# How we learn

## Understanding how children learn to read, write and calculate at Furzefield Primary & Nursery School

FURZEFIELD PRIMARY SCHOOL

*Instilling a love of learning*

# Understanding how children learn to read, write and calculate at Furzefield Primary School.

## Welcome to our guide that shows you how children at Furzefield progress in reading, writing and mathematics.

**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 a modern school like Furzefield, you may need to 're-learn' some things. This book will help you to help you child.

**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 long division as part of their maths homework, so you could go to the division page in the 'Learn to Calculate' section
- or, you could be worried about 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 your child read at home, so go to the 'Ten Top Tips' in the 'Learn to Read' section

**Got any questions?**

If you have any questions concerning how your child learns at Furzefield or don't fully understand our modern teaching methods, please do not hesitate to get in touch. We value each 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.

## Level 1: Emerging/Scribble

This is the beginning level 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 early drawing. Your child will begin to ascribe meaning to the marks they make. You can encourage this by saying 'tell me about your picture.'

## Level 2: Pictorial

At this level, 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.**

## Level 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.**

## Level 4: Semiphonetic

At this level, your child begins to use some letters to match sounds, often using the correct beginning letter to write a word. He or she usually writes from left to right but may reverse some letters. The most common reversals are b and d. Children usually stop this of their own accord in time.

**I have a goldfish called Arielle.**

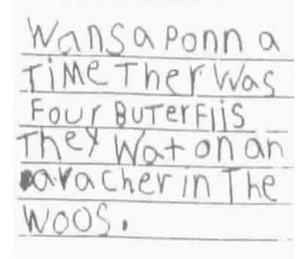
## Level 5: Phonetic

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.**

## Level 6: Transitional

At this level, 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.**

## Level 7: Conventional

At this level, your child spells most words correctly, although he or she may use phonics-based spelling for advanced words. 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 center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex**

## Level 8: Traditional

Advanced writers use a rich, varied vocabulary. They may still use phonics-based spelling for advanced words, but have mastered the spelling of most common words. At this level, your child uses quotation marks, commas and apostrophes correctly and usually organises writing into paragraphs.


Im reading to a kindergartener and next time I would have him or her point to the main person or animal.

She picked a good spot to read. She didn't fool around, drew a good drawing and she paid attention.

I was kind of nervous and Kristen was shy because she didn't talk very much I thought she was weird because she always said yes.

She had short blonde hair She was short and she Smiled alot.

**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.**

## How can you help?

**As your child begins to write, you can try the following activities to help them develop their phonic knowledge and pencil control:**

- Bend and form playdough into letter shapes.
- Bake cookies into different letter shapes.
- Paint on an outside wall or the ground using water and a brush – then watch your letters evaporate in the sun.
- Use large chalks on a chalk board or the ground outdoors.
- Make marks with charcoal from the tip of a burnt stick.
- Draw in the mud with a stick.
- Write letters with your fingers in shaving foam, flour, sand.
- Use foam letters or magnetic letters in the bath/on the fridge.
- Use our arms and hands to write huge letters in the air.
- Put items in a box, ask your child to pick one out and tell you what sound it begins with.
- Play 'I spy' using the letter sound rather than the letter name.

## As your child's skills advance:

- Make letters or cards to post to family members and friends.
- Write shopping lists together before shopping.
- Take photos on a day out and then print them and write captions.
- 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, 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 words which they always struggle to spell, write these on cards to display in their bedroom and have handy whenever they are writing.
- Get them to read their writing out loud to check it makes sense.
- Encourage joined up writing as this is a good habit to form. Whilst it's slow at first, the more it's practiced, the easier it becomes.

  When practicing spellings: look at the word, cover it up, try to write it, check if it's correct.

  Quality content is more important than grammar and spelling. Having something interesting to say and enjoying putting it onto paper is really important!

## Jargon Buster to help with homework tasks:

**NOUN** - the name of something

**VERB** – an action word; something you do. To be, to do and to have are known as auxiliary verbs

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

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

**PREPOSITION** – a word or phrase that shows the relationship between two things. E.g. under, next to, in, on, near

**ARTICLE** – the words the, an and a are articles.

**CLAUSE** – a short phrase or collection of words which can form a simple sentence.

**SUBORDINATE CLAUSE** – an extra clause which is added to a sentence to give more information.

**CONJUNCTION** – a word or phrase which joins clauses together in a sentence

**CONNECTIVE** – a word or phrase which links sentences and/or paragraphs

**COMPLEX SENTENCE** – has more than one clause

**SUFFIX** – added to the end of the word. E.g. walking

**PREFIX** – added to the beginning of a word. E.g. transatlantic

**SIMILIE** – comparing a subject to something else. E.g. as tall as a tree / bright like the sun.

**METAPHOR** – where the writer writes about something as if it were really something else. E.g. Life is a rollercoaster.

