SketchleyHill Primary School

STRIVING HAPPY PUPILS SUCCEED

Information for parents and carers

Sketchley Hill Primary School

Information

Parents and carers ask about teaching methods and expectations in English and Maths lessons and how they can help at home.

As a school we would like to provide lots of information that we hope you will find useful.

Am I ready for school?

Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

EYFS - EARLY LEARNING GOALS (END OF YEAR)

Prime Area: Communication and Language			
Listening & Attention			
Listens attentively in a range of situations	Listens to stories, accurately anticipating key events	Responds to what they hear with relevant comments, questions or actions	Gives attention to what others say and respond appropriately, while engaged in another activity
Understanding			
Can follow instructions involving several ideas or actions	Answer 'how' and 'why' questions about their experiences	Answer 'how' and 'why' questions in response to stories and events	
Speaking			
Expresses his/herself effectively, showing awareness of listeners' needs	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Develop own narratives and explanations by connecting ideas or events	

Specific Area: Literacy			
Reading			
Use phonic knowledge to decode regular words and read them aloud accurately	Can read some irregular common words	Read and understand simple sentences	Demonstrate understanding when talking with others about what they have read
Writing			
Uses their phonic knowledge to write words in ways which match their spoken sounds	Can write some irregular common words	When writing, some words are spelt correctly and others are phonetically plausible	Writes simple sentences which can be read by themselves and others

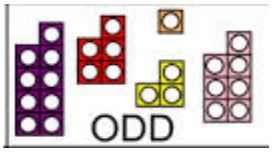
Specific Area: Mathematics			
Numbers			
Count reliably with numbers from 1 to 20	Say which number is one more or one less than a given number to 20	Using quantities and objects, they add and subtract 2 single-digit numbers and count on to find the answer	Solve problems, including doubling and halving and sharing
Shape, Space & Measure			
Uses everyday language to talk about: size, weight, capacity, position, distance, time & money.	Compares quantities and objects and use to solve problems	Recognises, creates and describes patterns	Explores characteristics of everyday objects and shapes and use mathematical language to describe them

Counting, addition & subtraction

'EYFS'

Counting and matching plates to numerals

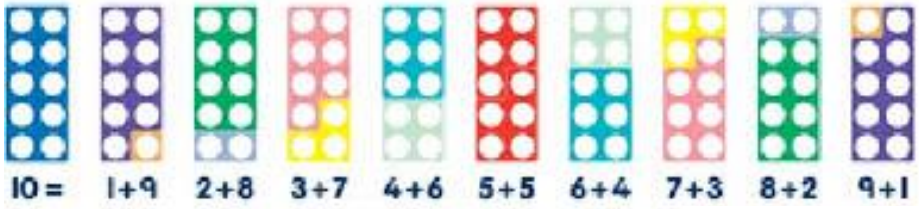
Number and shape of number recognition. Using Numicon and getting children to identify a piece without counting by the end of the year. Matching the shapes to numerals. Work up to 20 as a minimum.



Key vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, more, less, bigger, smaller, numeral

Adding

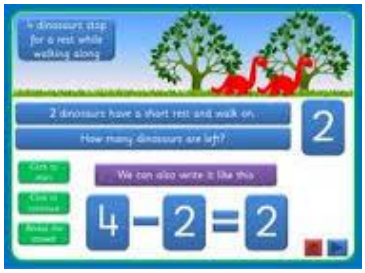
Fitting the shapes together to make simple calculations. Begin verbally and move onto a written calculation when the child is ready. Always use the shapes to support the visual representation.

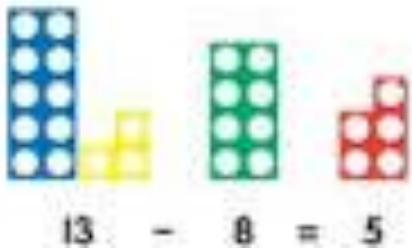


Key vocabulary: add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line,

Subtraction

Begin by overlaying the shapes and talk about what is left over. Apply to problem solving using the numerals in basic calculations.





Key vocabulary: add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line,

Division and multiplication

Move onto grouping and sharing problem activities as practical investigations, more able may be able to record as a picture.

Mathematics in Year 1

As children begin their compulsory schooling in Year 1, schools will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

Number and Place Value
Place value is central to mathematics. Recognising that the digit ‘5’ in the number 54 has a different value from the number 5 or the ‘5’ in 504 is an important step in mathematical understanding.
• Count, both forwards and backwards, from any number, including past 100
• Read and write numbers up to 100 as digits
• Count in 2s, 5s and 10s
• Find ‘one more’ or ‘one less’ than a number
• Use mathematical language such as ‘more’, ‘less’, ‘most’, ‘least’ and ‘equal’

Calculations
• Use the +, – and = symbols to write and understand simple number calculations
• Add and subtract one and two digit numbers, up to 20
• Solve missing number problems, such as 10 – ? = 6
• Begin to use simple multiplication by organising and counting objects

Fractions
• Understand 1/4 and 1/2 to explain parts of an object or number of objects

Measurements
• Use practical apparatus to explore different lengths, weights and volumes
• Use language such as ‘heavier’, ‘shorter’ and ‘empty’ to compare things they have measured
• Recognise the different coins and notes of British currency
• Use language of time, such as ‘yesterday’, ‘before’, days of the week and months of the year
• Tell the time to the hour and half-hour, including drawing clock faces

Shape
• Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
• Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres.
• Describe movements, including quarter turns

Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. 5 + 9 = 14, rather than having to count on to find the answer.

At the end of Year 2, all children will sit the National Curriculum Tests for Key Stage 1. This will include a short arithmetic test of 15 questions, and a second paper of broader mathematics which will last around 35 minutes.

Number and Place Value

• Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
• Read and write numbers up to 100 as words
• Count in 2s, 3s and 5s
• Compare and order numbers up to 100
• Use the < and > symbols to represent the relative size of numbers

Calculations

• Recall number bonds up to 20 fluently
• Add and subtract numbers mentally and using objects, including two-digit numbers
• Show that adding two numbers can be done in any order, but subtracting cannot
• Recognise that addition and subtraction are inverse operations
• Learn the multiplication and division facts for the 2x, 5x and 10x tables
• Show that multiplying two numbers can be done in any order, but dividing cannot
• Solve problems using the x and ÷ symbols

Fractions

• Find 1/4, 2/4 and 3/4 of an object or set of objects
• Find the answer to simple fraction problems, such as finding 12 of 6

Measurements

• Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
• Use the £ and p symbols for money amounts
• Combine numbers of coins to make a given value, for example to make 62 pence
• Tell the time to the nearest five minutes on an analogue clock
• Know the number of minutes in an hour and hours in a day

Shape

• Identify the number of sides and a line of symmetry on 2-d shapes
• Identify the number of faces, edges and vertices on 3-d shapes
• Use mathematical language to describe position and direction, including rotations and turns

Graphs and Data

• Construct and understand simple graphs such as bar charts and pictograms

Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

Number and Place Value
- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

Calculations
- Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that 56 ÷ 8=7
- Begin to solve multiplication and division problems with two-digit numbers

Fractions
- Equivalent fractions are fractions which have the same value, such as 1/2 and 3/6 or 1/4 and 2/8
- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Add and subtract simple fractions worth less than one
- Put a sequence of simple fractions into size order

Measurements
- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

Shape and Position
- Draw familiar 2-d shapes and make familiar 3-d shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

  Parallel lines are those which run alongside each other and never meet. Perpendicular lines cross over each other meeting exactly at right angles.

