Little Heaton CofE Primary School

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.

Year 6 Maths Checklist

Name: .....

Number – Number and Place Value

I can:

- ☐ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- ☐ round any whole number to a required degree of accuracy
- ☐ use negative numbers in context, and calculate intervals across zero
- ☐ solve number and practical problems that involve all of the above.

Number – Addition and Subtraction

I can:

- ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- ☐ perform mental calculations, including with mixed operations and large numbers
- ☐ use their knowledge of the order of operations to carry out calculations involving the four operations
- ☐ solve problems involving addition, subtraction, multiplication and division
- ☐ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – multiplication and division

I can:

- ☐ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- ☐ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- ☐ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- ☐ identify common factors, common multiples and prime numbers
- ☐ perform mental calculations, including with mixed operations and large numbers
- ☐ use my knowledge of the order of operations to carry out calculations involving the four operations
- ☐ solve problems involving addition, subtraction, multiplication and division
- ☐ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – Fractions

I can:

- ☐ use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- ☐ compare and order fractions, including fractions > 1
- ☐ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- ☐ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 x 1/2 = 1/8]
- ☐ divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]
- ☐ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]
- ☐ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- ☐ multiply one-digit numbers with up to two decimal places by whole numbers
- ☐ use written division methods in cases where the answer has up to two decimal places
- ☐ solve problems which require answers to be rounded to specified degrees of accuracy
- ☐ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Measurement

I can:

- ☐ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- ☐ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- ☐ convert between miles and kilometres
- ☐ recognise that shapes with the same areas can have different perimeters and vice versa.
- ☐ recognise when it is possible to use formulae for area and volume of shapes
- ☐ calculate the area of parallelograms and triangles
- ☐ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].

Geometry – Properties of Shapes

I can:

- ☐ draw 2-D shapes using given dimensions and angles
- ☐ recognise, describe and build simple 3-D shapes, including making nets
- ☐ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- ☐ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- ☐ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – Position and Direction

I can:

- ☐ describe positions on the full coordinate grid (all four quadrants)
- ☐ draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

I can:

- ☐ interpret and construct pie charts and line graphs and use these to solve problems
- ☐ calculate and interpret the mean as an average.

Ratio and Proportion

I can:

- ☐ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- ☐ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- ☐ solve problems involving similar shapes where the scale factor is known or can be found
- ☐ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

I can:

- ☐ use simple formulae
- ☐ generate and describe linear number sequences
- ☐ express missing number problems algebraically
- ☐ find pairs of numbers that satisfy an equation with two unknowns
- ☐ enumerate possibilities of combinations of two variables.

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Writing Mat

Expected Year 6

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Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Creating Cohesion Top Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Be a Punctuation Professional:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
" "	Inverted commas for speech (Don't forget the commas too!).

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Modal Verbs

Modal verbs describe how likely it is that something will happen.

You **should not (shouldn't)** go to school today.

I **could** have a coffee with you.

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened her heart raced

sweat trickled gasping for air

Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices

Spellings... I need to know many 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	equip(-ped)	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

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

Year 6 Writing Checklist

Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed.[#]	

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

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

Y5/Y6 Reading Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues	
to maintain positive attitudes to reading and understanding of what they read by: • when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; • making comparisons within and across books; • reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.	
to understand what they read by: • explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text; • asking questions about a text; • drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; • making predictions based on details stated and implied with evidence from the text.	
to distinguish independently between statements of fact and opinion;	
to retrieve, record and present information from texts to other readers in informal notes and formal presentations;	
to participate in discussions about books that are read to them and those they can read for themselves.	

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

spell all year 3/4 words correctly? (See list in spelling pack)

Spell *most* of these Y5/ Y6 words correctly and use a dictionary to check other unusual spellings?

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

Maintain a legible, fluent and speedy handwriting style?

Can you write with speed using a joined, legible handwriting style?

Am I working at the expected standard?

Write for a range of purposes and audiences?

Can you confidently and independently write within most of these fiction and non-fiction text types, selecting language that is suitable for the reader?

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. ○

In fiction texts, describe settings, characters and atmosphere?

Using short sentences, rhetorical questions and ellipsis moments to create atmosphere? e.g. Distant voices whispered. She stood motionless and waited... Why would there be a knock on the door at this time? ○

Using expanded noun phrases? e.g. ...a dark, blustery afternoon... ...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. ...screeched like a wailing cat... the sun smiled down on them... ○

Use dialogue to convey character and advance the action?

