



The Canons C.E. Primary School

Parent Homework Helper



“Here to help you with your child’s homework”

Driven by Children

Our pupils will have a thirst for knowledge and understanding and a love of learning. They will be responsible for their learning and actions, demonstrating high, intrinsic levels of respect and courtesy to everyone. They will take pride in their achievements and their school.

We have spent much time researching homework, and know that some children find it invaluable and others less so.

- We ask that children enjoy books every day at home. This could be a shared story at bedtime, listening to your child read or allowing/encouraging your child to lose themselves in a good book, whether it’s a story, poem or non-fiction text.
- We consider reading at home to be part of their homework and the expectation is to read with an adult at least three times a week. This will be monitored through their reading diaries which are taken in by the class teacher weekly.
- Knowing number bonds, simple facts and multiplication tables is essential. We can get on with teaching skills if children have this knowledge. Games, quizzes, cooking...etc. can all help with remembering these skills. We will send home our weekly Beat That tests where the children have to beat their score. Please practice these at home with them.

- We sometimes set projects, which is generally linked to the theme for that half term. This allows children to demonstrate and extend learning in a creative way. We do expect all children to take part and love it when they produce something imaginative that reflects their enjoyment of the subject!

Do help and support your child with their homework and encourage them to plan and manage their time so it’s completed by the expected date. Don’t do it for them! We’re always here to help with homework or give advice about supporting your child’s learning; just ask!

Understanding how children learn to read and write at The Canons.

Welcome to a guide that shows you how children at The Canons progress in reading and writing.

Up-to-date

Teaching methods may have changed since you last attended school. It’s very important that you understand how your child learns in our school and you probably need to ‘re- learn’ some things. This book will give you an overview of what’s involved.

How to use this guide

You don’t need to read it all at once...just use it when needed. For example: Your child could be asking you about using conjunctions as part of their Literacy homework, so you could go to the Jargon Buster section to find out Or, you could be interested in your child’s writing progress, so would check the ‘Stages of Writing’ page in the ‘Learn to Write’ section.

Or, you may want to help with reading to your child at home, so go to the ‘Strategies to Help Read a Book’ page in the ‘Learn to Read’ section.

Got any questions?

If you have any questions concerning how your child learns, please don’t hesitate to get in touch. We will respond to every question, because it shows you want to be involved in your child’s education. So...ask away!



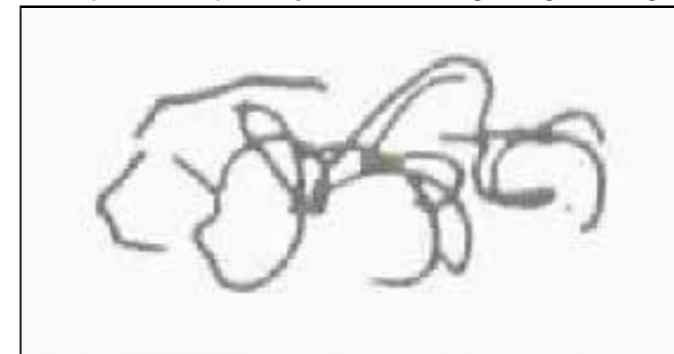
Learning to Write

Stages of Writing

Your child went through several necessary stages in the development of oral language: cooing, babbling and playing with sounds. Similarly, written language development follows predictable stages. These are the stages your child will probably go through as he or she becomes a competent writer.

Stage 1: Emerging/Scribble

This is the beginning stage at which your child scribbles. You may not be able to tell what the picture is about, but it’s important to praise your child’s beginning drawing.



Stage 2: Pictorial

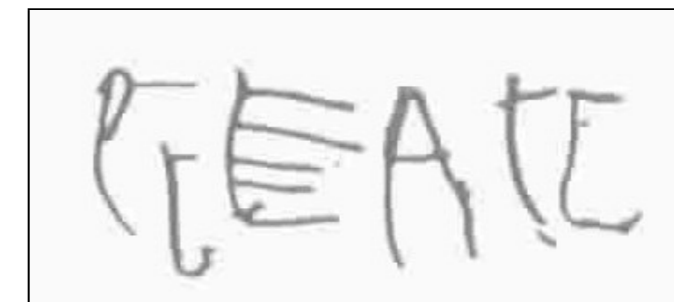
At this stage, your child begins to draw a somewhat recognisable picture and may tell you about it. He or she may also imitate writing.



The flower is growing.

Stage 3: Precommunicative

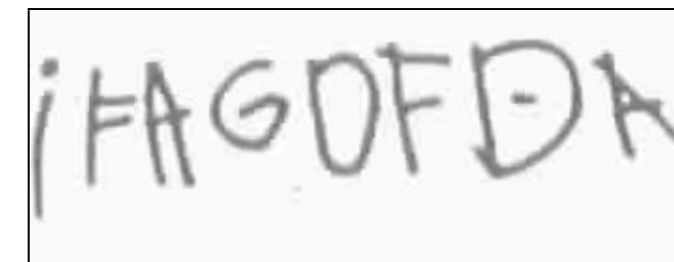
Your child may now be printing his or her own name or an occasional known word and may be writing strings of letter- like forms or a series of random letters. Sometimes he or she may attempt to read the message back, but you probably can’t read it.



There are webs in Spidertown.

Stage 4: Semiphonetic

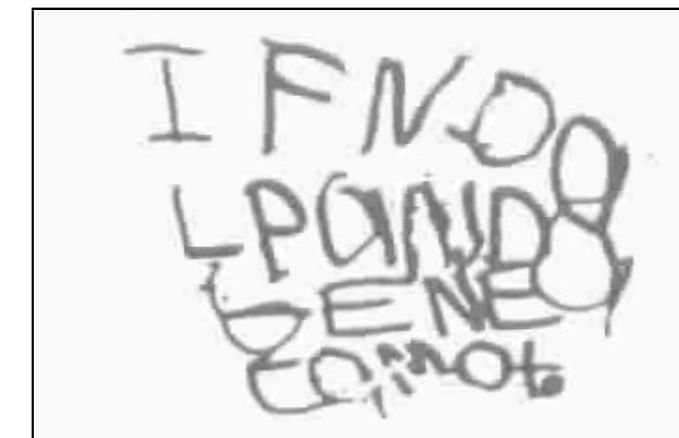
At this stage, your child begins to use some letters to match sounds, often using one beginning letter to write a word. He or she usually writes from left to right but may reverse some letters.



I have a goldfish called Arielle.

Stage 5: Phonetic

Now your child writes most words using beginning and ending consonant sounds and spells some frequently used words correctly. He or she may begin to add vowel sounds, but they are often not the correct ones. At this level, your child may begin to leave spaces between words. It’s getting easier to read your child’s writing.