## Common mistakes:

Help your child to recognise and avoid these common writing errors.

- Children often write *could of / would of / should of* when they should write

Could have or could've / would have or would've / should have or should've

- Children often get verb/tense agreement wrong when using the verb to be in the past tense. This table shows the correct use:

| | |
|---|---|
| I | was |
| he / she | was |
| it | was |
| they | were |
| we | were |

- Children commonly use ***I*** and ***me*** incorrectly.

  Correct: Aunt Lucy sent Martha and me some presents.

  Incorrect: Aunt Lucy sent Martha and I some presents.

  Whether to use I or me remains the same when you add another person to the sentence.

  You would not write: Aunt Lucy sent I some presents.

  Therefore, you do not write: Aunt Lucy sent Martha and I some presents.

## Handwriting:

If your child struggles with handwriting, other activities to build their hand strength and fine motor skills can help. Try:

- Using malleable toys such as playdough and plasticine or pastry.
- Use small construction toys such as Lego.
- Try using large tweezers to pick up small objects.
- Thread beads onto a string.
- Colour a picture, trying to stay in the lines.
- Have a go at sewing or knitting.

At Furzefield, we use this handwriting script:


a b c d e f g
h i j k l m n
o p q r s t u
v w x y z


A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

# Learning to Read

## Phonics and pure sounds

One key thing has changed in the teaching of reading in recent years. That is the use of pure sounds.

This means pronouncing sounds in the most natural way possible, as they sound in words. For example saying 'mmm' instead of 'muh' and 'rrrr' instead of 'ruh'. To listen to all of these sounds you can search on You Tube for 'sounds of the English phonetic code'. Also, look out for opportunities to attend phonics workshops at school or talk to your child's teacher.

## Tricky words

Many words in English are not phonetic and you just can't sound them out. We call these 'tricky words' and children have to learn to recognise them by sight. Flashcards can be very helpful with this. Groups of these words are sent home to learn. Each year group has a list of 'High Frequency' words they must learn. If you know the word is one they have learnt, ask your child to try and remember. If they can't, don't worry or get frustrated, tell them the word and see if they can remember it next time.


which everyone in the school drops whatever they are doing and enjoys reading a book for 10 minutes and celebrating reading through the 'reading race' displayed in each classroom.

In order for your child to make the most progress, we ask that they are heard by an adult at home at least 5 times a week, daily if possible. This need only be for 5 – 10 minutes, but it really does make a difference!

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!

## Choosing a Book

Every child will be sent home with a reading book that is colour banded according to their level until they have reached a point where they can confidently select and read a book of their own choice.

They will also bring home a book they have chosen from the library. These books are for you to share with your child, reading to or with them, not for them to read to you.

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. This is not 'cheating', it will help your child to develop as a reader by understanding how stories are structured, developing their love and books and helping them to recognise frequently used words.

## Everyday reading:

Look out for those opportunities where your child needs to read to help them to understand the world around them. For example:

- Read shopping lists and use the signs in the supermarket to help you find the items on them.
- Read how to play a new game.
- Try writing to a family member or friend (even if they live close by) so that your child is keen to read the letters; there is still something magical about receiving a letter in the post.
- Read a catalogue or browse a website to choose new toys at birthdays or Christmas.
- Read menus if you are eating out.

## Be a Good Role Model for Reading

To be a good role model you must:

- Handle books with care.
- Let your child see you reading for pleasure.
- Always stay positive and encouraging, even if you are frustrated with your child.
- Instead of saying 'that's not right', try saying 'well done for trying, let's try it together.'
- Always value time for reading.

## TEN TOP TIPS FOR READING WITH YOUR CHILD:

**1. Choose a quiet time**

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough. Make sure you find a comfortable spot and turn off other distractions such as the television.

**2. Make reading enjoyable**

Make reading an enjoyable experience and show that you enjoy it. If your child loses interest then do something else. Sometimes, you could play a board game or a computer game that involves reading.