Using direct speech to show a character's feelings, thoughts or opinions? e.g. "This competition is in the bag," bragged Declan. "M..m..maybe it's gone now," stuttered Paulina. ○

Using direct speech to advance the action? e.g. "Wait don't go in there!" "Strap yourself in. We're preparing for re-entry." ○

Use a range of cohesive devices within and across sentences ?

Using pronouns to refer back to a point? *e.g. Everything was still... This is usually because of...* ○

Using fronted adverbials? *e.g. Within a few minutes,... As the day went on,... Once the sun had set,...* ○

Using -ed opening clauses? *e.g. Puzzled,... Frustrated,...* ○

By referring to the same person, object or event in a variety of ways? *e.g. a heavy gust of wind, the disastrous snow storm, a powerful blizzard.* ○

Use vocabulary and grammatical structures that reflect the style of writing?

Can you use modal verbs to show the likelihood or possibility of events? e.g. The coastline will start to erode... The minotaur could be hiding anywhere...

Can you use the passive voice accurately? (subject + was/were + past participle) e.g. The priceless vase was broken... The traumatised children were rescued...

Use different verb forms mostly accurately?

Do you always have subject/verb agreement throughout your work? e.g. The swooping bird was... My friend and I were...

Can you use the present and past perfect tense correctly? (has/ had +past participle) e.g. Their popularity has increased... The snarling beast had escaped...

Can you use the present continuous tense correctly? (is/am/are + present participle) e.g. He is exploring... I am recording...

Can you use the past continuous tense correctly? (was/were + present participle) e.g. She was weeping... They were watching...

Can you use modal verbs to show how likely an event is to happen in the future? e.g. The coastline will start to erode... The minotaur could be hiding anywhere...

Use inverted commas?

Can you usually punctuate direct speech correctly? *e.g. "Draw your sword," proclaimed the knight. "Don't defy me!" The conductor muttered, "Take your seats."*

Use commas for clarity?

Can you usually use commas to demarcate clauses? *e.g. Trying to lend a helping hand, Zara washed the dishes. The spectators, who were crammed into the stadium, cheered in triumph.*

Use punctuation for parenthesis?

Can you usually use commas, brackets and dashes to mark parenthesis? *e.g. My brother (the scruffiest person in history) never washes his hair. The Empire State Building, which is located in New York, is one of the tallest structures in America. Many wild cats- but not all of them- originate from Africa.*

Sometimes use dashes, semi-colons, colons and hyphens?

Can you sometimes correctly include dashes in your work? *e.g. It felt like forever- the longest day in history.*

Can you sometimes correctly include semi-colons in your work? *e.g. Jack's eyes slowly opened; there was no one to be seen.*

Can you sometimes correctly include colons in your work? *e.g. They all knew her secret: she was obsessed with books.*

Can you sometimes correctly include hyphens in your work? *e.g. anti-climax, a real eye-opener, twenty-four people.*

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!

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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.

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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!

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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

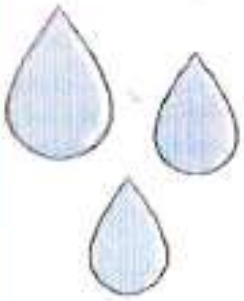
Practical Maths Activities

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	• Share books with a specific reference to numbers or counting, shape or pattern. • In picture books, count how many animals on the page, how many objects are blue, etc. • Look for the shapes of objects or talk about their position in the picture. • Sing songs and share rhymes that feature numbers and counting: search online for great examples and some help with the tunes and the singing!	All
Sand and water 	• Provide lots of different containers in the sandpit, water tray or bathtub. Talk about concepts such as heavy, light, full and empty. • 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. • Make shapes and patterns with sandcastles or objects in the sand. • Compare weight or capacity of different containers. • Talk about the weight difference between wet and dry sand.	Language and vocabulary Conservation Shapes Patterns