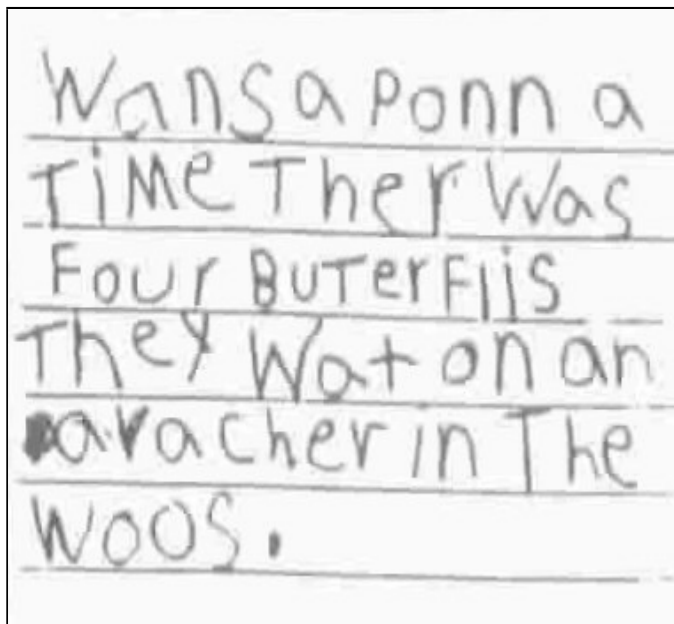


I found a lamp and a genie came out.



Stage 6: Transitional

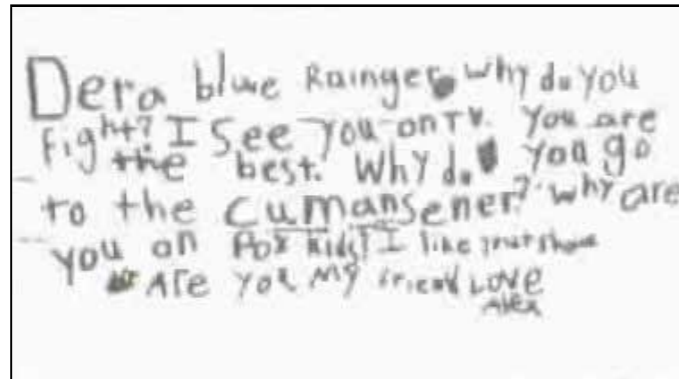
At this stage your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent 'e' at the end of a word or doubling letters when they're not needed while trying visually to remember how spelling works. Now your child usually leaves spaces between words and is spelling many words correctly as he or she writes more than one sentence.



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Stage 7: Conventional

At this stage, your child spells most words correctly, although he or she may use phonics-based spelling for adventurous vocabulary. Remember, we can only expect children to correctly spell words they have already learned! Now your child is usually using capital and lowercase letters and full stops and question marks correctly.

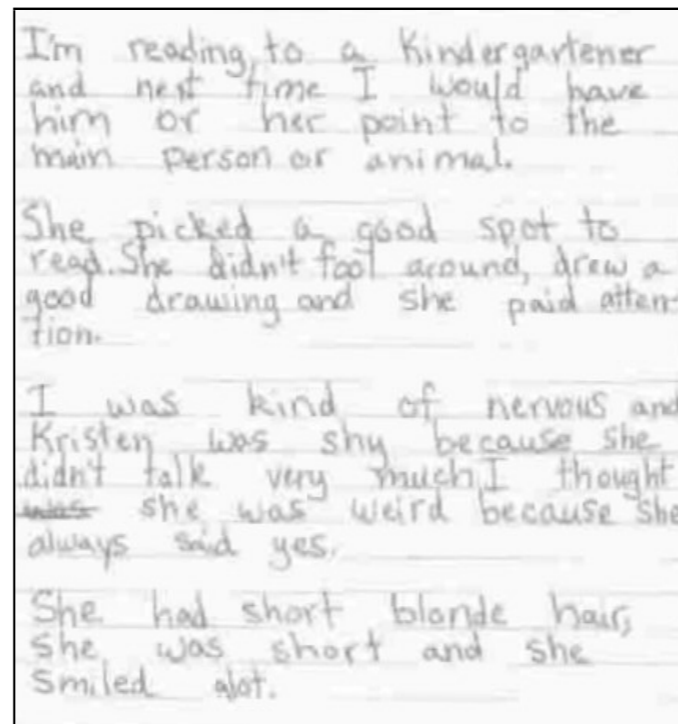


Dear Blue Ranger. Why do you fight? I see you on TV. You are the best. Why do you go to the command centre? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex



Stage 8: Traditional

Advanced writers use a rich, varied body of written vocabulary. They may still use phonics-based spelling for adventurous vocabulary, but have mastered the spelling of commonly used words. At this level, your child uses inverted commas, commas and apostrophes correctly and organises writing in to appropriate paragraphs.



Our goal is for each child to enjoy writing and to begin little by little to understand how to become a better writer. Remember, your child learned to speak gradually, and you celebrated each attempt. Together, let's celebrate your child's attempts and gradual growth as a writer! If you have any questions about how you might help at home, ask the class teacher.

Ideas for encouraging mark making, writing and for developing phonic skills.

Below is a list of ideas for promoting and practising both letter formation and phonics at home:

- Bending and forming playdough into letter shapes.
- Baking cookies in different letter shapes.
- Painting on an outside wall using water and a brush.
- Large chalks on a chalk board or the ground outdoors.
- Mark making with charcoal from the tip of a burnt stick.
- Writing letters with your fingers in shaving foam, flour, sugar or sand.
- Using foam letters or magnetic letters in the bath/on the fridge.
- Finger painting to practise letter formation.
- Using our arms and hands to write huge letters in the air.
- Making letters or cards to post to family members and friends.
- Using a computer to practise phonics skills/ find capital letters.
- Creating letters with our bodies on the floor and taking photographs.
- Using everyday objects such as cutlery, shells or pebbles to make letters.
- Practise letters learnt so far using taught songs and actions.
- Play word recognition snap by writing words on cards and turning them over to match up and read them.
- Playing simple games such as eye spy or ask children if they can see something beginning with a particular letter sound.
- Use magnetic letters or flash cards to build and sound out words.
- Put items in a box, ask your child to pick one out and tell you what sound it begins with.
- Think up different words that rhyme or words that begin with the same letter and make silly sentences together.

Once your child is writing confidently, the following ideas may prove helpful:

- Check that sentences always have full stops and capital letters and question marks where appropriate.
 - Encourage children to experiment with new words, even if they haven't learnt to spell them yet. You can use a thesaurus to help with this.
 - If your child has "word pests" when it comes to persistent offenders in spelling, keep these written on a card so they can have a quick check whenever they're writing.
- Get them to read their writing out loud to check it makes sense.
- Encourage joined up writing as they should be doing this consistently by the time they leave Year 3. Whilst it's slow at first, the more it's practised, the easier it becomes.

Spelling Policy

- If you are practising spellings, "Look, Cover, Write Check" works really well. This can also be done on a computer to 'rehearse' the pattern.
- A spelling list of common exception words is sent out every year and the children are regularly tested on these. These are words that the children should be spelling correctly in their writing at their age. Please work on these, little and often at home, and remind them to spell them correctly in their writing too.

Handwriting policy

- At the Canons, we expect children to form cursive letters (with the flick at the front) from the very beginning of their time in school. In Year 1, they learn to join letters together. By the end of Year 2, children working at the expected level should be joining consistently, which is a national expectation.
- We expect all children to be joining their writing by the end of Year 3 and to be using a handwriting pen by the time they leave Year 4.
- Children start using a pencil and when they are joining neatly in cursive writing, children move onto earning their pen licence and then finally onto fountain pen.

Jargon Buster

To help with homework tasks.