Graphs and Data
- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12 x 12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that 6 x 8 = 48, children can also know the related facts that 8 x 6 = 48 and that 48 ÷ 6 = 8 and 48 ÷ 8 = 6. This expertise will be particularly useful when solving larger problems and working with fractions.

Number and Place Value

• Count in multiples of 6, 7, 9, 25 and 1,000
• Count backwards, including using negative numbers
• Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
• Put larger numbers in order, including those greater than 1,000
• Round any number to the nearest 10, 100 or 1,000
• Read Roman numbers up to 100

Roman Numerals' Basics: I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100 Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5 – 1) means 4. If the larger value appears first then they are added, e.g. VI (5 + 1) means 6.

Calculations

• Use the standard method of column addition and subtraction for values up to four digits
• Solve two-step problems involving addition and subtraction
• Know the multiplication and division facts up to 12 x 12 = 144
• Use knowledge of place value, and multiplication and division facts to solve larger calculations
• Use factor pairs to solve mental calculations, e.g. knowing that 9 x 7 is the same as 3 x 3 x 7
• Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Fractions

• Use hundredths, including counting in hundredths
• Add and subtract fractions with the same denominator, e.g. 4/7 + 5/7
• Find the decimal value of any number of tenths or hundredths, for example 7100 is 0.07
• Recognise the decimal equivalents of 1/4, 1/2 and 3/4
• Divide one- or two-digit numbers by 10 or 100 to give decimal answers
• Round decimals to the nearest whole number
• Compare the size of numbers with up to two decimal places

Measurements

• Convert between different measures, such as kilometres to metres or hours to minutes
• Calculate the perimeter of shapes made of squares and rectangles
• Find the area of rectangular shapes by counting squares
• Read, write and convert times between analogue and digital clocks, including 24-hour clocks
• Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Shape and Position

• Classify groups of shapes according to the properties, such as sides and angles
• Identify acute and obtuse angles
• Complete a simple symmetrical figure by drawing the reflected shape
• Use coordinates to describe the position of something on a standard grid
• Begin to describe movements on a grid by using left/right and up/down measures

Graphs and Data

• Construct and understand simple graphs using discrete and continuous data

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.

Mathematics in Year 5

During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.

Number and Place Value
• Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
• Use negative numbers, including in contexts such as temperature
• Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
• Read Roman numerals, including years

Calculations
• Carry out addition and subtraction with numbers larger than four digits
• Use rounding to estimate calculations and check answers are of a reasonable size
• Find factors of multiples of numbers, including finding common factors of two numbers
• Know the prime numbers up to 19 by heart, and find primes up to 100
• Use the standard methods of long multiplication and short division
• Multiply and divide numbers mentally by 10, 100 or 1,000
• Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.

Fractions and Decimals
• Put fractions with the same denominator into size order, for example recognising that 3/5 is larger than 2/5
• Find equivalents of common fractions
• Convert between improper fractions and mixed numbers, for example recognising that 5/4 is equal to 1 1/4
• Add and subtract simple fractions with related denominators, for example 2/3 + 1/6 = 5/6
• Convert decimals to fractions, for example converting 0.71 to 71100
• Round decimals to the nearest tenth
• Put decimals with up to three decimal places into size order
• Begin to use the % symbol to relate to the ‘number of parts per hundred’
In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Measurements
• Convert between metric units, such as centimetres to metres or grams to kilograms
• Use common approximate equivalences for imperial measures, such as 2.5cm ≈ 1 inch
• Calculate the area of rectangles using square centimetres or square metres
• Calculate the area of shapes made up of rectangles
• Estimate volume (in cm3) and capacity (in ml)

Shape and Position
• Estimate and compare angles, and measure them to the nearest degree
• Know that angles on a straight line add up to 180°, and angles around a point add up to 360°
• Use reflection and translation to change the position of a shape

Graphs and Data
• Read and understand information presented in tables, including timetables
• Solve problems by finding information from a line graph

Mathematics in Year 6

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.
In May of Year 6, children will take an arithmetic test of thirty minutes, and two broader mathematics tests of forty minutes each. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Number and Place Value
• Work with numbers to up ten million (10,000,000) including negative numbers
• Round any number to any required number of digits or magnitude

Calculations
• Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers
• Use the standard method of long division for calculations of four-digit numbers by two-digit numbers
• Identify common factors, common multiples and prime numbers
• Carry out complex calculations according to the mathematical order of operations
• Solve complex problems using all four operations

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation 4 + 3 x (6 + 1) has a solution of 25, not 43 or 49.

Fractions and Decimals
• Use common factors to simplify fractions, or to add fractions with different denominators
• Place any group of fractions into size order
• Multiply pairs of fractions together
• Divide fractions by whole numbers, for example 1/3 ÷ 2 = 1/6
• Use division to calculate the decimal equivalent of a fraction
• Use common equivalences between fractions, decimals and percentages, such as ½ = 0.5 = 50%

Ratio and Proportion
• Find percentages of quantities, such as 15% of £360
• Use ratio to explain relationships and solve problems
• Use simple scale factors for drawings, shapes or diagrams

Ratio is represented using the colon symbol. For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).

Algebra
• Use simple formulae
• Describe sequences of numbers where the increase between values is the same each time
• Solve missing number problems using algebra
• Find possible solutions to problems with two variables, such as a + b = 10

Measurements
• Convert between any metric units and smaller or larger units of the same measure
• Convert between miles and kilometres
• Use a given formula to find the area of a triangle or parallelogram

Shape and Position
• Draw 2-d shapes using given sizes and angles
• Use knowledge of 2-d shapes to find missing angles in triangles, quadrilaterals and other regular shapes
• Name and label the radius, diameter and circumference of a circle
• Find missing angles in problems where lines meet at a point or on a straight line
• Use a standard grid of coordinates including negative values

Graphs and Data
• Construct and understand pie charts and line graphs
• Calculate the mean average of a set of data
Mean average is calculated by adding up all the values and dividing by the number of items. For example, the mean average of 3, 5, 8, 9 and 10 is 7 (3 + 5 + 8 + 9 + 10 = 35, then 35 ÷ 5 = 7)

MATHS METHODS

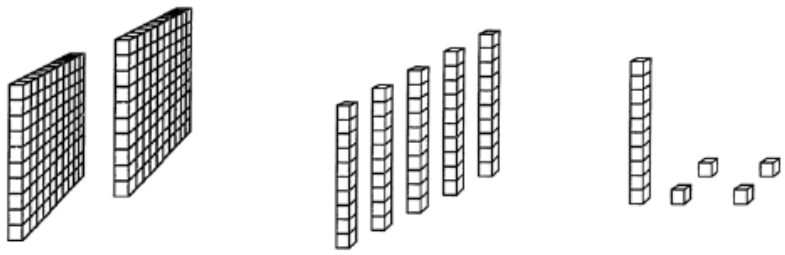
We hope that you find the following examples useful in supporting your child to be confident and fluent in using these 'traditional' methods. It is essential that the children become proficient in these before Y6.

ADDITION

```
  672
+ 253
-----
  925
-----
   1
```

SUBTRACTION

264 – 129 =



```
   5  1
  2 6 4
-  129
-------
   135
-------
```

MULTIPLICATION

45 x 4 = 180

```
   45
x   4
-----
   20 (4x5)
  160 (4x40)
-----
  180
```

DIVISION

86 ÷ 5 = 17 r 1

```
      1 7 r 1
5 ) 8 6
    3
```

Maths is an adventure for children (and adults) to immerse themselves in, get creative with, make mistakes, and conquer!

At Sketchley, we use the Power Maths scheme to develop and enhance our pupils' learning across all mathematical concepts. Power Maths is a whole-class mastery programme designed to spark curiosity and excitement and to nurture confidence in maths.

