numerals

## Number – Addition and Subtraction

I can:

- ☐ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- ☐ add and subtract numbers mentally with increasingly large numbers
- ☐ use rounding to check answers to calculations and estimate, in the context of a problem, levels of accuracy
- ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

## Number – Multiplication and Division

I can:

- ☐ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- ☐ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- ☐ establish whether a number up to 100 is prime and recall prime numbers up to 19
- ☐ multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers

- ☐ multiply and divide numbers mentally drawing upon known facts

- ☐ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

- ☐ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

- ☐ recognise and use square numbers and cube numbers, and the notation for squared ( $2^2$ ) and cubed ( $3^3$ )

- ☐ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

- ☐ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

- ☐ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

## Number – Fractions

I can:

- ☐ compare and order fractions whose denominators are all multiples of the same number

- ☐ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

- ☐ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number (for example,  $2\frac{1}{5} + \frac{1}{5} = 2\frac{2}{5} = 2\frac{4}{10}$ )

- ☐ add and subtract fractions with the same denominator and denominators that are multiples of the same number

- ☐ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

- ☐ read and write decimal numbers as fractions (for example,  $0.71 = \frac{71}{100}$ )

- ☐ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

- ☐ round decimals with two decimal places to the nearest whole number and to one decimal place

- ☐ read, write, order and compare numbers with up to three decimal places

- ☐ solve problems involving number up to three decimal places

- ☐ recognise the per cent symbol (%) and understand that per cent means 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

- ☐ solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{1}{10}$ , and those fractions with a denominator of a multiple of 10 or 25.

## Measurement

I can:

- ☐ convert between different units of metric measure (for example, kilometre and metre, centimetre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre)

- ☐ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

- ☐ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

- ☐ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes

- ☐ estimate volume (for example, using 1  $\text{cm}^3$  blocks to build solids (including cubes)) and capacity (for example, using water)

- ☐ solve problems involving converting between units of time

- ☐ use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling

## Geometry – Properties of Shapes

I can:

- ☐ identify 3D shapes, including cubes and other cuboids, from 2D representations

- ☐ use the properties of rectangles to deduce related facts and find missing lengths and angles

- ☐ distinguish between regular and irregular polygons based on reasoning about equal sides and angles

- ☐ know angles are measured in degrees, estimate and compare acute, obtuse and reflex angles

- ☐ draw given angles, and measure them in degrees ( $60^\circ$ )
- ☐ identify angles at a point and one whole turn ( $360^\circ$ )
- ☐ identify angles at a point on a straight line and half a turn ( $180^\circ$ )
- ☐ identify other multiples of  $90^\circ$

## Geometry – Position and Direction

I can:

- ☐ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

## Statistics

I can:

- ☐ solve comparison, sum and difference problems using information presented in a line graph
- ☐ complete, read and interpret information in tables, including timetables

# Year 5 Writing Checklist

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:
To consistently produce sustained and coherent writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
To regularly use dialogue to convey a character and advance the action.
To proof-read work to order longer passages by removing unnecessary repetition of irrelevant details.
To consistently link ideas across paragraphs.
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
To begin to perform their own comparisons, using appropriate intonation, volume, and movement so that meaning is clear.
To use commas consistently to clarify meaning or to avoid ambiguity.
To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbs, e.g. later, place adverbials, e.g. nearby, and numbers, e.g. secondly.
To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scrimge, who was a famous inventor, had made a new discovery.
To use brackets, dashes or commas to indicate parenthesis.
To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
To spell most verb prefixes correctly, e.g. desecrate, overturn, misconduct, etc.
To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
To spell most words correctly from the Y5/6 statutory spelling list.
To write legibly, fluently and with increasing speed.

# Y5/Y6 Reading Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
to apply their growing knowledge of root words, prefixes and suffixes/word endings, including -ion, -ion, -ise, -ise, -ise/-ally, -ise/-ally, -able/-able, -able/-able and -ably/ably (as listed in English Appendix 1.1) to read about.
to read all Y5/Y6 exception words (as listed in Appendix 1.1), discussing the unusual correspondences between spelling and sound, and where these occur in the word.
To begin to read further Y5/Y6 exception words (as listed in Appendix 1.1).
To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>showing an awareness of audience when reading out loud using intonation, tone, volume, action;</li> <li>recommending texts based on personal choice to peers;</li> <li>reading a wide range of genres, identifying the characteristics of text types and differences between text types.</li> </ul>
To understand what they read by: <ul style="list-style-type: none"> <li>discussing vocabulary used by the author to create effect;</li> <li>identifying main ideas drawn from more than one paragraph and summarising these;</li> <li>drawing inferences from characters' feelings, thoughts and motives;</li> <li>justifying predictions with evidence from the text.</li> </ul>
To use knowledge of texts and organisational devices (retrieve, record and discuss information from fiction and non-fiction).
To evaluate the use of authors' language and explain how it has created an impact on the reader.