Activity	Things to Do	Areas covered (see list above)
Playdough or pastry	• Make and describe different shapes, e.g. short, long, fat, thin. • Make 2D and 3D shapes. • Build a playdough model and use positional language, e.g. 'Now I'm putting the monster's head on top of his body'. • Explore the fact that when you change the shape of a ball of playdough, the amount of playdough doesn't change. • Make a playdough pattern, e.g. 'red, blue, red, blue' or 'circle, square, circle, square'.	Language and vocabulary Shapes Patterns Position Conservation
Imaginative play	• 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. • 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. • 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.	Language and vocabulary Shapes Patterns Sequencing numbers One-to-one correspondence
Cooking	• 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. • Use leftover pastry like playdough (see above) then bake your creations. • Decorate cakes or biscuits in different patterns or with different shapes. • Cut vegetables or fruit into different shapes. • Make a pattern with different colours or shapes of fruit and vegetables. • Count out how many potatoes, bread rolls, carrots, etc. you need to make a family meal.	Language and vocabulary Sequencing numbers One-to-one correspondence Shapes Patterns
Day-to-day routine	• Talk about the daily routine. Point out days on the calendar and times on the clock and use language such as **today, tomorrow, yesterday, this morning, now, next, after that** and so on. Refer to the days of the week and the idea of weekdays and weekends. • Count whilst brushing teeth, or use a toothbrush timer. • When tidying up, count the bricks back into the tub or the teddies back into the tub.	Time Sequencing numbers One-to-one correspondence

Activity	Things to Do	Areas covered (see list above)
In the garden 	• Count the petals on flowers and leaves on plants or leaflets on leaves such as ferns. • Look for patterns and spirals in things like seed heads and pine cones. • Plant seeds and count how many holes/pots you need. • Find shapes in nature. Go on a scavenger hunt and see how many different shapes you can find. • Look for patterns on flowers, leaves, snail shells, butterflies, ladybirds, etc. • If you're interested in patterns in nature, look up the Golden Ratio and Fibonacci Sequence online.	Language and vocabulary Sequencing numbers Shapes Patterns Position One-to-one correspondence
Out for a walk 	• 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. • Look for different shapes on buildings, signs, vehicles. • Stand on a bridge over a road and count cars. • 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.'	Language and vocabulary Sequencing numbers Shapes Position One-to-one correspondence

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

9

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

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

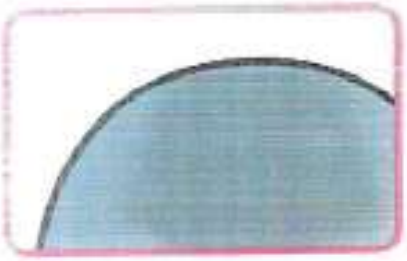
11

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

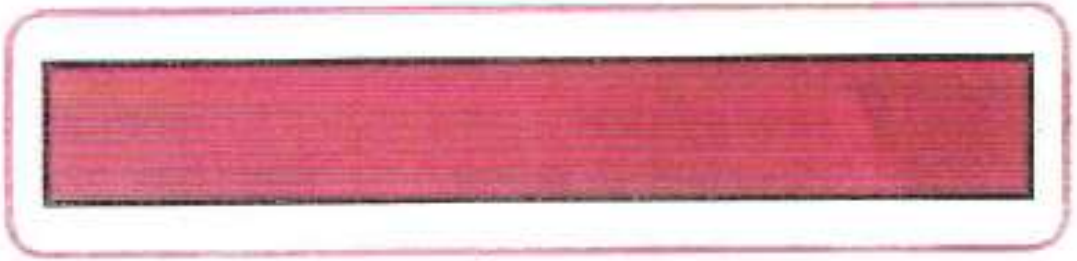
12

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

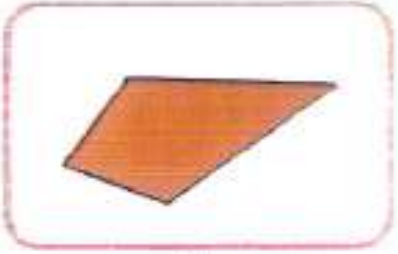
Properties of 2D Shapes



curved

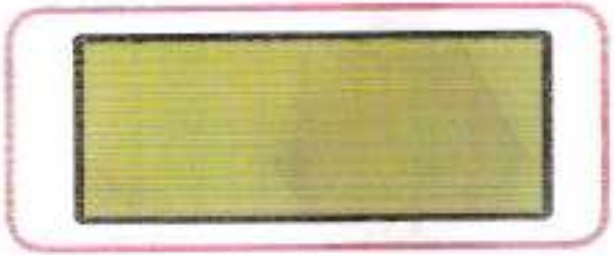


longer



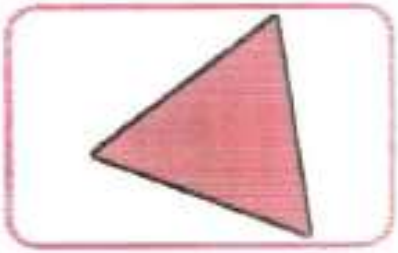
sides

straight



shorter

2 dimensional



equal

corners

symmetry

length

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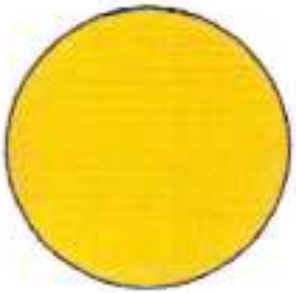
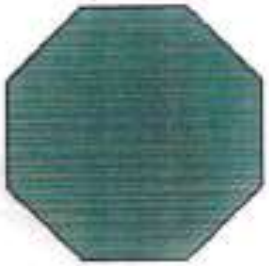
Properties of 2D Shapes