Y1-Y4 – Mental Strategies

SketchleyHill Primary School

Keystage1**targets**

These maths targets are taken from the new to work towards completing them all.

Times tables (x12)	Mad maths – mental skills	
Key Stage 1 expectations	**Sheet 1:** Write number to 10	**Sheet 20:** Make 100
	Sheet 2: Write numbers to 20	**Sheet 21:** Odd numbers 100
2 x table	**Sheet 3:** Count to 10	**Sheet 22:** Even numbers 100
10 x table	**Sheet 4:** 1 more (to10)	**Sheet 23:** Make 20
5 x table	**Sheet 5:** 1 less (to 10)	**Sheet 24:** Doubles to 20
Above expectations	**Sheet 6:** 1 more/1 less	**Sheet 25:** Round to nearest 10
	Sheet 7: Addition within 5	**Sheet 26:** Missing values +
3 x table	**Sheet 8:** Subtraction within 5	**Sheet 27:** Missing values -
4 x table	**Sheet 9:** + & - within 5	**Sheet 28:** Add 10 to 2 digits
9 x table	**Sheet 10:** Doubles to 5	**Sheet 29:** Subtract 10 to 2 digits
6 x table	**Sheet 11:** Doubles to 10	**Sheet 30:** Add within 20
7 x table	**Sheet 12:** Make 10	**Sheet 31:** Subtraction cross 10
8 x table	**Sheet 13:** Teen numbers	**Sheet 32:** Adding multiple of 10
12 x table	**Sheet 14:** Add 1 up to 100	**Sheet 33:**
11 x table	**Sheet 15:** Subtract 1 to 100	**Sheet 34:**
	Sheet 16: Addition within 10	**Sheet 35:**
	Sheet 17: Subtraction within 10	**Sheet 36:**
	Sheet 18: + & - within 10	**Sheet 37:**
	Sheet 19: Partitioning 2 digits	**Sheet 38**

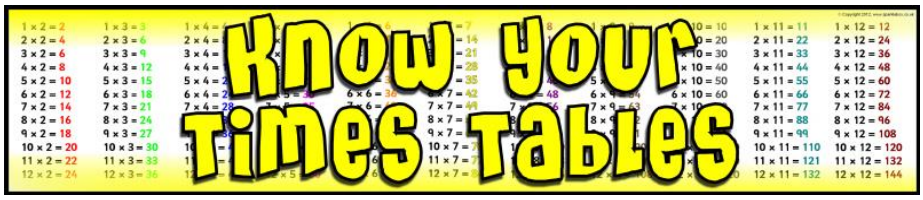
Please help your child to lea
these very important
Mental Maths skills.

SketchleyHill Primary School

These maths targets are taken from the new curriculum and all children are required to work towards completing them all.

Times tables (x12)	Mental skills	
Key Stage 2 expectations	**Sheet1:** Order to 999	**Sheet16:** Fractions
2 x table	**Sheet2:** Doubles to 50	**Sheet17:** Roman numerals
10 x table	**Sheet3:** Halve evens to 100	**Sheet18:** x 2 digit numbers
5 x table	**Sheet4:** +10's to 3 digit	**Sheet19:** Money
3 x table	**Sheet5:** -10's to 3 digit	**Sheet20:** Money
4 x table	**Sheet6:** +/- 10's from 3 digit	**Sheet21:** Halve odd numbers
9 x table	**Sheet7:** 24hr clocks	**Sheet22:** Percentages %
6 x table	**Sheet8:** Multiply by 10, 100	**Sheet23:** Area/perimeter
7 x table	**Sheet9:** Divide by 10, 100	**Sheet24:** Ordering decimals
8 x table	**Sheet10:** Find difference	**Sheet25:** Coordinates
12 x table	**Sheet11:** + 10, 100 to 3 digits	**Sheet26:** Balance questions
11 x table	**Sheet12:** Count in 50's	**Sheet27:** Angle
Above expectations	**Sheet13:** + 2 digit numbers	**Sheet28:** Ratio
Using and applying questions.	**Sheet14:** - 2 digit numbers	**Sheet29:** Using brackets
	Sheet15: Measures	**Sheet30:** Algebra

Please help your child to learn
these very important
Mental Maths skills.



AIM: *We want our children to retain their times table facts and be able to recall them rapidly.*

I'm sure many of you will be aware that in the news recently the government has decided that children will now be tested in Y4 on their recall speed of tables.

We have decided to adapt and improve the way they are taught/assessed at Sketchley Hill to give our children the best possible chance of success.

We will introduce a new structure in KS2 (mainly Y3 & Y4 to begin with) where we will focus on the teaching to a few tables each half term. The children will alternate between 2 multiplication and division mixed sheets covering that half term's tables, to assess knowledge and develop speed.

Times Tables: Year 3

Sheet 1 - 4: 30 x/÷ questions 2, 10, 5, 3, 4

Sheet 5 - 8: 30 x/÷ questions 9, 6, 7, 8, 11, 12

Autumn	**Year 3:** not timed (as per Maths set)						½ term	**Year 3:** 10 mins (+ problem solving)						
wk no.	1	2	3	4	5	6		7	8	9	10	11	12	13
½ termly focus	2, 10, 5, 3, 4 times tables							2, 10, 5, 3, 4 times tables						
Test sheet	Sheet 1 x	Sheet 2 x	Sheet 1 x	Sheet 2 x	Sheet 3 ÷	Sheet 4 ÷		Sheet 1 x	Sheet 2 x	Sheet 1 x	Sheet 2 x	Sheet 3 ÷	Sheet 4 ÷	60 qu mixed
Spring	**Year 3:** 8 mins						½ term	**Year 3:** not timed (as per Maths set)						
wk no.	1	2	3	4	5	6		7	8	9	10	11	12	13
½ termly focus	2, 10, 5, 3, 4 times tables							9, 6, 7, 8, 11, 12 times table						
Test sheet	Sheet 1 x	Sheet 2 x	Sheet 1 x	Sheet 2 x	Sheet 3 ÷	Sheet 4 ÷		Teach week	Sheet 5 x	Sheet 6 x	Sheet 5 x	Sheet 6 x	Sheet 7 ÷	Sheet 8 ÷
Summer	**Year 3:** 8 mins						½ term	**Year 3:** 10 mins (as per Maths set)						
wk no.	1	2	3	4	5	6		7	8	9	10	11	12	13
½ termly focus	2, 10, 5, 3, 4 times tables							9, 6, 7, 8, 11, 12 times table						
Test sheet	Sheet 1 x	Sheet 2 x	Sheet 1 x	Sheet 2 x	Sheet 3 ÷	Sheet 4 ÷		Teach week	Sheet 5 x	Sheet 6 x	Sheet 5 x	Sheet 6 x	Sheet 7 ÷	Sheet 8 ÷

Problem solving questions on the reverse side.