These are detailed in the word lists within the spelling appendix to the national curriculum (see Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



These will help year 5 pupils to be 'on track' for year 6 (End of KS2) standard

## Am I working towards the expected standard? Can I...

### Write for a range of purposes?

Can you confidently and independently write within a number of these fiction and non-fiction text types?

**Narrative:** telling a story within different genres, e.g. adventure stories, science fiction stories, ghost stories, myths or legends.

**Recount:** a sequential retelling of events, e.g. a diary entry, a biography or a newspaper report.

**Procedure or Set of Instructions:** a sequenced set of events to explain how something should be done, e.g. a recipe, a guide to looking after a pet or a set of instructions for playing a game.

**Report:** a description of what something is or was like and provides information about it, e.g. informative leaflet or factsheet, a report on a school project, a letter or a news report.

**Explanation:** an explanation of how or why something happens or works, e.g. a factsheet explaining the phases of the moon or a presentation on what causes a volcano to erupt?

**Persuasion:** an argument for a particular point of view or to persuade someone to do something, e.g. a letter to persuade or protest, a book review, a debate speech or an advert.

**Discussion/ Balanced Argument:** a presentation of a balanced argument comparing different viewpoints, e.g. should children wear school uniform or should zoos be banned?

**Poetry:** a collection of verses to entertain, to reflect on a subject, to tell a story or convey a message, e.g. an anti-bullying rap or a free verse poem based on a thought or feeling.

### Use paragraphs to organise my ideas?

Do you always start a new paragraph when you start to write about a different person, location or event?

### In fiction texts, describe settings and characters?

Using expanded noun phrases? e.g. ...the slight, black-coated figure... ..thick layers of cavernous snow...

Using prepositional phrases? e.g. ...against the window... ..under the moonlit sky... ..with a deep sigh...

Using figurative language and personification? e.g. ...screached like a wailing cat.....the sun smiled down on them...

### In non-fiction texts, use simple devices to structure my writing and support the reader?

In non-fiction writing, do you organise your work into appropriate sections/ ideas/topics using introductions, headings, sub-headings, bullet points and conclusions where necessary?

### Use capital letters and full stops correctly?

Can you use a full stop at the end of every command or statement sentence? **e.g.** Harry stopped and stared. "Go and tidy your bedroom."

Can you use capital letters at the beginning of sentences and for proper nouns? **e.g.** During Fiona's first visit to London in July, she went on a sightseeing tour to Buckingham Palace.

### Use question marks correctly?

Can you use a question mark to demarcate every question sentence? **e.g.** Would he survive the journey? What are the stages of the water cycle?

### Use commas within lists?

Can you use commas to demarcate items in a list? **e.g.** They were all packed for the camping trip with sleeping bags, tent pegs, air beds and their camping stove.

### Use apostrophes for contractions?

Can you correctly use apostrophes in contracted words in informal writing? **e.g.** I'd never been so terrified. That wasn't the only problem.



## Spell most of these Y3/Y4 words correctly?

accident	early	length	promise
accidentally	earth	library	purpose
actual	eight	material	quarter
actually	eighth	medicine	question
address	enough	mention	recent
although	exercise	minute	regular
answer	experience	natural	reign
appear	experiment	naughty	remember
arrive	extreme	notice	sentence
believe	famous	occasion	separate
bicycle	favourite	occasionally	special
breath	February	often	straight
breathes	forwards	opposite	strange
build	fruit	ordinary	strength
busy	grammar	particular	suppose
business	group	peculiar	surprise
calendar	guard	perhaps	therefore
caught	guide	popular	though
centre	heard	position	thought
century	heart	possess	through
certain	height	possession	various
circle	history	possible	weight
complete	imagine	potatoes	woman
consider	increase	pressure	women
continue	important	probably	
decide	interest		
describe	island		
different	knowledge		
difficult	learn		
disappear			

## Spell some of these Y5/ Y6 words correctly?

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

## Produce legible handwriting?

Can you write in a neat style that is easy to read?