**3. Maintain the flow**

If your child mispronounces a word, allow them time to correct it themselves rather than correcting them immediately.

If your child struggles with lots of words, it can be better to tell them some so you maintain the flow of the story or information. If your child does try to 'sound out' words, try to use pure sounds to help them.

**4. Be positive**

If your child says something nearly right to start with, that is fine. Instead of saying 'No. That's wrong,' say 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

**5. Success is the key**

If you are keen for your child to progress, it can be easy to give them a book that is too difficult. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words can do more harm than good. Flow is lost, texts cannot be understood and children can easily be put off reading.

**6. Regular practice**

Try to read with your child on most school days. 'Little and often' is best.

**7. Communicate**

Your child will most likely have a reading diary from school. Try to communicate regularly with positive comments and any concerns. This will show your child that you value reading.

**8. Talk about the books**

Being able to say the words on the page is only half the story with reading. Your child needs to understand what they are reading. To help them with this, it is important that you talk about their reading book and ask questions. Here are some suggestions:

## 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:

To begin with ask simple questions to show that your child understands the words –

- How many people are in the . . .?
- What colour was the . . .?
- What happened at . . .?
- What does . . . mean?
- Where did . . . go?

As your child becomes more confident, ask more complex questions that make them think

- What does . . . think?
- What does that word tell us about . . .?
- How did . . . react?
- How was . . . different after . . . ?
- Why is . . . important?

For more able readers, ask questions that make them think about the organisation and format of a text and the writer's choice of words –

- Why is . . . in bold type / italics / underlined?
- How does the diagram help you to understand . . . ?
- Why is . . . in a box?
- What kind of writing is this?
- Why is . . . a better word than . . . ?
- What does this word suggest about . . . ?
- Can you think of alternative words to . . .?

## 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.

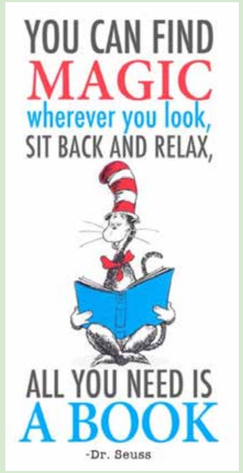
**9. Variety is important**

Remember children need to experience a variety of reading materials e.g. picture books, short and long story books, comics, magazines, poems, information books and local newspapers.

**10. Does your child feel too old to read aloud to you?**

If your child feels that they are too old to read aloud to mum or dad, you can still help them. Try reading the same thing as them and discussing it afterwards. You could read the same page of an information book, short story, chapter of a story book or article from a newspaper or magazine.

And remember . . .