NOUN – The name of something

ADJECTIVE – Describes a noun, e.g. colour, shape, texture, behaviour, etc

VERB – A doing word

ADVERB OR ADVERBIAL PHRASE – Describes a verb, e.g. how, when, or where you do or be something

CLAUSE – A short phrase or collection of words which can form a simple sentence and includes a noun and verb

SUBORDINATE CLAUSE – An extra clause which is added to a sentence to give more information (does not make sense on its own)

CONJUNCTION – A word or phrase which joins clauses together in a sentence and across paragraphs

COMPOUND SENTENCE – Made of 2 main clauses

COMPLEX SENTENCE – Has a main Subordinate clause

SUFFIX – Added to the end of the word

PREFIX – Added to the beginning of a word

SIMILE – Comparing a subject to something else

METAPHOR – Where the writer writes about something as if it were really something else.



Learning to Read

Reading is a vital skill that we must teach children from a young age. At The Canons we promote reading for enjoyment, so when you hear your child read at home, it must be a pleasurable experience rather than a chore! To help them with their reading at home, it is important to understand how children learn to read and what we do in school to teach them.

How do children learn to read?

At the Canons, we know that there are two strands to reading that need to weave together to create a good reader. One is word reading where the child must be able to read fluently, using phonics and other clues to help with unknown words. The other is language comprehension where the children show how well they understand what they read by answering questions. Both of these skills need to be woven together.

How do we teach reading at The Canons?

From when your child enters our school in Reception, they begin to learn to read their sounds through the Read Write Inc phonics program. This is a daily session which is run by teachers and teaching assistants. It is a fun, fast paced session using a character called Fred the Frog to help them to learn the different sounds needed to read. As they move on in their first year at school they will learn to blend these sounds together to create words, which eventually leads to being a fluent and confident reader by the time they leave the program in Year 1. Practising these sounds at home is a real help...plus the children love to show them off to you!

In KS1, we aim to hear the children read every week, which may be done individually or in a small group. They are taught the skills of word reading and comprehension by the class teacher during a daily 'guided reading' session, which is an activity in a small group or through a longer whole class weekly reading lesson called Big Reading.

In KS2, we focus our teaching more on the discussion about texts and showing an understanding of what they have read in our weekly Big Reading lesson. Those children who still need to practice their word reading skills to help them become a fluent reader will read individually with an adult at least once a week.

While your child is learning to read, we ask that they are heard by an adult at home at least 3 times a week, daily if possible. This need only be for 5-10 minutes, but it really does make a difference! Recording what you have read, along with some things you noticed about their reading helps us to understand what they can do and what they need help with. The more you record, the more we know.

Across our school, we promote the enjoyment of reading by having a regular story session, where the class will listen to a story they enjoy and everyone will take part in a wide range of reading activities.

Listening to stories is an important part of childhood. A bedtime story is always a great way to spend time with your child, build an enjoyment of books and, most beneficial, it gets them off to sleep quicker! Reading to your child as well as listening to your child is great practice at home. It is a way to model

expressive reading and can also motivate reluctant readers by giving them access to higher level books.

How do they choose their book?

In KS1, every child will be sent home with a reading book that is colour book banded according to their level. The children select these themselves in the classroom and we encourage them to change them when they have finished reading it with an adult. Please feel free to keep the book for longer so that your child can read it a few times. This will help them to practice their fluency and expression. We recommend that they read it once to decode all the words and check understanding, a second time to practice reading fluently and then a third time to use expression.

During the year, they will also have the opportunity to bring home a book they have chosen from the classroom or the library. These books are for you to share with your child, reading to or with them, not for them to read to you. You could encourage your child to recognise the high frequency words they have been learning at school and at home, or blend simple 3 and 4 letter words together. Please discuss whether the book is fiction or non-fiction and how they know.

Children in KS1 have access, at home and in school, to a great online program called Bug Club. The teacher will send them books at their level to read online and click on the bugs to complete the answers. If the answers are correct they earn coins and can spend them to play games and buy

items for their character. All children have their own account so check with your child's teacher for their login details.

When the children enter KS2, they begin to move from colour band books to choosing longer books which are levelled according to our brilliant Accelerated Reader program. Children choose their own books from the class library and change them when needed. The children then complete a quiz online when they have finished their book to show they have understood it. This gives them points if they get the answers correct and the opportunity to enter into a book raffle every term. The more points, the higher the chance of winning! The quizzes are completed in school to make it fair to everyone. If the children work very hard reading their books, they may be lucky enough to enter the Millionaire Club. Children who read 1 million words in a school year earn a very special day trip in school time. Previous ones have been to the Roald Dahl Museum and to Harry Potter World!

What Else Can Your Child Read?

Opportunities for reading aren't just found in books. Reading is all around us. Here are some suggestions for extra reading at home: Comics, Magazines, Travel brochures, Recipes, Instructions for games, Newspapers, Sports reports, Shopping Lists.



The children may also have books at home they might want to read with you. This is fine, as long as they are exposed to a range of books and are enjoying their reading experiences. It is through the choosing of books that children develop their own preferences. Reading the same book time and time again is a good thing. We want the children to really know stories well. This helps them build language and storytelling skills. When a child knows what a book 'says' they then have the confidence to read it without fear of getting it wrong. Libraries are fantastic places to view a range of books. The internet is also a good way of finding out what new books have been released.

Creating the Perfect Reading Environment

Here is a list of things you can do to create the perfect reading environment for you and your child:

- Choose somewhere calm and quiet
- Sound excited and enthusiastic when talking about reading
- Have somewhere comfortable to sit next to each other. You will need to see what they are reading and they need to see what you are reading. This could be on their bed, on the sofa etc...make sure the TV is OFF!!
- Talk about the book before, during and after reading it. (There will be suggested questions later in the booklet.)

Be a Good Role Model for Reading

To be a good role model you must:

- Handle books or kindles with care.
- Let your child see you reading for pleasure.
- Always stay positive and encouraging, even if you are frustrated with your child. Instead, praise them, then help them.
- Continually use positive praise – "Well done, that was brilliant sounding out..."
- Always value time for reading.

Strategies to Help Read a Book

There are many ways we can help read a book. These are the main strategies that we use in school. We may not use all of them every time; it all depends on the text and the need of the child.

1. Making sense of a sentence

If a child can't read a word, it sometimes helps to leave the word and carry on reading to the end of the sentence. You can then go back and read it again. Often the child will then be able to guess what the word is, especially if they look at the initial sound of the word. They could also look at the pictures to help, e.g. if the word they could not read was sandwich in the sentence. 'The boy ate a ham sandwich'. If you read the sentence without the word sandwich, it is quite easy to make a sensible guess.



2. Use of Phonics

Use the sounds the children are taught at school and blend together the letters/sounds they can see. Don't forget, it's not always one sound for every one letter. Sometimes two or more letters make one sound, e.g. 'ea' makes the long 'e' sound. If you are unsure of this, ask the teacher for guidance.

3. Rehearsed Reading

Rehearsing a page can help build a child's confidence in reading. In a more challenging book, try reading a page to them first, stressing any difficult words. When modelling the reading, use expression and different voices for different characters. Then give them a few minutes to read it to themselves, and then they can read the page to you. The more you do this, the more words they will be able to recognise.