Help your child with

# reading

## I spy

Play 'I Spy' games.  
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Create

Use reading to inspire drawings or new stories.

## Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Go online

Look online & in app stores for appropriate word & spelling games.

## Make space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!



# Top Tips

## For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

### During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.



Help your child with

# maths

## I spy

...make a game of spotting shape and patterns in real life

## Get tools

...make tools like rulers, weighing scales, calculators and measuring tapes easily accessible around the house

## Use games

...encourage games such as card games or board games that involve counting or patterns.

## Cook up a storm

...use measuring out ingredients to reinforce maths skills

## Ask questions

...ask questions comparing real life things. Which do you think is... the tallest, the smallest, the heaviest, the longest, the fastest, the most expensive?

## Talk about it

...find out what skills are being taught in maths lessons and for homework. Be sure to ask about how answers were worked out!

## Go online

...look online & in app stores for appropriate number and problem-solving games.

## Out and about

When shopping count up the shopping and count out change together.

**Involve maths in everyday life.**

Money, cooking, music, computers, art, construction etc...

**any real life situation!**



# 100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100






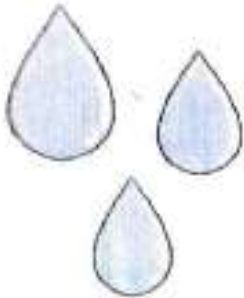
# Practical Maths Activities





## A Guide for Parents

Children's early maths skills start to develop from birth, as they are instinctively attracted to the shapes that make up the human face. As they grow and develop, they continue to learn through their play and sensory experiences. The Twinkl Parents' Guide to Mathematical Development explains the key skills that children learn in their early years, and how you can support this development. To outline, these key skills are:



- **language and vocabulary** of maths (e.g. more than, less than, heavy, light, tall, short, etc.)
- **sequencing numbers** (counting forwards and backwards)
- **understanding position** (on, in, under, behind, next to, etc.)
- **showing awareness of time** (knowing daily routines, talking about today, tomorrow, yesterday, this morning, tonight, etc.)
- **being aware of shapes and patterns in the world around us** (seeing common 2D and 3D shapes and beginning to name them, recognising patterns and sequences)
- **beginning to understanding one-to-one correspondence** (knowing that when we count, one number name represents one object or group of objects)
- **beginning to understand conservation** (understanding that four is always four no matter how it looks or what it refers to, e.g. number '4', word 'four', four buttons on your coat, four years old, etc.)

Maths is all around us, and there are lots of practical things that parents and carers can do to encourage children's development and understanding as part of day-to-day routine. Here are some ideas to get you started. Remember, young children learn best through play and exploration, guided but not directed by adults.

Activity	Things to Do	Areas covered (see list above)
Stories, songs and rhymes 	<ul style="list-style-type: none"><li>• Share books with a specific reference to numbers or counting, shape or pattern.</li><li>• In picture books, count how many animals on the page, how many objects are blue, etc.</li><li>• Look for the shapes of objects or talk about their position in the picture.</li><li>• Sing songs and share rhymes that feature numbers and counting; search online for great examples and some help with the tunes and the singing!</li></ul>	All
Sand and water 	<ul style="list-style-type: none"><li>• Provide lots of different containers in the sandpit, water tray or bathtub. Talk about concepts such as heavy, light, full and empty.</li><li>• Look at how much a container will hold, and see if it still holds that amount if you pour it out and then in again. See if you can find two different shaped containers that hold the same amount.</li><li>• Make shapes and patterns with sandcastles or objects in the sand.</li><li>• Compare weight or capacity of different containers.</li><li>• Talk about the weight difference between wet and dry sand.</li></ul>	Language and vocabulary Conservation Shapes Patterns