# Learning to Calculate

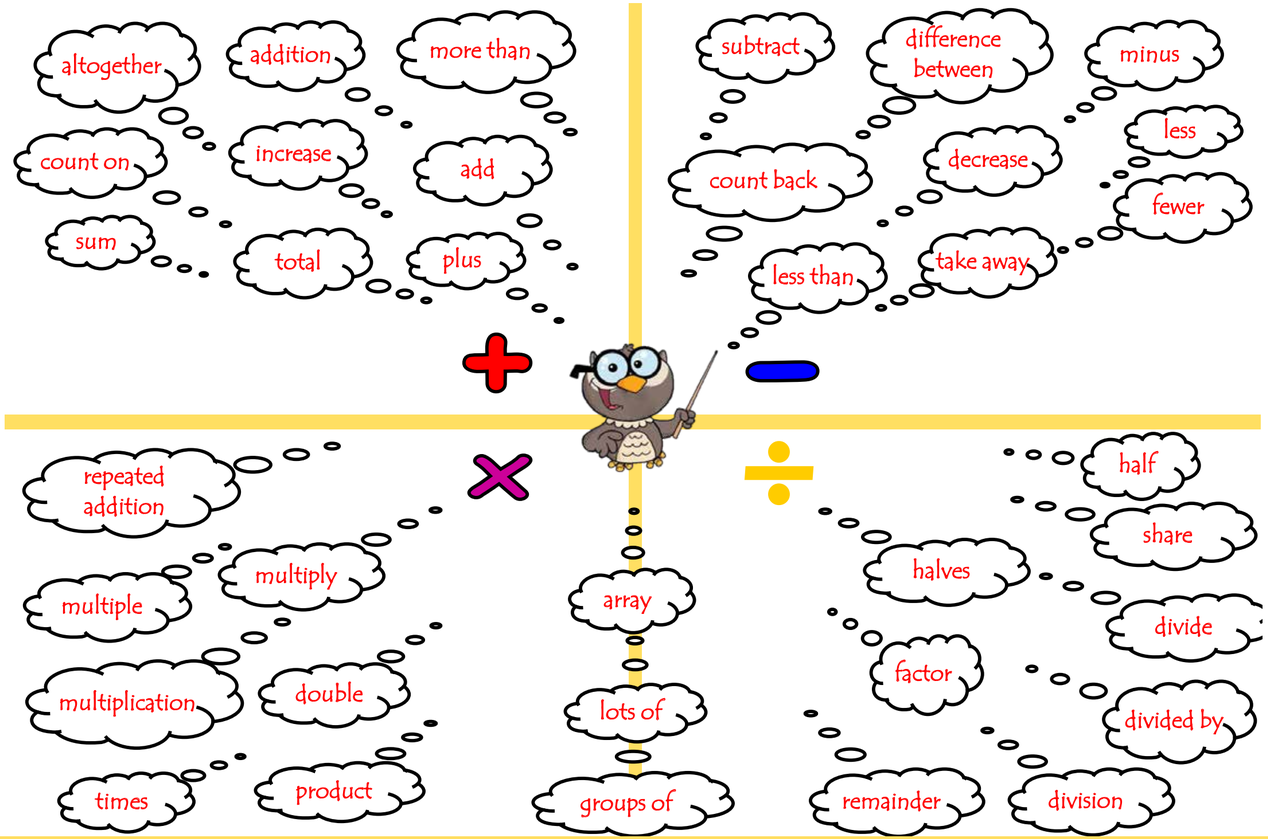
The following pages outline how we will teach progression within the four operations (addition, subtraction, multiplication and division) and the support you can offer your child at Furzefield Primary School.

Written methods of calculations are based on mental strategies. Each of the four operations build on secure mental skills which provide the foundations for jottings and informal written methods of recording. Skills need to be taught, practised and reviewed constantly to ensure they are secure. 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 that they have an 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 stages. Previous stages may need to be revisited to consolidate understanding before progressing. Failure to secure understanding can lead to misconceptions later so it is essential learning is personalised for every child to ensure solid mathematical foundations are laid which can be built on in the future.

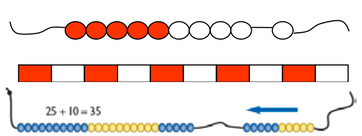
A sound understanding of the number system and the patterns within it is essential for children to carry out calculations efficiently and accurately.

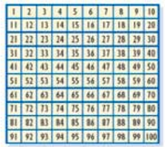


# Progression in Methods for Addition

Recognise numbers 0 to 10

0 1 2 3 4 5 6 7 8 9 10



Count in ones and tens

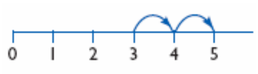
Begin to relate addition to combining two groups of objects

and



makes 5

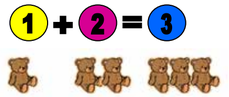
3 + 2 = 5




Count along a number line to add numbers together

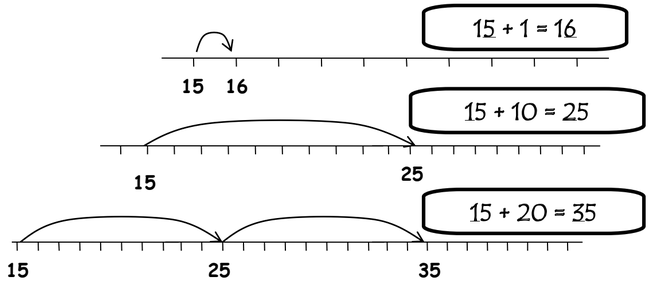
Begin to use the + and = signs to record mental calculations in a number sentence

6 + 4 = 10

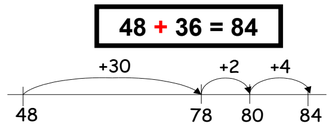


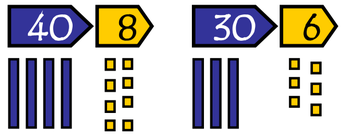



Know that addition can be done in any order




Know which digit changes when adding 1s or 10s to any number




40 + 30 + 8 + 6

40 + 30 = 70

8 + 6 = 14

70 + 14 = 84

Adding two two-digit numbers (bridging through tens boundary)