Times Tables: Year 4

Sheet 1 and 2: 60 mixed x/÷ questions 2, 10, 5, 3, 4

Sheet 3 and 4: 60 mixed x/÷ questions 9, 6, 7, 8, 11, 12

Autumn	**Year 4:** 10 mins						½ term	**Year 4:** 10 mins						
wk no.	1	2	3	4	5	6		7	8	9	10	11	12	13
½ termly focus	2, 10, 5, 3, 4 times tables							9, 6, 7, 8, 11, 12 times table						
Test sheet	Sheet 1 mixed	Sheet 2 mixed	Sheet 1 mixed	Sheet 2 mixed	Sheet 1 mixed	Sheet 2 mixed		Sheet 3 mixed	Sheet 4 mixed	Sheet 3 mixed	Sheet 4 mixed	Sheet 3 mixed	Sheet 4 mixed	Problem Solving
Spring	**Year 4:** 8 mins						½ term	**Year 4:** 8 mins						
wk no.	1	2	3	4	5	6		7	8	9	10	11	12	13
½ termly focus	2, 10, 5, 3, 4 times tables							9, 6, 7, 8, 11, 12 times table						
Test sheet	Sheet 1 mixed	Sheet 2 mixed	Sheet 1 mixed	Sheet 2 mixed	Sheet 1 mixed	Sheet 2 mixed		Sheet 3 mixed	Sheet 4 mixed	Sheet 3 mixed	Sheet 4 mixed	Sheet 3 mixed	Sheet 4 mixed	Problem Solving
Summer	**Year 4:** 6 mins						½ term	**Year 4:** 6 mins						
wk no.	1	2	3	4	5	6		7	8	9	10	11	12	13
½ termly focus	2, 10, 5, 3, 4 times tables							9, 6, 7, 8, 11, 12 times table						
Test sheet	Sheet 1 mixed	Sheet 2 mixed	Sheet 1 mixed	Sheet 2 mixed	Sheet 1 mixed	Sheet 2 mixed		Sheet 3 mixed	Sheet 4 mixed	Sheet 3 mixed	Sheet 4 mixed	Sheet 3 mixed	Sheet 4 mixed	Problem Solving

Problem solving questions on the reverse side.

*Sample timetable: *Term lengths will look different depending on dates/holidays etc*

Even if your child gets full marks on sheet 1 they will revisit it again 2 weeks later to ensure retention. They will also be given opportunities to apply their knowledge to problem solving questions to challenge them, although they may not always finish these tasks.

Time constraints will increase over the course of the 2 years.

Here are a few links/games for you to play at home.

Links

www.mymaths.co.uk

http://www.crickweb.co.uk/ks2numeracy-multiplication.html

http://www.topmarks.co.uk/maths-games/5-7-years/multiplication-and-division

http://www.topmarks.co.uk/maths-games/7-11-years/times-tables

http://resources.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm

Games

Battle – head to head quick fire battle

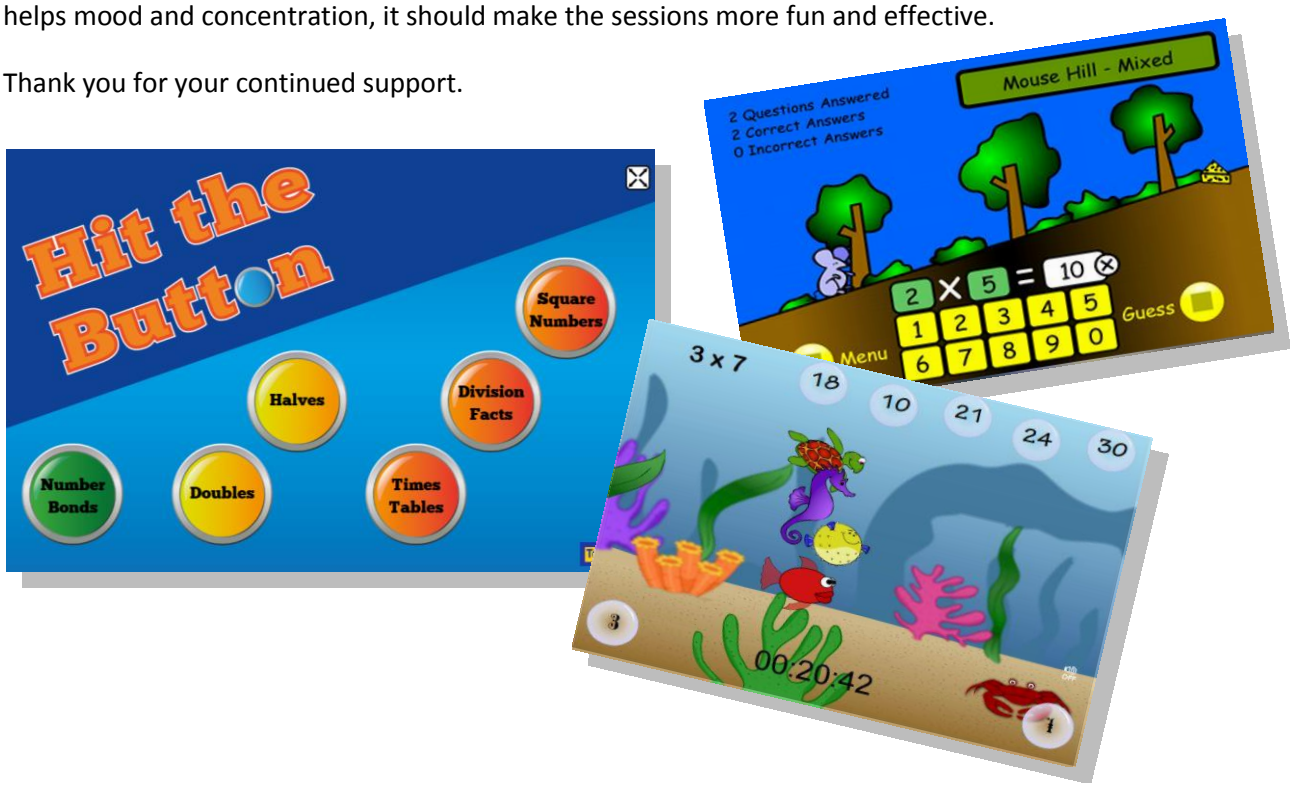
Cards – turn over a playing card and x by the table being practised (at speed)

Bingo – make some cards with answers on and read the questions (use dabbers!)

Dice – throw 2 dice and multiply them together

Keep fit challenge -
Getting children active is proven to help learning, so instead of just asking your child to recite their tables, encourage them to jog on the spot and do different aerobic moves in time to chanting them. As exercise helps mood and concentration, it should make the sessions more fun and effective.

Thank you for your continued support.



SPELLING AND GRAMMAR

Year 1

- Regular plural noun suffixes e.g. *-s and -es*
- Suffixes and prefixes e.g. *–ing, -ed, -er and un-*
- Connectives e.g. *and*
- Capital letters, full stops, question marks and exclamation marks
- Capital letters for names and for the personal pronoun I
- Words containing each of the 40+ phonemes already taught
- Spell common exception words for Year 1
- The days of the week
- Name the letters of the alphabet
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un–
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest

Common Exception Word List

Year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

SPELLING AND GRAMMAR

Year 2

- Subordination and coordination e.g. *when, if, that, because* and *or, and, but*
- Expanded Noun Phrases *e.g. the blue butterfly, plain flour, the man in the moon*
- Sentences with different forms e.g. statement, question, exclamation or command
- Present/Past/Continuous tense
- Capital letters, full stops, question marks, exclamation marks, commas and apostrophes
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words for Year 2
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Nouns using suffixes *e.g. –ness, –er and by compounding e.g. whiteboard*
- Adjectives using suffixes e.g. *–ful and -less*
- Adverbs by adding -ly

Common Exception Word List

Year 2

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

SPELLING AND GRAMMAR

Year 3

- Formation of nouns using a range of prefixes e.g. *super–, anti–,auto–*
- Word families based on common words, showing how words are related in form and meaning e.g. *solve, solution, solver, dissolve, insoluble*
- Expressing time, place and cause using conjunctions e.g. *when*, adverbs e.g. *soon* or prepositions e.g. *before*
- Introduction to paragraphs, headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past e.g. *He has gone out to play* contrasted with *He went out to play*
- Inverted commas to punctuate direct speech
- Use further prefixes and suffixes and understand how to add them spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Proof-read for spelling errors