Activity	Things to Do	Areas covered (see list above)
Playdough or pastry 	<ul style="list-style-type: none"> <li>• Make and describe different shapes, e.g. short, long, fat, thin.</li> <li>• Make 2D and 3D shapes.</li> <li>• Build a playdough model and use positional language, e.g. 'Now I'm putting the monster's head on top of his body'.</li> <li>• Explore the fact that when you change the shape of a ball of playdough, the amount of playdough doesn't change.</li> <li>• Make a playdough pattern, e.g. 'red, blue, red, blue' or 'circle, square, circle, square'.</li> </ul>	Language and vocabulary  Shapes  Patterns  Position  Conservation
Imaginative play 	<ul style="list-style-type: none"> <li>• Do the laundry together. Sorting clothes into different colours or types (e.g. shirts, trousers) will develop understanding of shape, colour and patterns. Pairing socks will start an understanding of shape matching and counting in twos.</li> <li>• Ask your child to help set the table for the family or for a toys' picnic. Talk about how many forks, spoons, cups, etc. you need, and count out the right amount.</li> <li>• Play shops. Use pretend or real fruit, vegetables or other items and pretend to buy and sell. Great opportunities for counting and getting used to money.</li> </ul>	Language and vocabulary  Shapes  Patterns  Sequencing numbers  One-to-one correspondence
Cooking 	<ul style="list-style-type: none"> <li>• Bake cakes together. Talk about weight of flour, volume of milk, number of eggs, the amount of time the cakes will bake for, how hot the oven will be.</li> <li>• Use leftover pastry like playdough (see above) then bake your creations.</li> <li>• Decorate cakes or biscuits in different patterns or with different shapes.</li> <li>• Cut vegetables or fruit into different shapes.</li> <li>• Make a pattern with different colours or shapes of fruit and vegetables.</li> <li>• Count out how many potatoes, bread rolls, carrots, etc. you need to make a family meal.</li> </ul>	Language and vocabulary  Sequencing numbers  One-to-one correspondence  Shapes  Patterns
Day-to-day routine 	<ul style="list-style-type: none"> <li>• Talk about the daily routine. Point out days on the calendar and times on the clock and use language such as <b>today, tomorrow, yesterday, this morning, now, next, after that</b> and so on. Refer to the days of the week and the idea of weekdays and weekends.</li> <li>• Count whilst brushing teeth, or use a toothbrush timer.</li> <li>• When tidying up, count the bricks back into the tub or the teddies back into the tub.</li> </ul>	Time  Sequencing numbers  One-to-one correspondence



Activity	Things to Do	Areas covered (see list above)
<p>In the garden</p> 	<ul style="list-style-type: none"> <li>Count the petals on flowers and leaves on plants or leaflets on leaves such as ferns.</li> <li>Look for patterns and spirals in things like seed heads and pine cones.</li> <li>Plant seeds and count how many holes/pots you need.</li> <li>Find shapes in nature. Go on a scavenger hunt and see how many different shapes you can find.</li> <li>Look for patterns on flowers, leaves, snail shells, butterflies, ladybirds, etc.</li> <li>If you're interested in patterns in nature, look up the Golden Ratio and Fibonacci Sequence online.</li> </ul>	<p>Language and vocabulary</p> <p>Sequencing numbers</p> <p>Shapes</p> <p>Patterns</p> <p>Position</p> <p>One-to-one correspondence</p>
<p>Out for a walk</p> 	<ul style="list-style-type: none"> <li>Look for numbers in the environment, e.g. on car registrations, houses, road signs. House numbers are a great way for starting to introduce odd and even numbers.</li> <li>Look for different shapes on buildings, signs, vehicles.</li> <li>Stand on a bridge over a road and count cars.</li> <li>Talk about what you can see in terms of position, e.g. 'Look, there's a red van in front of the Post Office,' 'Look at that white cat on top of Granny's fence.'</li> </ul>	<p>Language and vocabulary</p> <p>Sequencing numbers</p> <p>Shapes</p> <p>Position</p> <p>One-to-one correspondence</p>

1  
1 x 1 = 1  
2 x 1 = 2  
3 x 1 = 3  
4 x 1 = 4  
5 x 1 = 5  
6 x 1 = 6  
7 x 1 = 7  
8 x 1 = 8  
9 x 1 = 9  
10 x 1 = 10  
11 x 1 = 11  
12 x 1 = 12

2  
1 x 2 = 2  
2 x 2 = 4  
3 x 2 = 6  
4 x 2 = 8  
5 x 2 = 10  
6 x 2 = 12  
7 x 2 = 14  
8 x 2 = 16  
9 x 2 = 18  
10 x 2 = 20  
11 x 2 = 22  
12 x 2 = 24