Using a number line

**OR**

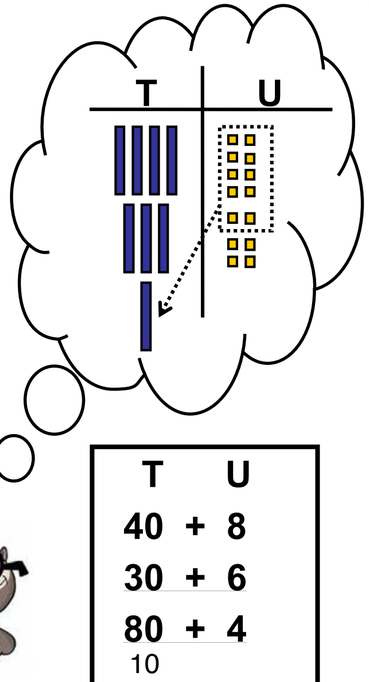
Using place value cards and place value apparatus to partition numbers and recombine

**Expanded method**

It is important that the children have a good understanding of place value and partitioning using concrete resources and visual images to support calculations. The expanded method enables children to see what happens to numbers in the standard written method.

48 + 36

48
+ 36




| T | U |
|---|---|
| 40 | + 8 |
| 30 | + 6 |
| 80 | + 4 |
| 10 | |

TU

48
+ 36
84
1

**Standard written method**

The previous stages reinforce what happens to the numbers when they are added together using more formal written methods.



# Progression in Methods for Subtraction

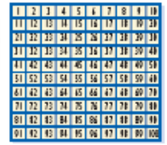
Begin to count backwards in familiar contexts such as number rhymes or stories

Five fat sausages frying in a pan …

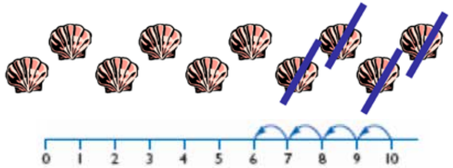
Ten green bottles hanging on the wall…

Begin to relate subtraction to ‘ taking away ’

Three teddies take away two teddies leaves one teddy

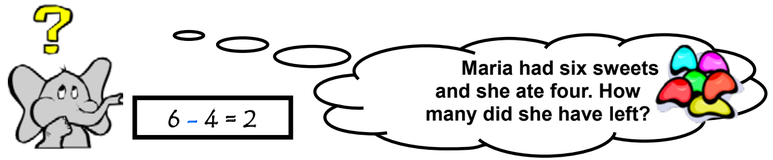
Count back in tens



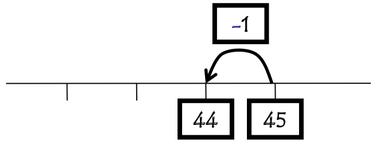

If I take away four shells there are six left

Count backwards along a number line to ‘ take away

Begin to use the – and = signs to record mental calculations in a number sentence



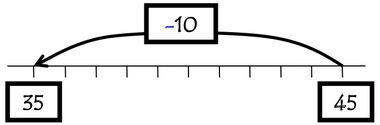

45 – 1

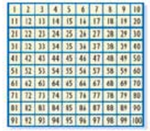


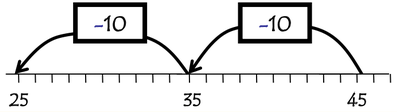

Subtract 1 from a two-digit number

Subtract 10 from a two-digit number

45 – 10






45 – 20

Subtract multiples of 10 from any number

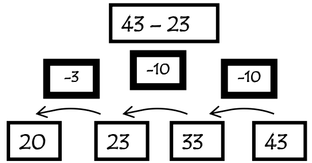
Partition the number to be subtracted

(no exchanging)

43 – 20 3

43 – 20 = 23

23 – 3 = 20




Partitioning number to be subtracted – with exchanging (links to counting back on number line)

43 – 27 = 16

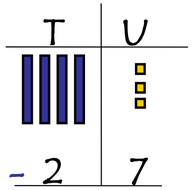
4 3 20 7

43 – 20 7

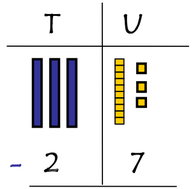
43 – 20 = 23

23 – 7 = 16

43 – 27 = 16




to subtract 7 units we need to exchange a ten for ten units




**Expanded method**

It is important that the children have a good understanding of place value and partitioning using concrete resources and visual images to support calculations. The expanded method enables children to see what happens to numbers in the standard written method.