Year 4

- Plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*
- Fronted adverbials e.g. Later that day, I heard the bad news.
- Use of commas after fronted adverbials
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*
- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession e.g. *the girl's name* versus *the girls' name*
- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

SPELLING AND GRAMMAR

Year 3 and 4 word list

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

SPELLING AND GRAMMAR

Year 5

- Converting nouns or adjectives into verbs using suffixes e.g.*–ate; –ise; – ify*
- Verb prefixes e.g. dis–, de–, mis–, over– and re–
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs e.g. *perhaps* or modal verbs e.g. *might*
- Devices to build cohesion within a paragraph e.g. *then*
- Linking ideas across paragraphs using adverbials of time e.g. *later,* place e.g. *nearby* and number e.g. *secondly* or tense choices e.g. *he had seen her before*
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

Year 6

- Use of the passive to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*
- Use of subjunctive forms such as *If I were to as* formal writing and speech
- A wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as *on the other hand* and ellipsis
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *It's raining; I'm fed up*, use of the colon to introduce a list and use of semi-colons within lists and how hyphens can be used to avoid ambiguity *recover* versus *re-cover*
- Punctuation of bullet points to list information

SPELLING AND GRAMMAR

Year 5 and 6 word list

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

Here are a few link/games for you to play at home

http://www.bbc.co.uk/bitesize/ks1/literacy/

https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds

http://www.primaryhomeworkhelp.co.uk/literacy/

https://www.topmarks.co.uk/english-games/7-11-years/punctuation

Assessment in Years 1-6

The SHPS 9-point scale

Assessed position	Emerging (Stage A)	Emerging (Stage B)	Emerging (Stage C)	Meeting	Meeting (advanced)	Meeting (higher)	Exceeding	Exceeding (advanced)	Exceeding (higher)
Points allocation	1 (C)	2 (C+)	3 (C++)	4 (B)	5 (B+)	6 (B++)	7 (A)	8 (A+)	9 (A++)

Working towards the Expected Standard

Working at the Expected Standard

Working at greater depth within the Expected standard

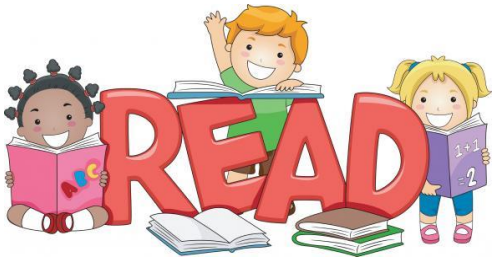
Teachers assess children at the end of each term. Government expectations are that the majority of children reach at least a **'B level'** by the end of the year.

Ideally, children will progress through the scale during their current year.

All children begin again at 'C' level when they join the next year because they will be accessing a new curriculum and will have to prove their knowledge through that year.

TERMLY ACHIEVEMENT TRACKERS will be sent home at the end of each term to inform about progress through the year.

At Sketchley Hill our children will have 2 books a **Book Band** book and a **School Library** book. Children are encouraged to read regularly and to change their books regularly.



They are also encouraged to develop their love of reading by visiting either of our two local libraries.

Hinckley Library
Lancaster Road, Hinckley

Burbage Community Library
Church Street, Burbage

Children are assessed 1:1 with their class teacher every half term (KS1) and every term (KS2). When the teacher hears your child read they will decide whether they have the fluency, pace and accuracy along with the comprehension skills to move into a higher book band. Your child will not move book bands every time they read.

If you feel your child has increased their reading skills keep asking them lots of questions when sharing books – remember when children have learnt to decode we assess on comprehension.

Sharing books with children is an essential tool to improving their reading, writing and mathematical goals. Reading will enhance your child's imagination, teach vocabulary which is new and challenging and allow develop comprehension skills which are helpful when problem solving in maths.

Children should read daily – build it into a bedtime or evening routine. As your child moves through the school spend less time listening to your child read and more time discussing the content of the book.

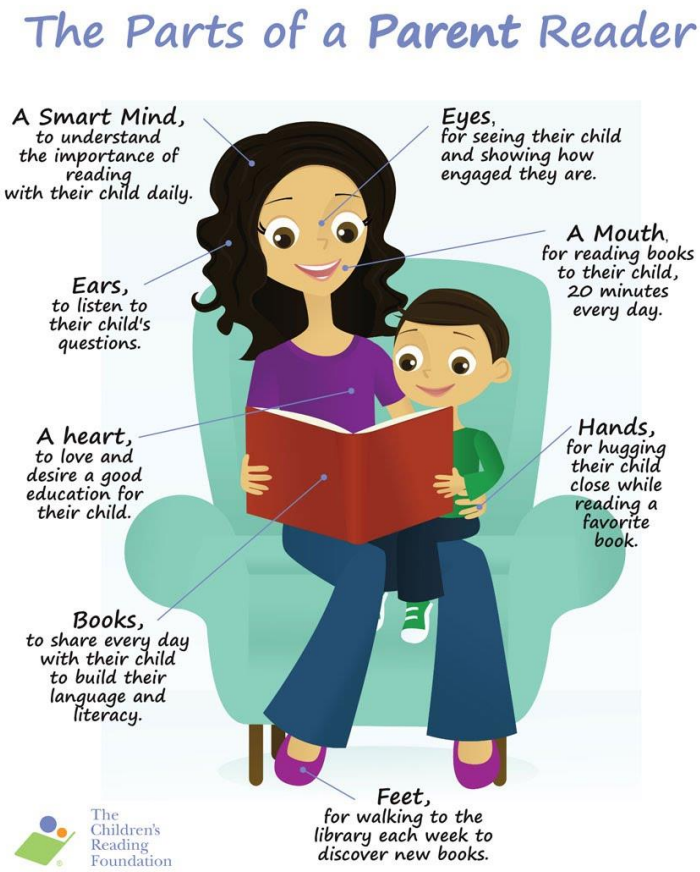
Children love to read to adults – it offers invaluable time spent together and gives them a chance to unwind after a busy school day.

Don't forget to read in front of your child- children who grow up in a reading household are more likely to love and read books for longer.

Make reading fun! Find funny facts – share books that your children enjoy – read comics and magazines – sell reading as a reward and not a punishment – if you can practise your spellings every day we will choose a magazine on Saturday? Reading is key to all other aspects of learning – a reading child is one who can learn, enrich and enjoy their education.

Always reading a book banded book can become laborious for children – who may want to read books from the library or ones which have been brought for them. This is fine as well – if your child has chosen a library book which is tricky for them to read, but they are interested in – share the book – sentences or pages – or just read it too them and ask questions – this is more valuable than decoding every word in a text but understanding very little.

Don't forget non-fiction books and newspaper – these offer the children a different vocabulary to what they have seen before.



At Sketchley Hill we deliver a Phonics programme in Years FS and 1. Children work through the programme to develop their reading and writing knowledge.

Information for parents

http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/

In Year 2 – 6 children then move on to following the Read Write Inc spelling programme.