3  
1 x 3 = 3  
2 x 3 = 6  
3 x 3 = 9  
4 x 3 = 12  
5 x 3 = 15  
6 x 3 = 18  
7 x 3 = 21  
8 x 3 = 24  
9 x 3 = 27  
10 x 3 = 30  
11 x 3 = 33  
12 x 3 = 36

4  
1 x 4 = 4  
2 x 4 = 8  
3 x 4 = 12  
4 x 4 = 16  
5 x 4 = 20  
6 x 4 = 24  
7 x 4 = 28  
8 x 4 = 32  
9 x 4 = 36  
10 x 4 = 40  
11 x 4 = 44  
12 x 4 = 48

5  
1 x 5 = 5  
2 x 5 = 10  
3 x 5 = 15  
4 x 5 = 20  
5 x 5 = 25  
6 x 5 = 30  
7 x 5 = 35  
8 x 5 = 40  
9 x 5 = 45  
10 x 5 = 50  
11 x 5 = 55  
12 x 5 = 60

6  
1 x 6 = 6  
2 x 6 = 12  
3 x 6 = 18  
4 x 6 = 24  
5 x 6 = 30  
6 x 6 = 36  
7 x 6 = 42  
8 x 6 = 48  
9 x 6 = 54  
10 x 6 = 60  
11 x 6 = 66  
12 x 6 = 72

7  
1 x 7 = 7  
2 x 7 = 14  
3 x 7 = 21  
4 x 7 = 28  
5 x 7 = 35  
6 x 7 = 42  
7 x 7 = 49  
8 x 7 = 56  
9 x 7 = 63  
10 x 7 = 70  
11 x 7 = 77  
12 x 7 = 84

8  
1 x 8 = 8  
2 x 8 = 16  
3 x 8 = 24  
4 x 8 = 32  
5 x 8 = 40  
6 x 8 = 48  
7 x 8 = 56  
8 x 8 = 64  
9 x 8 = 72  
10 x 8 = 80  
11 x 8 = 88  
12 x 8 = 96

9  
1 x 9 = 9  
2 x 9 = 18  
3 x 9 = 27  
4 x 9 = 36  
5 x 9 = 45  
6 x 9 = 54  
7 x 9 = 63  
8 x 9 = 72  
9 x 9 = 81  
10 x 9 = 90  
11 x 9 = 99  
12 x 9 = 108

10  
1 x 10 = 10  
2 x 10 = 20  
3 x 10 = 30  
4 x 10 = 40  
5 x 10 = 50  
6 x 10 = 60  
7 x 10 = 70  
8 x 10 = 80  
9 x 10 = 90  
10 x 10 = 100  
11 x 10 = 110  
12 x 10 = 120

11  
1 x 11 = 11  
2 x 11 = 22  
3 x 11 = 33  
4 x 11 = 44  
5 x 11 = 55  
6 x 11 = 66  
7 x 11 = 77  
8 x 11 = 88  
9 x 11 = 99  
10 x 11 = 110  
11 x 11 = 121  
12 x 11 = 132

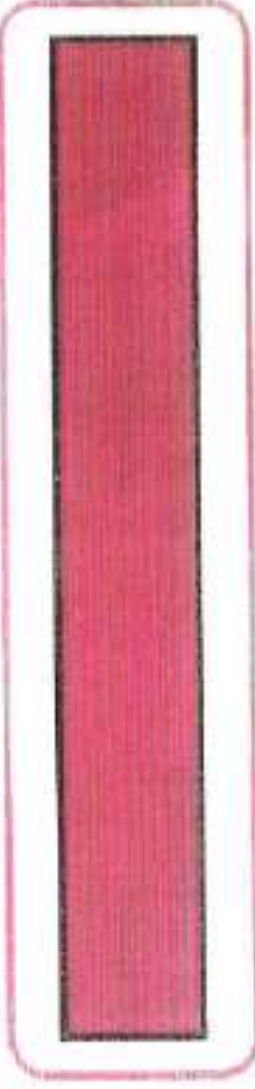
12  
1 x 12 = 12  
2 x 12 = 24  
3 x 12 = 36  
4 x 12 = 48  
5 x 12 = 60  
6 x 12 = 72  
7 x 12 = 84  
8 x 12 = 96  
9 x 12 = 108  
10 x 12 = 120  
11 x 12 = 132  
12 x 12 = 144