T U

30 40 10 + 3

– 20 + 7

10 + 6

**Standard written method**

The previous stages reinforce what happens to numbers when they are subtracted using more formal written methods. It is important that the children have a good understanding of place value and partitioning.

T U

3 1
4 3
– 2 7
1 6

# Progression in Methods for Multiplication

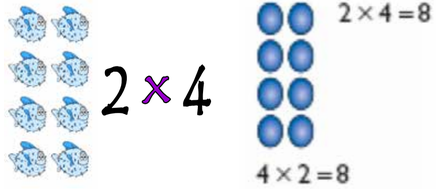
Understand multiplication as repeated addition


2 + 2 + 2 + 2 = 8

4 x 2 = 8

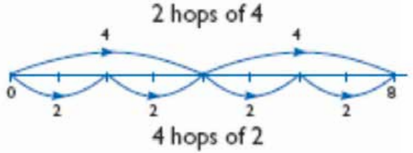
2 multiplied by 4

4 lots of 2




Understand multiplication as an array


Understand how to represent arrays on a number line






**Grid Method- Multiplying TU x U**

| | 30 | 3 |
|---|---|---|
| 4 | 120 | 12 |

33 x 4

120
+ 12
132

**Grid Method - Multiplying TU x TU**

14 x 33

| | 30 | 3 | |
|---|---|---|---|
| 10 | 300 | 30 | = 330 + |
| 4 | 120 | 12 | = 132 |
| | | | 462 |

**Expanded Standard Written Method**

56
× 7
42 (6 × 7)
+ 350 (50 × 7)
392

Children with sound times table knowledge will move on to more formal written methods from here. Beginning with an expanded column method and moving towards the short column method.

| | |
|---|---|
| 1x6 = 6 | 6x6 = 36 |
| 2x6 = 12 | 7x6 = 42 |
| 3x6 = 18 | 8x6 = 48 |
| 4x6 = 24 | 9x6 = 54 |
| 5x6 = 30 | 10x6 = 60 |

56
× 27
392 (56 × 7)
+ 1120 (56 × 20)
1512
1

**Short Column Method – Multiplying TU by U**

56
× 7
962

Children will be encouraged to cross through numbers they are carrying once they have been added otherwise they may be forgotten.

347
× 3
1041
1 2

**Long Multiplication**

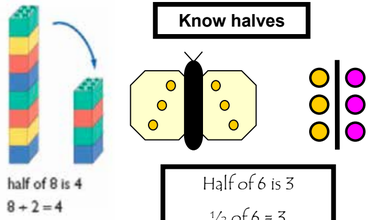
352
× 27
2464
3 1
7040
1
9504
1

Placeholder

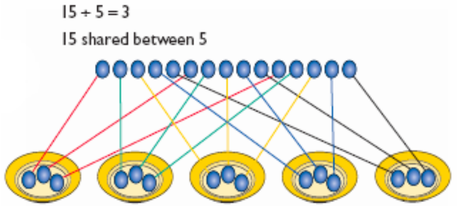
Our final written method for multiplication will be long multiplication. This is used for multiplying a two (or more) digit number by another two (or more) digit number.

# Progression in Methods for Division

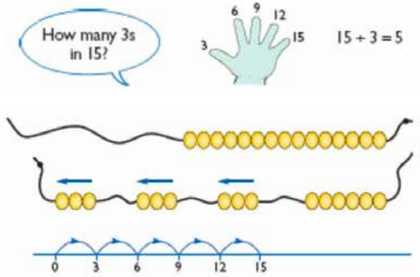
**Know halves**

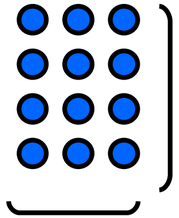



**Understand division as sharing**




**Understand division as grouping**



Reinforce division as grouping through the use of arrays

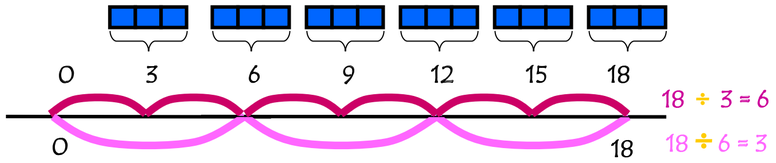
12 divided into groups of 3 gives 4 groups

12 ÷ 3 = 4

12 divided into groups of 4 gives 3 groups

12 ÷ 4 = 3

Represent 'groups' for division on a number line using apparatus alongside the line




18 divided into groups of 3

18 ÷ 3 = 6

Children need to see that as the numbers get larger, large chunk subtraction is the more efficient method. Multiples of the divisor (large chunks) are taken away. Multiplication facts are needed to see the size of the 'chunk'.