Questions to Ask Before Reading

- What do you think this book is about?
- What does the picture on the front page tell you?
- Where is the title? What does it say?
- Discuss the author and talk about other books they have read written by the same author.

Questions to Ask During Reading?

- What is happening in the picture?
- Why did the character behave that way?
- Have you ever...?
- Why did...?
- Where did...?
- Who did...?

Questions for Non-fiction Books

- What fact(s) did you enjoy learning about the most?
- Of the information you learned, which would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to learn about this topic?
- What pictures or illustrations did you find interesting? Why?
- Is this book like any other book that you have read? If so, how are they alike? How are they different?
- Which did you like better? Why?
- What kind of research do you think the author had to do to write this book?
- What questions would you ask the author if you ever had the opportunity to meet him/her?
- How can you learn more about this topic?
- Would the book be different if it had been written 10 years ago?
- Did you discover anything that might help you outside of school?

Questions to Ask After Reading

- Who was your favourite character? Why?
- Did you like the book? Why?
- What was the most exciting part of the book?
- Would you choose that book again?
- Recall main events in the story.

Reading Records

What to write in my child's reading record:

- It is important that reading records are completed at home as it gives the teacher an idea of how often your child reads and how well they are doing at that time.
- The suggestions below will give you a few ideas of what to write – try to keep your comments positive and factual. You are not expected to comment on each of the areas each time.
- How enthusiastic the child was about the choice of book.
- How well the child was able to retell the story, showing their understanding.
- What strategies they used to read unfamiliar words.
- Did they answer questions well?
- Was there a common mistake the teacher may need to pick up on in class?
- Did the child recognise when he/she had made a mistake? Did they correct themselves?
- How fluently they read.
- How well they used expression.

Useful Reading Websites and Books

- www.oxfordowl.co.uk – free online Oxford Reading Tree resources
- www.bugclub.co.uk – whole school online reading facility
- www.jollylearning.co.uk – Jolly Phonics

- www.parentlink.co.uk – contains ideas to help at home
- www.bbc.co.uk – school section, words and pictures, phonic activities
- www.phonicsplay.co.uk
- www.literacytrust.org.uk
- www.crickwed.co.uk/assests/resources/flash.php?&file=ww
- www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm
- www.bbc.co.uk/cbeebies/stories
- www.snaithprimary.eril.net/rindex.htm – nursery rhymes
- www.familylearning.org.uk
- www.topmarks.co.uk/Search.aspx?subject=31
- www.readingforlife.org.uk
- www.bookstart.org.ukApps
- Read Me Stories – Children's Books – Free
- Sentence Reading Magic – Free
- Abc Pocket Phonics Lite – Free
- Abc Pocket Phonics – Pay fee
- Word Magic – Pay fee
- The Story Mouse Talking Books – Free
- ABC Animals – Pay Free
- Reading for Kids – I like reading – Free
- Word Domino – Free
- Read with Biff, Chip and Kipper – Free

How do I know if my child is on track?

There are several times in primary school that we track whether your child is performing at the expected standard for their age.

Year 1 - phonics screener in June – tests their blending of their sounds to read real and pretend “alien” words

Year 1 – your child should be reading books at the colour band Turquoise or Purple to be on track at the end of the year

Year 2 – national SATs tests in reading, maths and grammar, punctuation and spelling – taken in May

Year 2 - your child should be reading books at the colour band Gold to be on track at the end of the year

Year 6 – national SATs tests in reading, maths and grammar, punctuation and spelling – taken in May
Watch out for the parent sessions related to the Phonics screening and SATs test in Year 2 and 6!

Reading In a Nutshell:

- Reading is one of the most important skills a child needs to learn.
- To help them at home:
- Try to read as often as possible with your child.
- Create the right environment for reading.
- Model a positive attitude and enthusiasm for reading.

- Let your child choose a book they enjoy – they don't always have to read it to you!
- Don't forget, memorising a book isn't cheating, it builds confidence, helps them know the structure of a story and makes reading fun! Read Write Inc books are sent home to encourage this so don't worry!
- Let the child hold the book.
- Talk about the book as you read.
- Support them in reading new words, don't jump in too quickly and don't get cross when they can't do it.
- If your child is too tired to read to you – it's ok to read to them.
- A bedtime story is the best way to get your child ready for sleep.

• Most importantly – ENJOY TIME READING TOGETHER!

- “A child who reads well is more likely to be successful in later life.”
- Don't be in a rush to move them to the next level. Allow time to develop confidence. It's not a race!

At the Canons, we know that for children to be happy and successful, home and school need to work in partnership together. Reading is one of the most important skills that your child will ever need so try to practice, encourage and inspire them to be good at it! And if you're still not convinced, take it from one of the greatest children's writers of all time...

“If you are going to get anywhere in life you have to read alot of books” Roald Dahl

Learning to Calculate

A Guide to the Stages of Calculation for Parents/Carers

Written methods of calculation are based on mental strategies. Each of the 4 operations build on secure mental skills which provide the foundation for jotting and formal written methods of recording. Skills need to be taught, practised and reviewed constantly. These skills lead on to more formal written methods of calculation.

Strategies for calculation must be supported by familiar models and images. When approaching a new strategy it is important to start with numbers that the child can easily manipulate so they can have every opportunity to fully grasp each concept.

The transition between stages should not be hurried as not all children will be ready to move on to the next stage at the same time, therefore the progression in this document is outlined in the order in which the children should advance. Previous stages may need to be revisited to consolidate understanding before progressing and many stages are not specifically attached to a Key Stage – for children require different stages of different times of their education in Maths. Failure to secure understanding can lead to misconceptions later, so it is essential that learning is personalised for every child to ensure solid mathematical foundations are laid which can be built upon in the future.

A sound understanding of number systems and the patterns within it is essential for children to carry out calculations efficiently and accurately.

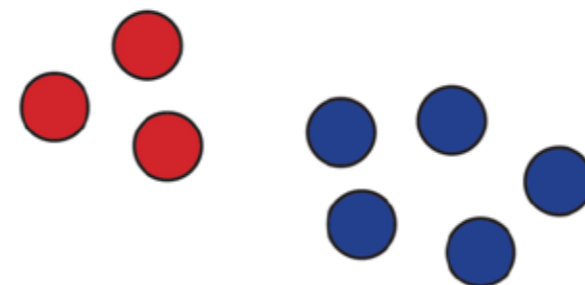


Progression in Methods for Addition

Please note: what methods the children use in different Key Stages is there as a guide – pupils access different methods at different times.