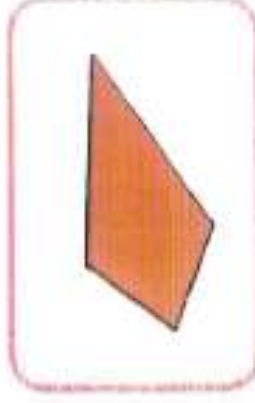
# Properties of 2D Shapes



curved



longer



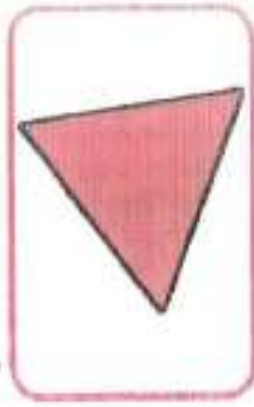
sides



straight



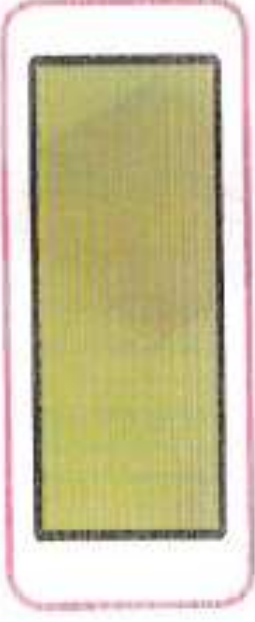
2 dimensional



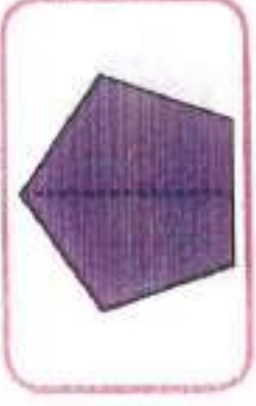
equal



corners



shorter

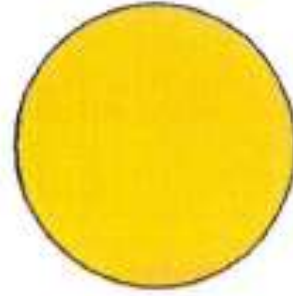


symmetry

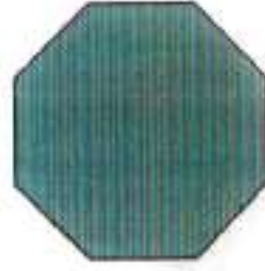


length

# Properties of 2D Shapes



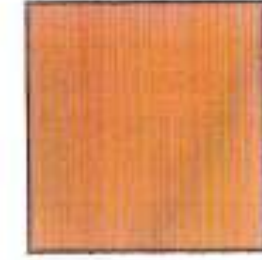
circle  
curved side



octagon  
8 straight lines  
8 corners



rectangle  
4 straight sides  
2 long sides  
2 short sides  
4 corners



square  
4 sides  
4 equal length sides  
4 corners



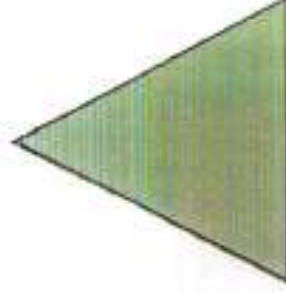
rhombus  
4 straight lines  
4 corners



hexagon  
equal sides  
6 lines of symmetry  
3 pairs of parallel lines  
6 corners



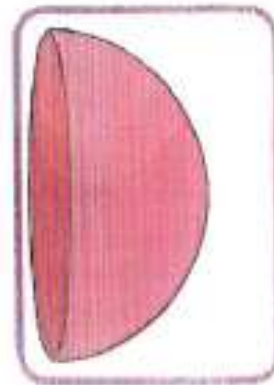
pentagon  
5 equal sides  
5 lines of symmetry  
straight lines  
5 corners