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

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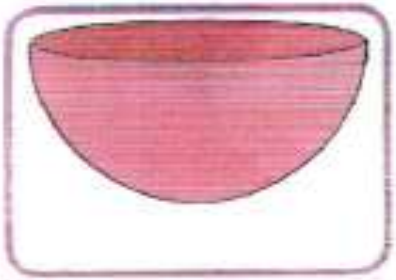
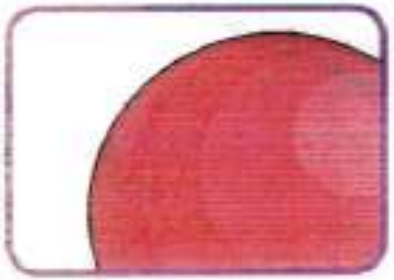
Properties of 3D Shapes

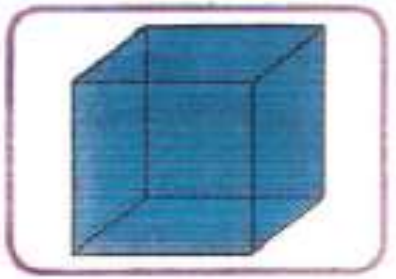


Curved

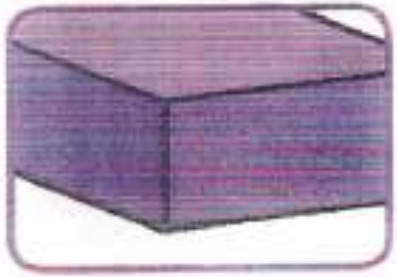
Straight



Round

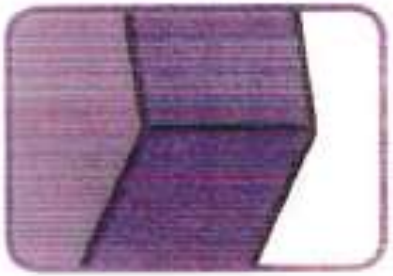


Solid



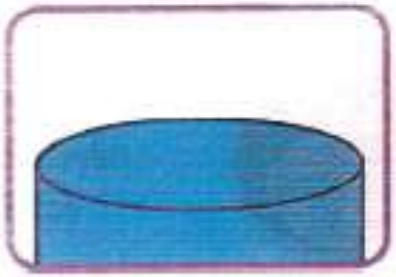
Vertices

Point



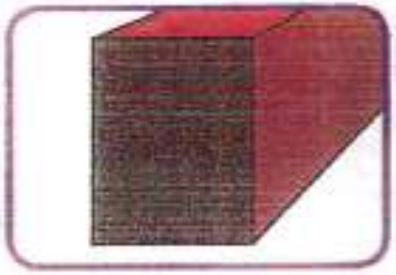
Corner

Surface



Face

Edge



End

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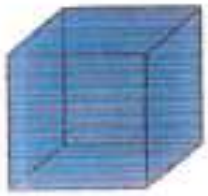
Properties of 3D Shapes