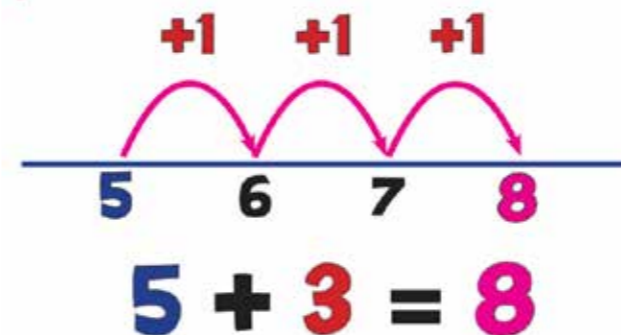
Key Stage 1/Foundation Stage

A1: Objects & Pictures

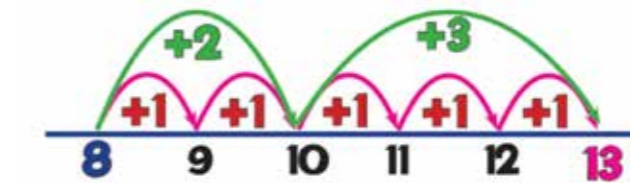


"If I have 3 and then 5 more, how many altogether? Answer: 8"

A2: Counting On

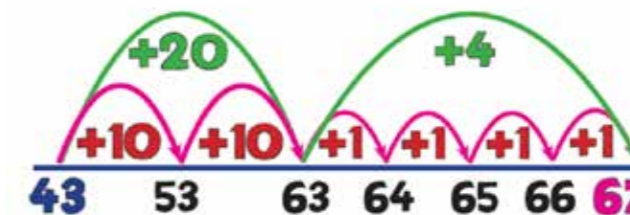


A2a: Counting On



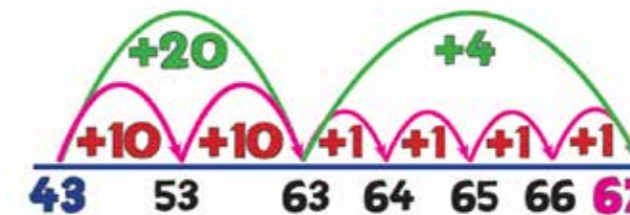
A3: Forwards Jump

$$43 + 24 = 67$$



A3: Forwards Jump

$$43 + 24 = 67$$



Key Stage 2

A4: Partitioning

$$43 + 24 = 67$$

$$\begin{array}{r} 40 + 20 = 60 \\ 3 + 4 = 7 \\ \hline 67 \end{array}$$

(A6: Expanded Column)

$$\begin{array}{r} 10 \quad 1 \\ 43 \\ + 24 \\ \hline 7 \\ 60 \\ \hline 67 \end{array}$$

A6: Expanded Column

$$\begin{array}{r} 100 \quad 10 \quad 1 \\ 687 \\ + 248 \\ \hline 15 \\ 120 \\ 800 \\ \hline 935 \end{array}$$

(A7: Column Addition)

2 Additional:a

$$\begin{array}{r} 10 \quad 1 \\ 57 \\ + 25 \\ \hline 82 \\ 1 \end{array}$$

(A7: Column Addition)

2 Additional

$$\begin{array}{r} 10 \quad 1 \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

(A7: Column Addition)

2/3 Additional:b

$$\begin{array}{r} 100 \quad 10 \quad 1 \\ 86 \\ + 48 \\ \hline 134 \\ 1 \quad 1 \end{array}$$

Progression in Methods for Subtraction

Key Stage 1/Foundation Stage

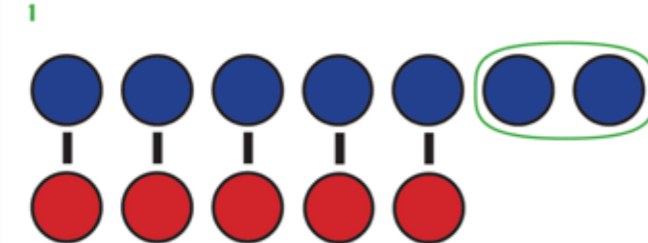
S1: Objects



$$7 - 3 = 4$$

"What do I get if I take 3 away from 7? Answer: 4"

S2: What's the Difference?

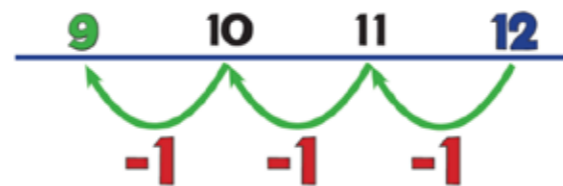


$$7 - 5 = 2$$

"How many more is 7 than 5? What is the difference?"

S3: Counting Back

1

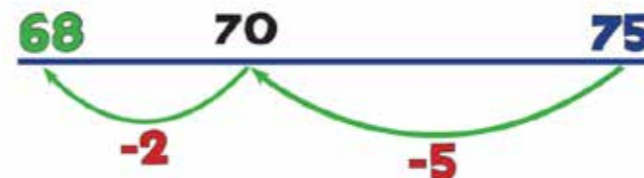


$$12 - 3 = 9$$

"What do I get if I take 3 away from 12? Answer: 9"

S5: Backwards Boing

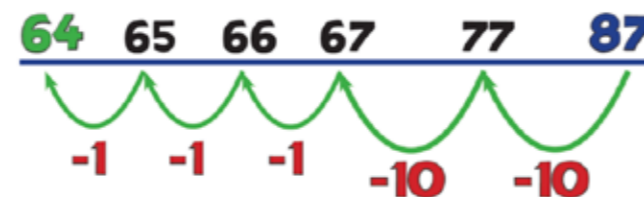
2



$$75 - 7 = 68$$

S6: Backwards Bounce

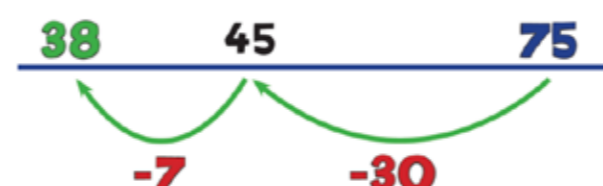
2



$$87 - 23 = 64$$

S7: Backwards Jump

2



$$75 - 37 = 38$$

Key Stage 2

(S10: Expanded Column)

2 Additional

Subtraction

$$87 - 23 = 64$$

$$\begin{array}{r} 80 \quad 7 \\ 20 \quad 3 \\ \hline 60 \quad 4 \end{array}$$

(S10: Expanded Column)

2 Additional:a

Subtraction

$$75 - 37 = 38$$

$$\begin{array}{r} 60 \quad 75 \\ \cancel{70} \quad 15 \\ 30 \quad 7 \\ \hline 30 \quad 8 \end{array}$$

(S10: Expanded Column)

3 Additional:b

Subtraction

$$132 - 56 = 38$$

$$\begin{array}{r} 0 \quad 100 \quad 120 \quad 1 \\ \cancel{100} \quad \cancel{30} \quad 2 \\ - \quad 50 \quad 6 \\ \hline 70 \quad 6 \end{array}$$

(S11: Column Subtraction)

2 Additional

$$\begin{array}{r} 10 \quad 1 \\ 87 \\ - 23 \\ \hline 64 \end{array}$$

(S11: Column Subtraction)

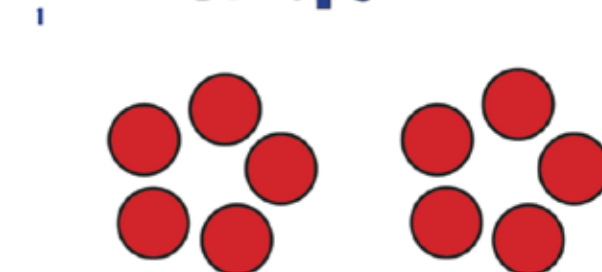
2 Additional:a

$$\begin{array}{r} 10 \quad 1 \\ 6 \quad 75 \\ \cancel{70} \quad 15 \\ - 37 \\ \hline 38 \end{array}$$