triangle  
3 equal sides  
3 lines of symmetry  
straight lines  
3 corners



# Properties of 3D Shapes



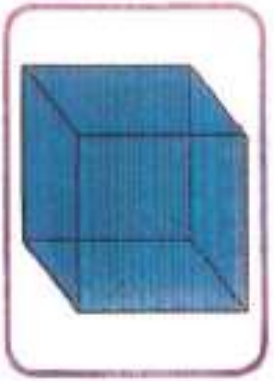
Curved



Straight



Round



Solid



Vertices



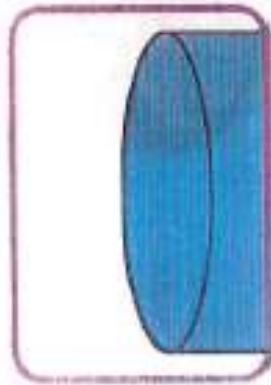
Point



Corner



Surface



Face

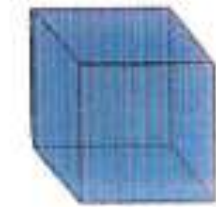


Edge



End

# Properties of 3D Shapes



**Cube**  
6 faces  
8 vertices  
12 edges



**Sphere**  
1 face  
0 vertices  
0 edges



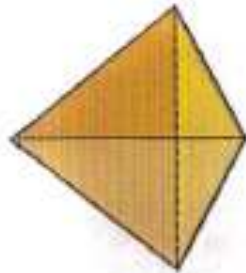
**Cylinder**  
3 faces  
0 vertices  
2 edges



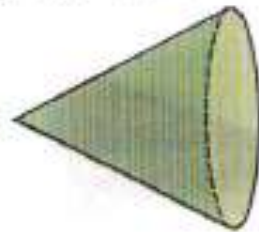
**Octagonal Prism**  
10 faces  
16 vertices  
24 edges



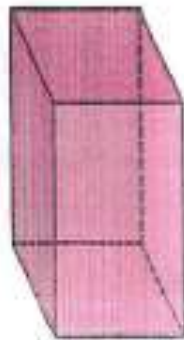
**Square-based Pyramid**  
5 faces  
5 vertices  
8 edges



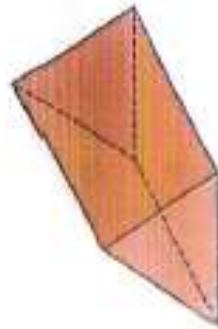
**Tetrahedron**  
4 faces  
4 vertices  
6 edges