Cube
6 faces
8 vertices
12 edges

Sphere
1 face
0 vertices
0 edges

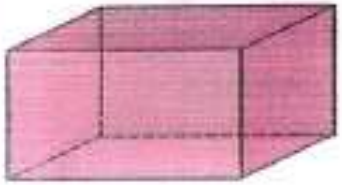
Cylinder
3 faces
0 vertices
2 edges

Octagonal Prism
10 faces
16 vertices
24 edges

Square-based Pyramid
5 faces
5 vertices
8 edges

Cone
2 faces
1 vertex
1 edge

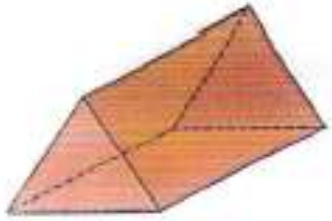
Tetrahedron
4 faces
4 vertices
6 edges



Rectangular Prism
6 faces
8 vertices
12 edges

Hexagonal Prism
8 faces
12 vertices
18 edges

Octahedron
8 faces
6 vertices
12 edges



Triangular Prism
5 faces
6 vertices
9 edges

Pentagonal Prism
7 faces
10 vertices
15 edges

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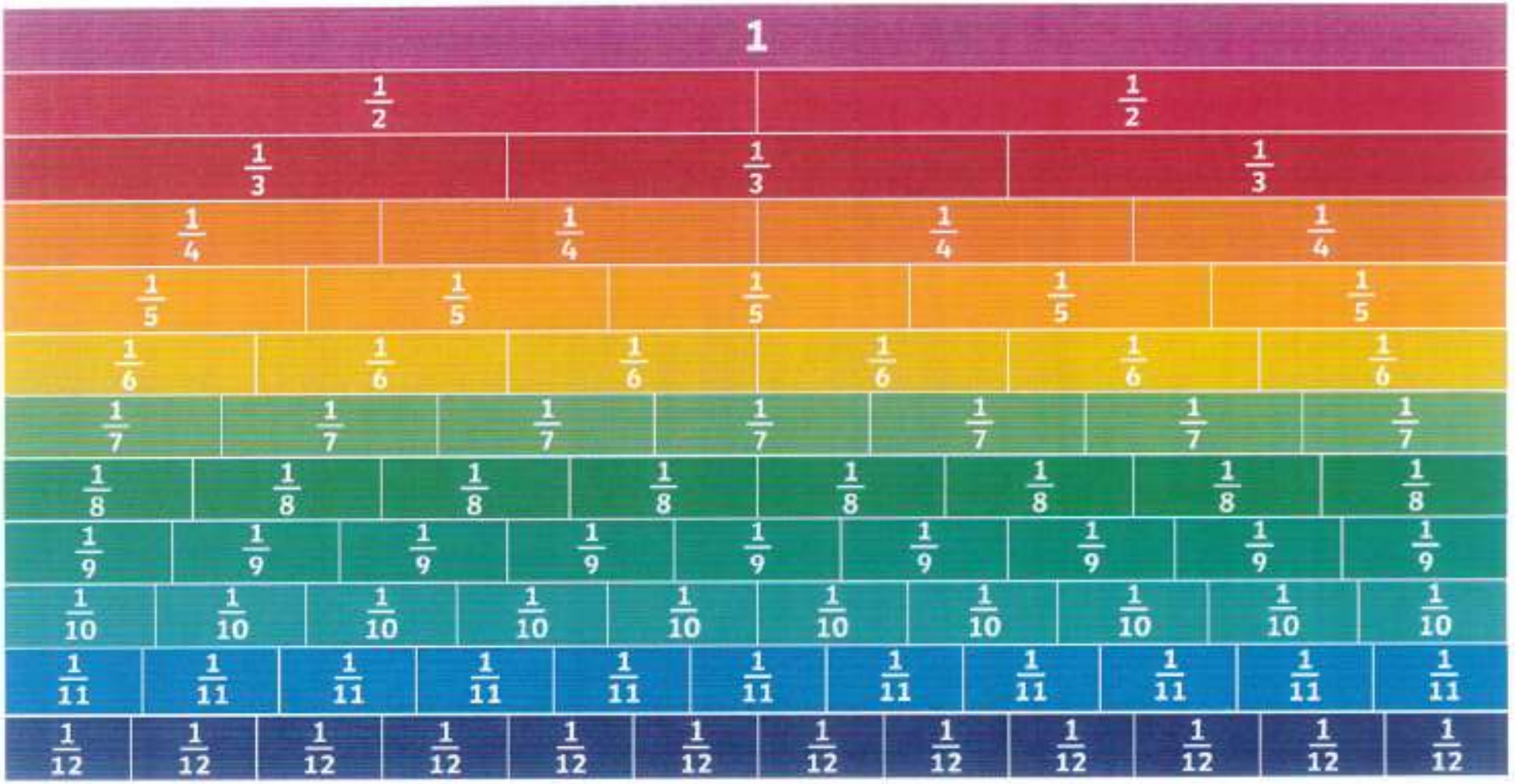
Fractions Wall



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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)

Phase 2 to 5 Tricky Words

Reception Reception Reception/year 1 year 1

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

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All children from the end of year 2 are expected to read and spell these words correctly all the time.

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	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

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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	

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New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

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