Progression in Methods for Multiplication

Key Stage 1/Foundation Stage

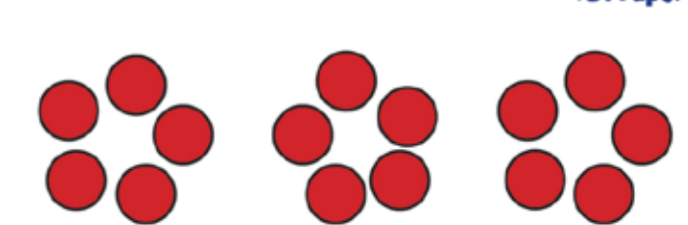
(M1: Groups)



"2 groups of 5 counters makes 10 counters altogether"

M1: Repeated Addition

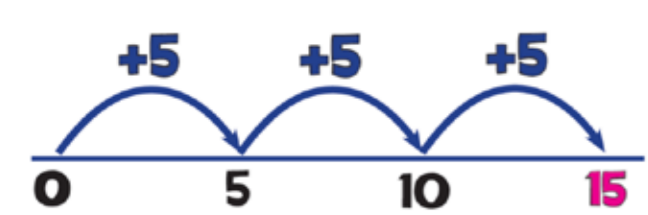
(Groups)



$$5 \times 3 = 5 + 5 + 5 = 15$$

"5 multiplied by 3" means "5, 3 times", which gives "3 lots of 5!"

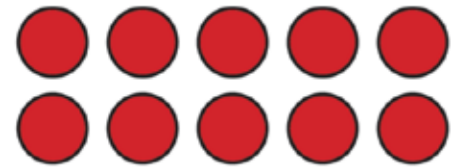
M2: Repeated Addition (Number Line)



$$5 \times 3 = 5 + 5 + 5 = 15$$

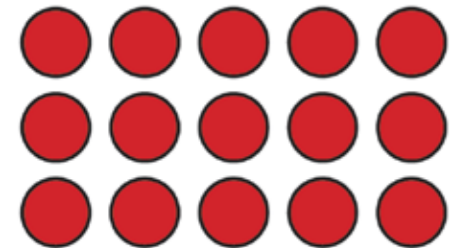
"5 times 3" means "5, 3 times!"

(M3: Arrays)



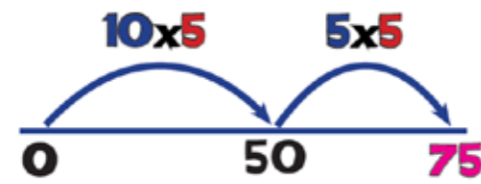
"2 groups of 5 counters" or "5 groups of 2 counters" - "10 counters altogether"

M3: Arrays



$$3 \times 5 = 15 \text{ or } 5 \times 3 = 15$$

M4: Multi Boing!



$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$

Key Stage 2

M4a: Partitioning

$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$

M5: Grid Method

$$15 \times 5 = 75$$

x	10	5
5	50	25

$$50 + 25 = 75$$

M5b: Grid Method

$$147 \times 4 = 588$$

x	100	40	7
4	400	160	28

$$400 + 160 + 28 = 588$$

M8: Grid Method

$$43 \times 65 = 2795$$

x	40	3
60	2400	180
5	200	15

$$2400 + 180 + 200 + 15 = 2795$$

(M6: Expanded Column)

$$\begin{array}{r} 10 \quad 1 \\ 15 \\ \times \quad 5 \\ \hline 25 \quad (5 \times 5) \\ 50 \quad (5 \times 10) \\ \hline 75 \end{array}$$

(M6: Expanded Column)

$$\begin{array}{r} 100 \quad 10 \quad 1 \\ 43 \\ \times \quad 6 \\ \hline 18 \quad (6 \times 3) \\ 240 \quad (6 \times 40) \\ \hline 258 \end{array}$$

M6: Expanded Column

$$\begin{array}{r} 100 \quad 10 \quad 1 \\ 147 \\ \times \quad 4 \\ \hline 28 \quad (4 \times 7) \\ 160 \quad (4 \times 40) \\ 400 \quad (4 \times 100) \\ \hline 588 \end{array}$$

(M7: Column Multiplication)

$$\begin{array}{r} 10 \quad 1 \\ 15 \\ \times \quad 5 \\ \hline 75 \\ 2 \end{array}$$

(M7: Column Multiplication)

$$\begin{array}{r} 100 \quad 10 \quad 1 \\ 43 \\ \times \quad 6 \\ \hline 258 \\ 1 \end{array}$$

M9: Long Multiplication

$$\begin{array}{r} 43 \\ \times 65 \\ \hline 215 \quad (5 \times 43) \\ + 2580 \quad (60 \times 43) \\ \hline 2795 \end{array}$$

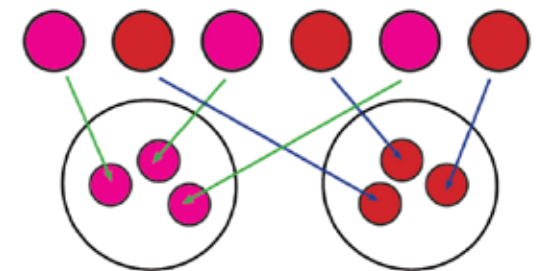
M9a: Long Multiplication

$$\begin{array}{r} 243 \\ \times 68 \\ \hline 1944 \quad (8 \times 243) \\ + 14580 \quad (60 \times 243) \\ \hline 16524 \end{array}$$

Progression in Methods for Division

Key Stage 1/Foundation Stage

D1: Sharing (Concept)



"If I share 6 into 2 equal amounts, how many in each group?" Answer: 3

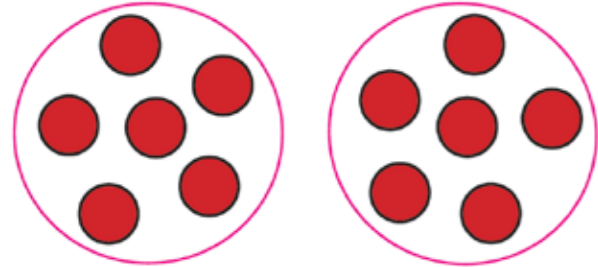
D2: Grouping (Concept)



"How many groups of 2 can I make out of 6?" Answer: 3

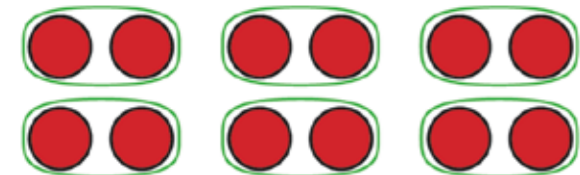
D3: Division as Sharing

$12 \div 2 = 6$ "If I share 12 into 2 equal amounts, how many in each group?" Answer: 6



D4: Division as Grouping

$12 \div 2 = 6$ "How many groups of 2 can I fit into 12?" Answer: 6



D5: Grouping on a Number Line



$20 \div 5 = 4$ "How many 5s in 20?" Answer: 4

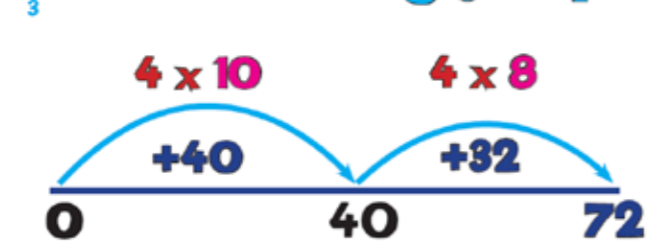
D6: Grouping Grid



$27 \div 4 = 6r3$ "How many times can I fit (groups of) 4 into 27?" Answer: 6r3

Key Stage 2

D7: Chunking Jump



$72 \div 4 = 18$ "How many 4s in 72?" Answer: 18

D8: Find the Hunk!