**Cone**  
2 faces  
1 vertex  
1 edge



**Rectangular Prism**  
6 faces  
8 vertices  
12 edges



**Triangular Prism**  
5 faces  
6 vertices  
9 edges



**Hexagonal Prism**  
8 faces  
12 vertices  
18 edges



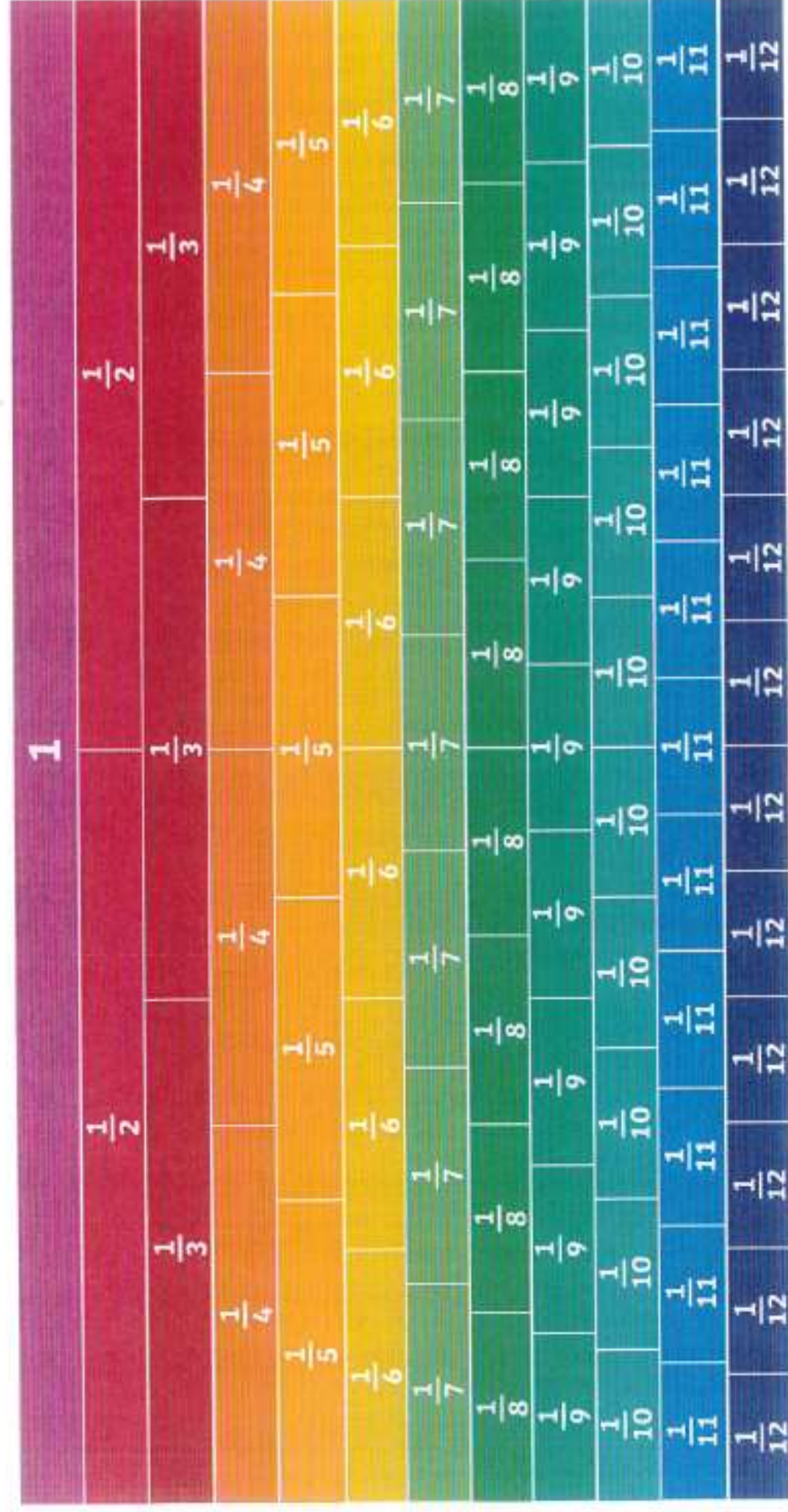
**Octahedron**  
8 faces  
6 vertices  
12 edges



**Pentagonal Prism**  
7 faces  
10 vertices  
15 edges



# Fractions Wall





# Help your child with **spelling**

## **Different media**

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

## **Flashcards**

Have flashcards, letter tiles or similar items around for children to use to spell out words.

## **Make a copy**

Children could copy out the spelling list in alphabetical order or from shortest to longest.

## **Grab a dictionary**

Have a dictionary to hand for looking up unfamiliar words

## **Narrow it down**

Narrow down long lists and focus on 4 to 5 at a time.

## **Get moving**

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

## **Games**

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

## **Shout out**

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

**Good readers are often good spellers!**



(phonics)

Reception

# Phase 2 to 5 Tricky Words

Reception

Reception / year 1

year 1

## Phase 2

I  
no  
the  
to  
go  
into

## Phase 3

he  
she  
we  
me  
be  
you  
are  
her  
was  
all  
they  
my

## Phase 4

said  
have  
like  
so  
do  
some  
come  
little  
one  
were  
there  
what  
when  
out

## Phase 5

oh  
Mrs  
people  
their  
called  
Mr  
looked  
asked  
could



# New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	



# 100 High Frequency Words

a  
about  
all  
an  
and  
are  
as  
asked  
at  
back  
be  
big  
but  
by  
called  
came  
can

children  
come  
could  
dad  
day  
do  
don't  
down  
for  
from  
get  
go  
got  
had  
have  
he  
help

her  
here  
him  
his  
house  
I  
I'm  
if  
in  
into  
is  
it  
it's  
just  
like  
little

look  
looked  
made  
make  
me  
Mr  
Mrs  
mum  
my  
no  
not  
now  
of  
off  
oh  
old

on  
one  
out  
people  
put  
said  
saw  
see  
she  
some  
so  
same  
that  
the  
their  
them  
then

there  
they  
this  
time  
to  
too  
up  
very  
was  
we  
went  
were  
what  
when  
will  
with  
you

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



# New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	