Read Write Inc. Spelling Sounds charts

Consonant sounds

b	*c*	*ch*	*d*	*f*	*g*	*h*	*j*	*l*	*m*	*n*	*ng nk*
b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gue	h	j g ge dge	l ll le	m mm mb mn	n nn kn gn	ng nk

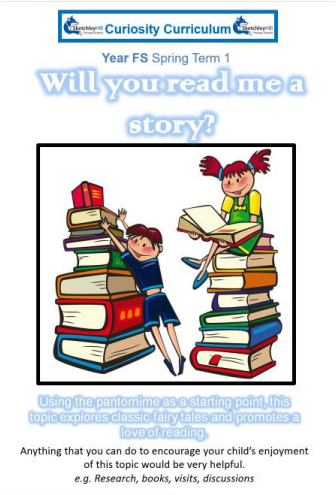
p	*qu*	*r*	*s*	*sh*	*t*	*th*	*v*	*w*	*x*	*y*	*z*
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

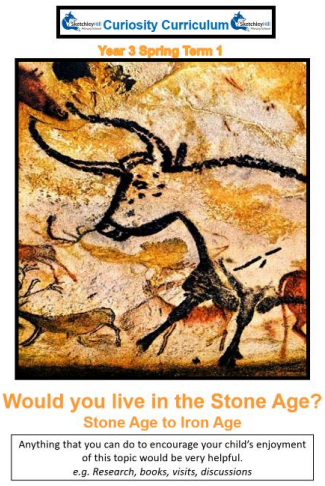
Vowel sounds

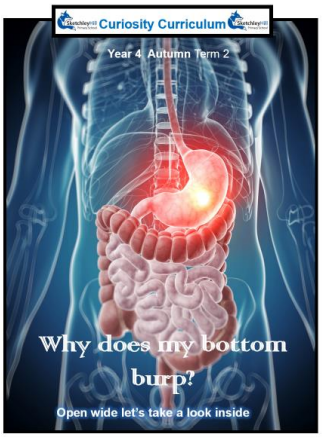
a	*e*	*i*	*o*	*u*	*ay*	*ee*	*igh*	*ow*	*oo*
a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou

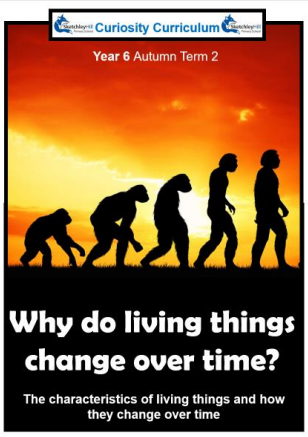
oo	*ar*	*or*	*air*	*ir*	*ou*	*oy*	*ire*	*ear*	*ure*
oo	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure

At Sketchley, we teach all subjects through a Curiosity Curriculum. Our aim is to ensure that every child is engaged and enthusiastic about everything they learn. The aim of the Curiosity Curriculum is to improve the <u>enquiry, research and investigative skills</u> of our children in their learning. All learning that takes place will be taught around a <u>"question"</u> that the children will work towards answering through creative and exciting activities.

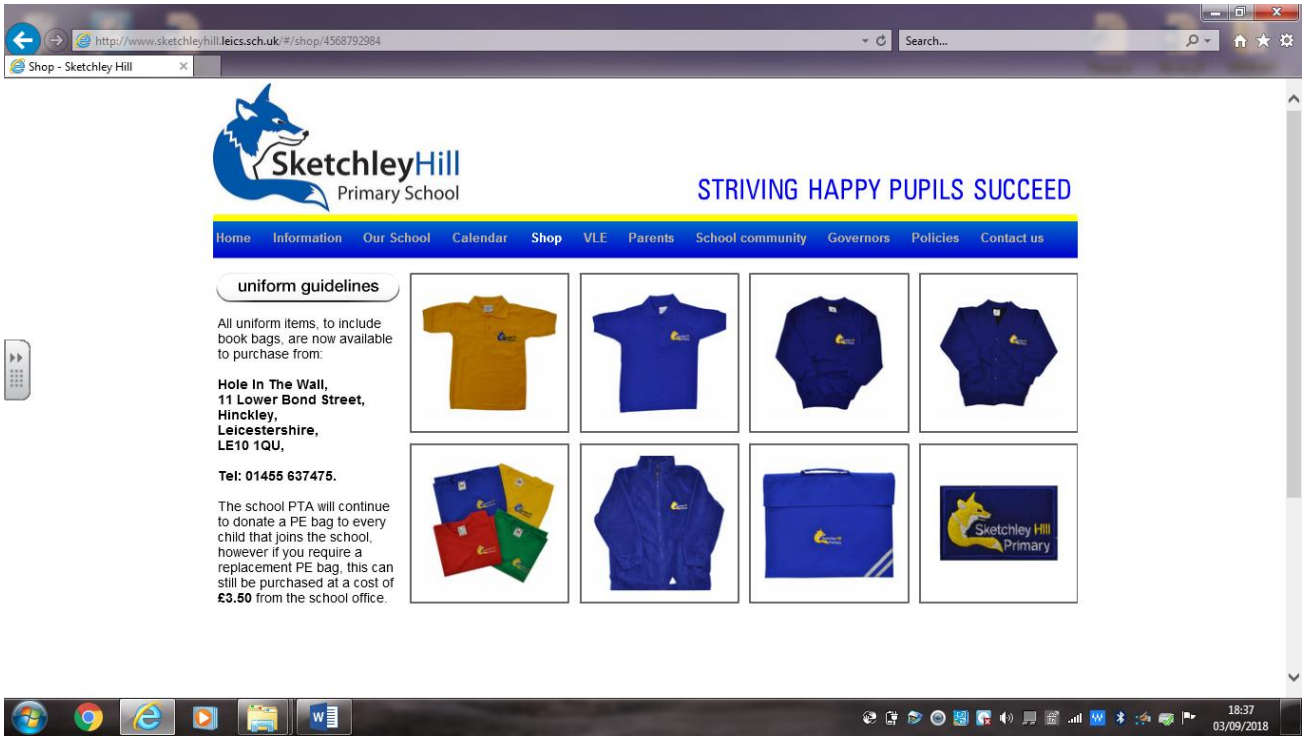








UNIFORM



All uniform items, including book bags, are now available to purchase from:

Hole In The Wall,

11 Lower Bond Street, Hinckley,

Leicestershire,

LE10 1QU,

Tel: 01455 637475.

The school PTA will continue to donate a PE bag to every child that joins the school, however if you require a replacement PE bag, this can still be purchased at a cost of £3.50 from the school office.

School Lunches

For more information regarding FREE school meals, please ask our office for a leaflet.

Sample menu (3 week rolling menu)

VEGPOWER

Don't forget copies of the vegpower reward chart are available from your school cooks or visit vegpower.org.uk for great tips from the experts and simple recipes from top chefs.