$72 \div 4 = 18$

The Hunk! $40 \div 4 = 10$ Chunk $32 \div 4 = 8$ $10 + 8 = 18$

D9: Mega Hunk!

$136 \div 4 = 34$

Mega Hunk! $120 \div 4 = 30$ Chunk $16 \div 4 = 4$ $30 + 4 = 34$

D9d: Mega Hunk!

$591 \div 3 = 197$

Mega Hunk! $300 \div 3 = 100$ Mega Hunk! $270 \div 3 = 90$ Chunk $21 \div 3 = 7$ $100 + 90 + 7 = 197$

(D11: Chunking)

$72 \div 4 = 18$

$4 \overline{)72}$
 $- 40$ (4 x 10)
 32
 $- 32$ (4 x 8)
 0

$72 \div 4 = 18$

(D11: Chunking)

Additional: $65 \div 4 = 16r1$

$4 \overline{)65}$
 $- 40$ (4 x 10)
 25
 $- 24$ (4 x 6)
 1

$65 \div 4 = 16r1$

D11d: Chunking

Mega Chunk: $591 \div 3 = 197$

$3 \overline{)591}$
 $- 300$ (3 x 100)
 291
 $- 270$ (3 x 90)
 21
 $- 21$ (3 x 7)
 0

$591 \div 3 = 197$

D10: Short Division

$136 \div 4 = 34$

$4 \overline{)136}$
 34

D10c: Short Division

$394 \div 6 = 65r4$

$6 \overline{)394}$
 $65r4$

D10f: Short Division

Different Remainders: $846 \div 5$

$5 \overline{)846.0}$
 169.2

$5 \overline{)846}$
 $169r1$

$5 \overline{)846} \frac{1}{5}$
 $169 \frac{1}{5}$

D13: Long Division

Chunking Method: $983 \div 37 = 26r21$

$37 \overline{)983}$
 $- 740$ (37 x 20)
 243
 $- 222$ (37 x 6)
 21

$983 \div 37 = 26r21$

D13j: Long Division

Chunking Method: $983 \div 37 = 26r21$

$37 \overline{)983}$
 $- 370$ (37 x 10)
 613
 $- 370$ (37 x 10)
 243
 $- 222$ (37 x 6)
 21

$983 \div 37 = 26r21$

D12: Long Division

Short Division Method: $983 \div 37 = 26r21$

$37 \overline{)983}$
 $26r21$



Learning to Calculate

Mathletics: A Guide for Parents and Carers

Basics

This academic year, children will have access to Mathletics from Reception upwards. Teachers in KS1 will ensure children are familiar with the website and know how to log in and start the activities independently.

In KS1/2, the class teacher may set weekly Mathletics homework activities. Once logging on, your child will not have access to all the games and activities until the given homework activities have been completed. It is important that children do their best in these activities as the scores are stored and can be viewed by the class teacher.

For children who do not have access to the Internet at home, the school will organise an after school club for certain year groups as well as giving pupils access to computers at lunchtime.

Overview

When a child first logs in they will be asked to make a profile. Once complete, unless they have set homework tasks, they will be taken to the main page. On the right hand side of the screen there are the different areas:



LIVE MATHLETICS - Quick fire multiplication versus computer, members of class, members of school or the world. (See below)

ACTIVITIES - National Curriculum based activities. (See below)

PROBLEM SOLVING activities are a wide range of activities that present mathematical-based problems in a real-life context. In this area, your child can use the range of number skills they have developed to solve a range of problems in an exciting game-based environment.

CONCEPT SEARCH - Maths dictionary so children and parents alike can look up terms they may have forgotten!

RAINFOREST MATHS is a separate area within Mathletics. These activities are designed for students up to year 6 and have a great rainforest theme.

TIMES TABLE TOONS - Meet Max the Cat and his band in the Times Tables Tunes. They have created 11 great music videos to help you master multiplication. From the Disco Strut to the Jungle Boogie, these songs are a great way to learn times tables!

ACTIVITY AREA

The Activity area is the place where the most focused learning takes place. Mathletics knows which year group your child is in and will provide core exercises on all topics in the new National Curriculum pitched at that age group. Your child is free to choose from these exercises. The level of challenge for the year group is set to be 'core' and it is possible, within the majority of topics, to select 'something easier' or 'something harder', allowing access to this mathematical content below or above the current year group. Please contact your child's class teacher if you believe your child's tasks are not at the correct level of difficulty.

As your child completes these exercises the marks are recorded. The aim for each is to get a perfect score. There are video tutorials that your child can access by pressing the question mark in the blue circle. They can complete the activity multiple times, and this will help them to improve through repetition.

When a child achieves 85% or more in an activity a gold bar is awarded. The number of gold bars is totalled and is displayed on the left hand side of the screen. In addition to this, points are awarded in each activity, which are added to your child's daily and weekly totals. Using these points, weekly certificates are awarded.

1000 points in a week = Bronze certificate

5 Bronze certificates = Silver certificate

4 Silver certificates = Gold certificate

A maximum of one certificate can be awarded each week. Point totals are reset to zero every Sunday night.

To celebrate success, class teachers will print off certificates and award them to pupils during class assemblies.

LIVE MATHLETICS

In Live Mathletics, your child can challenge other pupils to real-time mathematical races that will test the speed and accuracy of mental calculations. They can choose to compete against pupils from right across the world, or from our school or their class. In Live Mathletics, points go towards the weekly totals and credits that can be used to purchase items from the virtual avatar shop.

Further information

Mathletics requires a modern browser and an up-to-date version of flash player (free from Adobe). Full technical specifications are on the Mathletics website. A Mathletics app can also be downloaded, but at the present time does not seem to have the full functionality of the website. One tip when navigating the website is to avoid pressing your browser's 'back' button. Rather use Mathletics own buttons within the webpage.

There are colourful guides to Mathletics available here under the guides for parents section:

<http://www.3plearning.com/uk/mathleticsguides>

I hope this has been helpful.

Mr Barnes
Assistant Headteacher (Numeracy Leader)



Learning to Calculate

Mathletics: A Guide for Parents and Carers



Big Maths is a teaching programme used at The Canons Primary to help children to become numerate. Problem solving and word problems cannot be solved until children can manipulate numbers and understand how the number system works. Big Maths lessons are fast-paced and fun. The children are introduced to child-friendly terms such as ‘Switchers’ and ‘Learn Its’, to help them manipulate numbers and make them more confident and more successful. There is a strong emphasis on developing instant recall of number facts, including number bonds and times tables.

CLIC SESSIONS

This stands for ‘Counting’, ‘Learn Its’, ‘It’s Nothing New’ and ‘Calculation’. Maths lessons contain each of these elements.