EAT THEM TO DEFEAT THEM

Our dishes are FRESHLY PREPARED using seasonal and including local produce

VARIETY OF

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 21st Oct, 11th Nov, 2nd Dec, 6th Jan, 27th Jan, 24th Feb, 16th Mar, 20th Apr, 11th May, 8th Jun, 29th Jun					
MEAT OPTION	**Stuffed Crust* Margherita Pizza** Pasta Shapes Sweetcorn Creamy Coleslaw	**Brunch Lunch:** Farm Assured Back Bacon Scrambled Egg Grilled Tomato Potato Rosti & Baked Beans	**Roast Turkey with Sage & Onion Stuffing & Roast Gravy** Creamy Mash Medley of Seasonal Vegetables	**Organic Meatballs served with Homemade Tomato & Vegetable Sauce** Multi Grain Savoury Rice Carrot Batons & Broccoli Florets	**Battered Fish Fillet** (sustainably caught MSC) served with Lemon Wedge Chips, Baked Beans Salad Bar Selection
VEGE OPTION	**Stuffed Crust* Roasted Vegetable Pizza** Half Jacket Sweetcorn Creamy Coleslaw	**Mild Quorn Keema Curry** Vegetable Rice Peas Vegetable Crudite	**Traditional Cheese Flan** Potatoes in their Skins Medley of Seasonal Vegetables	**Courgette Sausages** Pasta Shapes Carrot Batons Broccoli Florets	**Oven Baked Quorn Dippers** Half Jacket Mushy Peas Salad Bar Selection
LIGHT BITES	**Jacket Potato served with Vegetarian Mild Chilli** Salad Bar Selection	**Creamy Mushroom Pasta Bake** Salad Bar Selection	**Jacket Potato served with Baked Beans & Fruity Coleslaw** Salad Bar Selection	**Chicken Biryani Pockets** Salad Bar Selection	**Jacket Potato served with Tuna & Sweetcorn Mayonnaise** Salad Bar Selection
DESSERTS	**Granola & Yoghurt Fruit Sundae** or **Bramley Apple Puff**	**Forest Berry Sponge served with Custard Sauce** or **Cherry Scone**	**Strawberry Jelly & Cream** or **Passion Cake**	**Vanilla & Lemon Yoghurt Cake** or **Rice Pudding served with Fruit Couli**	**Chocolate Ice Cream with Fruit Couli** or **Cheese & Biscuits**
WEEK 2 28th Oct, 18th Nov, 9th Dec, 13th Jan, 3rd Feb, 2nd Mar, 23rd Mar, 27th Apr, 18th May, 15th Jun, 6th Jul					
MEAT OPTION	**Hearty Cowboy Casserole** Potatoes in the Skins Cauliflower & Broccoli Florets	**Vegetarian En croute** Minted Potatoes Carrot & Swede Mash Garden Peas Gravy	**Farm Assured Roast Loin of Pork with Apple Sauce & Roast Gravy** Roast Potatoes, Creamy Mash Seasonal Medley of Vegetables	**Stuffed Crust* Roasted Pepper & Sweetcorn Pizza** Tomato Pasta Vegetable Crudite Sweetcorn	**Fish Burger in a Bun served with Crunchy Lettuce and Tartare Sauce** Chips, Baked Beans Salad Bar Selection
ON					**Vegetarian Bean Burger in a**

After School Club
Breakfast Club
Holiday Club

Sketchley Hill Breakfast and After School Club and has been open since 1999. It is owned by Jan Stoker, who also runs a club at Battling Brook Primary School. Jan's son Ross, who had previously been the leader at Battling Brook for over 5 years, has now joined her as a partner in the business since graduating his Childhood Studies degree at Warwick University. Together they are moving forward, using their combined knowledge and experience into offering Holiday Clubs based at Battling Brook Primary School during the October and February half-terms and the four weeks during August in the summer holidays.

Holiday Clubs: 7.45am-5.45pm, Monday to Friday.

Breakfast Club: 7:45am – 8:45am daily during term time

After School Club: is open from 3.15pm - 5.45pm daily during term time.

With competitive rates, their aim is to offer high quality care at low prices.

The children are cared for in a safe and stimulating environment by qualified, experienced and mature staff members. The Club has numerous activities on offer, a few of these activities include:

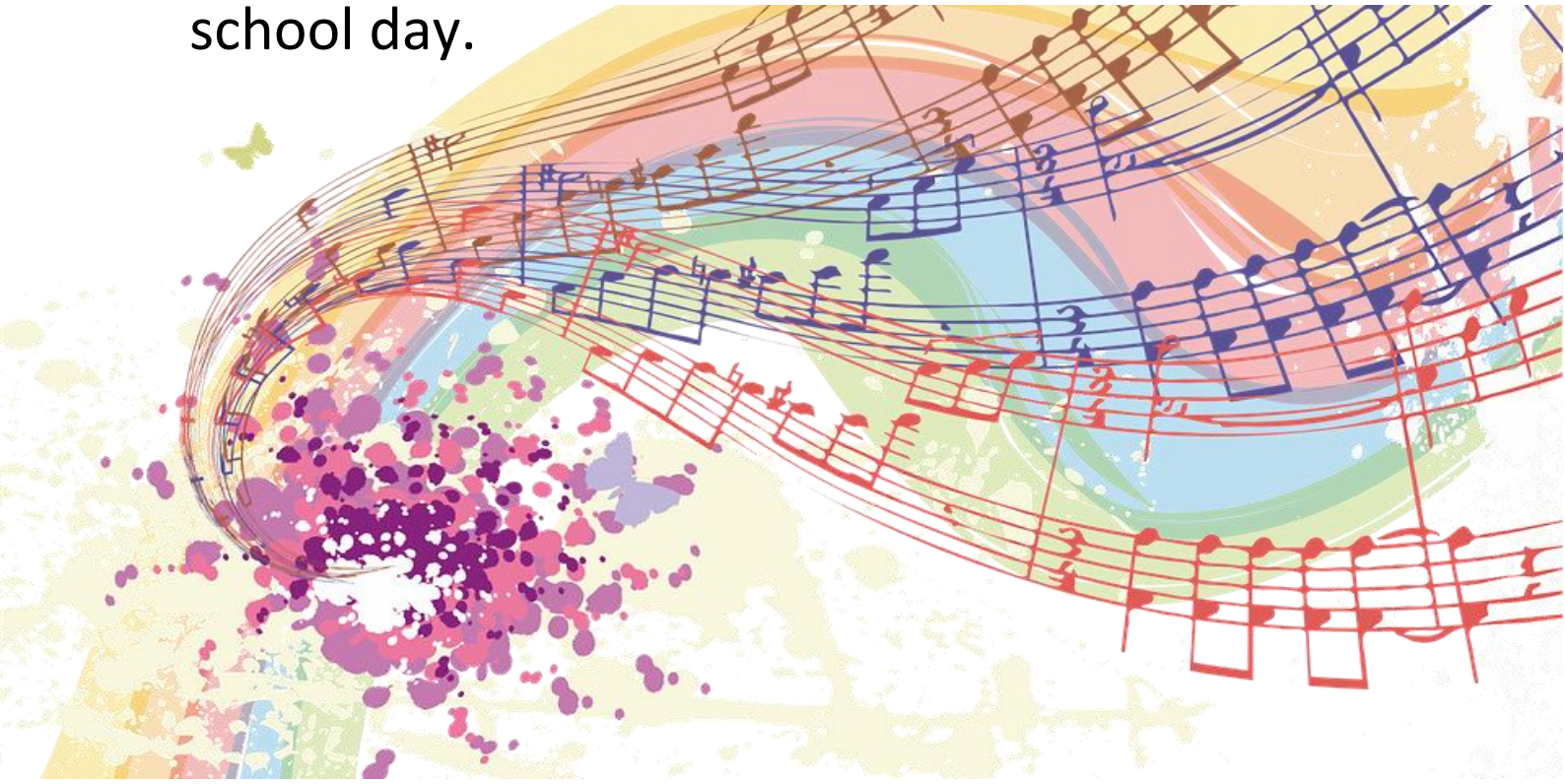
- *Arts and crafts*
- *Computers*
- *Snooker/pool*
- *Home corner*
- *Indoor and outdoor sports*
- *Dressing up*
- *Construction/building*
- *Role play*

The clubs are highly rated by the children, their parents and Ofsted.
Please feel free to pop into the Club to discuss your childcare needs.
Alternatively, they can be contacted by phone on:

Jan 01455 230799 / 07763 385955 or Ross 01455 699759 / 07828 822514

PERIPATETIC LESSONS

Children at Sketchley Hill have the opportunity to learn from a range of instruments during the school day.



Contact the office for more information.

Lessons are available for children in Years 3-6.

Images curtesy of http://clipart.mrdonn.org

Sports clubs

There are lots of opportunities for children to participate in FREE after school sports clubs from Year 3 and above.

Tag Rugby – Mon – Aut & Spr (selected Y3-6)

Netball – Thursday – Aut & Spr (Y5-6)

Cross Country – Tues – Aut & Spr (Y3-6)

Girls Football – Tues – Aut & Spr (Y5 & 6)

Athletics – Tues Summer term (Y3-6)

Boys Football – Thurs – Aut & Spr (Y5 & 6)

For an extra cost

Multi-sports – Thurs – Aut, Spr & Sum (Y1 & 2)

Cross Country

Athletics

Tag Rugby

Girls and Boys Football

CODE OF CONDUCT

SketchleyHill Primary School

Code of Conduct

Always speak politely to others

Keep hands, feet, objects and unkind comments to yourself

Move around school quietly and sensibly

Respect the belongings of others

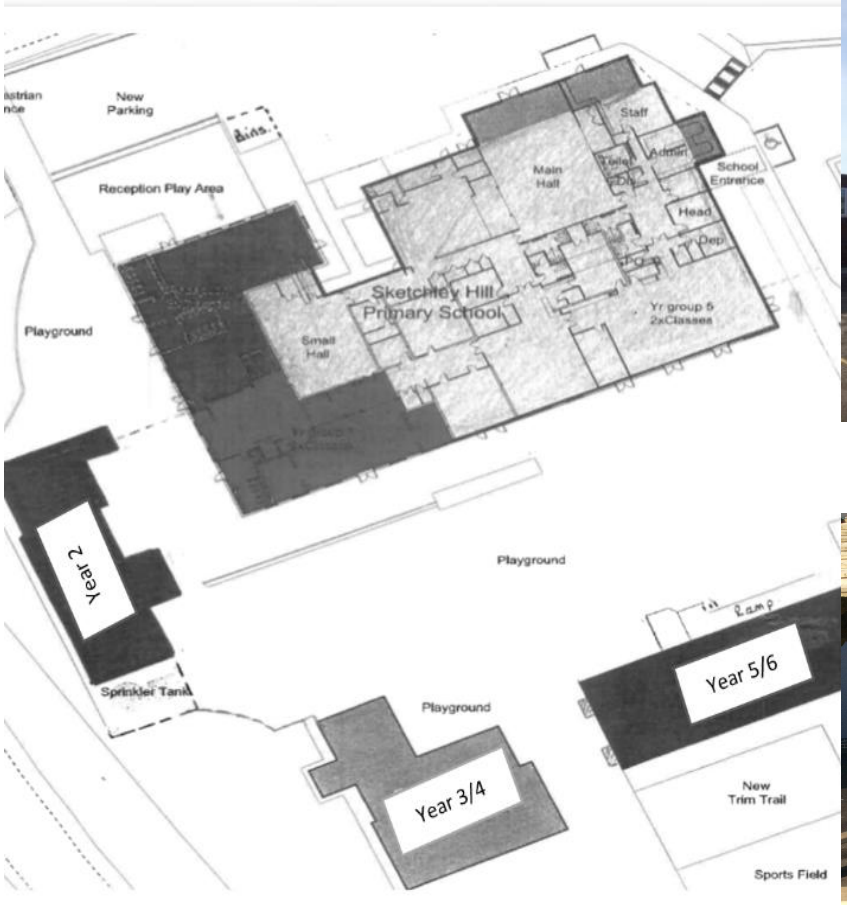
Listen carefully to what others have to say

Let other people work without interruption

Always try your best!

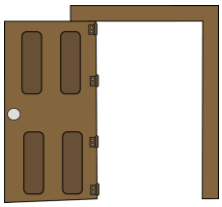
SketchleyHill
Primary School

We are currently expanding to become a 3 form entry primary school for over 600 pupils over the next few years.

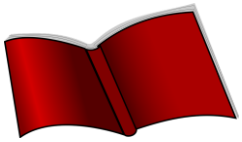


THE SCHOOL DAY

Gates open 8:30



Doors open 8:45



Registered by 9.00

(Gates locked)

Break KS1 – 10.00 – 10.15

Break KS2 – 10.30 – 10.45

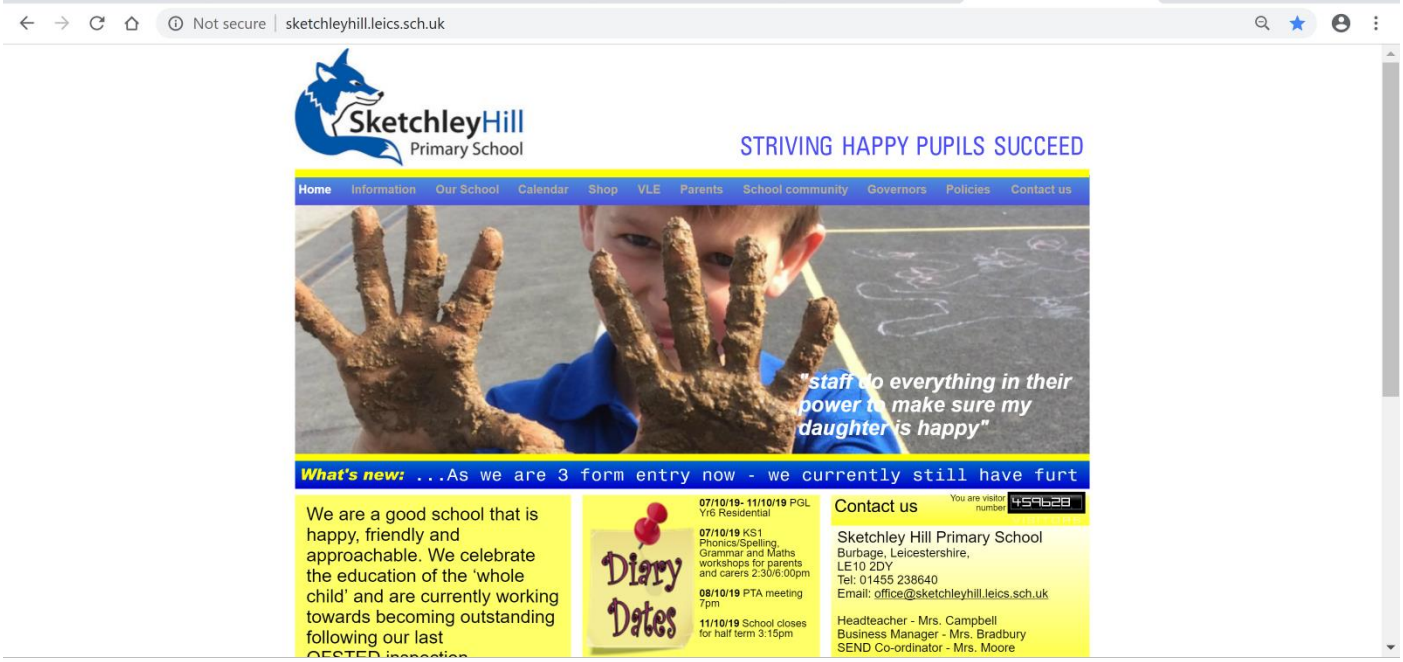
Lunch – 12.00 – 1.00

Afternoon break KS1 1.55

School finish – 3.15

Contact us

http://www.sketchleyhill.leics.sch.uk/



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ROUTE TO RESILIENCE

IN SCHOOL | AT HOME | FOR LIFE

SHPS CHARACTER VOCABULARY

concentration	reasoning
making links	improving
independence	imitation
curiosity	listening
self-control	sharing ideas
creativity	questioning
perseverance	problem-solving
enthusiasm	empathy
compassion	gratitude
respect	integrity
humility	co-operation
teamwork	friendship
inclusiveness	good humour
peace	kindness
resilience	risk-taking
courage	confidence
optimism	self-esteem
self-belief	self-awareness
feeling safe	feeling secure
pride	patience
tolerance	

Thank you for your continued support in your child's out of school learning, your child will benefit hugely from your input and help.