Counting

Children will count forwards and backwards in all kinds of steps depending on their level e.g. in 1s, 2s, 3s, 6s or even 25s! When practising counting at home with your child, make sure you go forwards and backwards. Don’t always start at 0 – make sure they can count on from 75 to 106 for example.

‘Learn Its’

‘Learn Its’ are addition facts and times tables facts. There are 72 Learn Its in total; 36 addition Learn Its and 36 multiplication Learn Its. These are facts that children need to learn off by heart, so when they are asked ‘What is 6+4 ?’ they are able to give the answer as quickly as they would be able to tell you their name. As soon as they know 3x5=15 they also know 5x3=15 (This is known as a ‘Switcher’).

‘Learn Its’ by Year Group

Your child’s teacher will focus on the following learning facts in each age group: -

- **Reception** – Doubles of 1, 2, 3, 4, 5, 2+1 = 3, 2+3 = 5 and multiples of 10 (counting)
- **Year 1** – Doubles of 6, 7, 8, 9, 2+8=10, 3+7=10, 4+6=10, 4+2=6, 5+2=7, 6+2=8, 7+2=9, 9+2=11, 4+3=7, 5+3=8, 6+3=9 and multiples of 5 and 2 (counting)

- **Year 2** - 3+8, 3+9, 4+7, 4+8, 4+9, 4+5, 5+6, 6+7, 7+8, 8+9, 5+9, 6+9, 7+9, 5+7, 5+8, 6+8 and x2, x5, x10 tables
- **Year 3** – focus on x3 x4 x8 tables facts
- **Year 4** – all x table facts especially x12 and x11
- **Year 5 and 6** - all 72 Learn Its.

Please work at home to make sure they really do know their Learn Its and their Switchers with INSTANT RECALL (no fingers!)



Big Maths Beat That

Big Maths Beat That is a weekly timed test of your child’s Learn Its. The aim is to improve their score each time. You can help your child to improve their scores, by asking them to give you instant responses to their Learn Its while at home, on the journey to school and throughout the day at weekend! Little and very often is the key to success, so the information enters the long term memory.

9 + 9 =	8 + 8 =	2 + 8 =
3 + 7 =	6 + 2 =	6 + 6 =
5 + 2 =	7 + 7 =	7 + 2 =
6 + 3 =	4 + 3 =	1 + 9 =
9 + 2 =	5 + 5 =	4 + 2 =
4 + 6 =		5 + 3 =

It’s Nothing New

This is the most important aspect of CLIC. It is the way children become successful and properly numerate. The idea that 5-things and 3-things are always 8-things is a fundamental concept. Once children understand this concept, we can change the ‘thing’ to other units, e.g. ‘tens’, so that 5 tens + 3 tens = 8 tens. Children begin to learn the concept by counting random units e.g. bananas, aliens, cats etc. It then becomes much easier to use standard measures such as ml, m, cm, kg, whilst understanding the underlying number concepts.

Pim the Alien

He has 3 arms + 4 arms = 7 arms, and he has 3 hands + 4 hands = 7 hands. And on each hand he has 10 fingers, so that 3 groups of 10 fingers + 4 groups of 10 fingers = 7 groups of 10 fingers, which means that 3 tens + 4 tens = 7 tens, and 30 + 40 = 70. Following this principle with young children leads to a deeper understanding and of how numbers works (and they think it is fun too!) The idea is that the ‘learning is nothing new’ and children feel able to answer all sorts of questions with real understanding e.g. If a child knows double 4, they can use that to find double 40 with confidence.

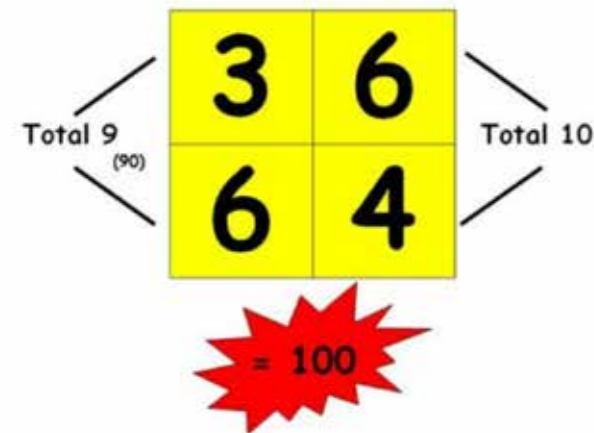


Learning to Calculate

Mathletics: A Guide for Parents and Carers

Strange phrases such as ‘Jigsaw Numbers’, ‘Smile Multiplication’ and ‘Where’s Mully?’ are all part of this section of Big Maths.

Jigsaw Numbers are a way of adding pairs of numbers to equal 100, or decimals equal to 1.0



Smile Multiplication – is used for multiplying multiples of 10 e.g. 40×6

‘Where’s Mully?’ is a game that is played to help children master division, which is traditionally the most challenging of the four operations. Mully Multiple hides behind numbers in a number square and the children have to find him.

e.g. He’s hiding behind the biggest multiple of 3 without going over 40. Where’s Mully? – he’s on 39! The word ‘division’ is introduced later!

Calculation

This aspect of CLIC is when the teacher will focus on developing the children’s understanding of addition, subtraction, multiplication and division. Big Maths maps out which steps children should do in a clear order and helps teachers to identify where to go back to if a child needs extra support.



How can you help?

Big Maths is a very useful tool to help children become numerate... but we still need your support at home.

- Help your child practise their Learn Its at home – a few minutes a day is all you need.
- Insist that numbers are written the correct way round.
- Congratulate your child if their Big Maths score goes up!
- Make maths a positive experience (Don’t tell your child you were no good at maths when you were at school – they will think they should be the same!)

If you have any questions or concerns please see your child’s class teacher in the first instance, or Mr Barnes, the school’s Maths Co-ordinator.

For further information about the school curriculum and ways to help at home, please go to the school website www.canonsprimary.co.uk

Thank you

Mr T Barnes

[Assistant Head teacher/Maths Coordinator]



Vision

As a Christian place of learning our vision is for The Canons C.E. Primary School to be a happy place where:

- all conduct themselves in a manner that is respectful of others, acting responsibly and considerately, clearly demonstrating an understanding of right and wrong.
- a Christian, caring ethos pervades every aspect of school life and helps to create an inclusive environment in which all feel loved and valued.
- all develop confidence in their ability to learn and a desire to learn more, through praise, encouragement, enjoyment and achievement.
- all are encouraged to take some responsibility for their own learning, to demonstrate perseverance, determination and an aptitude for hard work in order to achieve high standards.
- the environment is safe and secure, attractive and stimulating; - all are encouraged to understand their responsibilities as members of the school and citizens of the world, whilst being aware of the importance of personal beliefs and spiritual understanding.

Ethos and Values

The Canons C.E. Primary School is a Christian community built on gospel values.

We encourage positive supportive relationships with all stakeholders. We endeavour to work in partnership to achieve the best for our children.

Our school code of conduct is based around 'Respect'. Respect for others and respect for property, these are our two golden rules.

Other key 'values for life' underpin our curriculum and our collective worship:

Perseverance

Truthfulness

Courage

Service

Compassion

Thankfulness

Generosity

Friendship

Trust

Respect

Justice

Forgiveness

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