100 ÷ 7 = 14 r 2

100

− 70 ( 10 x 7 )

30

− 28 ( 4 x 7 )

2

518 ÷ 7 = 74

518

− 350 ( 50 x 7 )

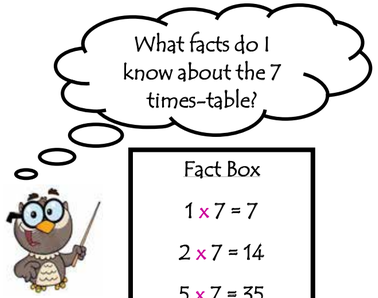
168

− 140 ( 20 x 7 )

28

− 28 ( 4 x 7 )

0




Fact Box

1 x 7 = 7

2 x 7 = 14

5 x 7 = 35

10 x 7 = 70

20 x 7 = 140

50 x 7 = 350

100 x 7 = 700

**Standard written method (short division)**

663 ÷ 6

1 1 0 r 3

6 ⟌ 6 6 3

663 ÷ 6

6 ⟌ 6 6 3 . 0

1 1 0 . 5

3

Children should also be expected to:

- Use this method for larger numbers HTU ÷ U, ThHTU ÷ U
- Use this method to divide numbers with up to two decimal places
- Solve division problems involving measures and money
- Use as the inverse to check multiplication calculations

748 ÷ 51

51 ⟌ 7 4 8

1

51 ⟌ 7 4 8

−5 1

2 3

1

51 ⟌ 7 4 8

−5 1 ↓

2 3 8

1 4

51 ⟌ 7 4 8

−5 1 ↓

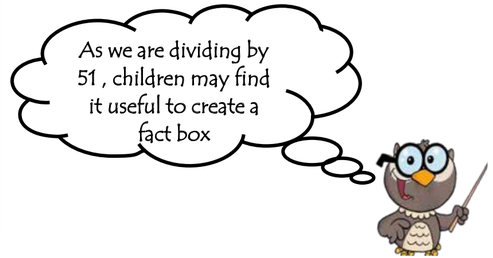
2 3 8

−2 0 4

3 4

**Standard Written Method (long division)**

1) **First, set the calculation out as shown.**
2) **Work out 74 divided by 51, and write the answer (1) above the 4.**
3) **1 x 51 = 51, so we write this underneath 74.**
4) **Subtract 51 from 74 to get the remainder (23).**
5) **Now bring down the next digit (8) and write it on the end of the 23. This is the same as writing the remainder at the top.**
6) **Next work out 238 divided by 51, and write the answer (4) above the 8. You use estimation skills here: 51 is roughly 50 and 4 x 50 = 200. You can work out 51 x 4 = 204 separately.**
7) **Write 204 underneath the 238 and subtract the remainder. There are no more digits to bring down, so we have our answer.**
8) **So the answer is 14 remainder 34.**



# Maths at Home

**Cooking** is a great way to get children involved in maths at home and more importantly it is fun! Why not ask your child some key questions along the way:

- *How much will I need?*
- *What do the scales say?*
- *Have I got the right amount?*
- *How long will it take?*
- *When will it be ready?*

Weekends can be very busy visiting family, friends, dropping of children here, there and everywhere. During your **time in the car** set your child some challenges:

- *How many red cars will you spot on the way?*
- *How many wheels are there on that truck?*
- *How many traffic lights are there?*
- *How high can you count before the lights change?*

**Shopping** can be a great time to explore maths in the wider world. Stuck in the queue? Why not ask you child some key questions to pass the time:

- *How many oranges have I bought?*
- *How much were the crisps?*

- *I have a 10% off voucher, how much will I save?*
- *How much does the shopping come to?*
- *What coins/notes will I need?*
- *If coke is BOGOF how much will 4 packs cost?*
- *Which is cheaper?*

Our environment is surrounding with mathematical opportunities. Whether it's counting, reading or simply playing with numbers. How many ways to find to get maths into ***YOUR*** home?



# Ten Steps for Learning Times Tables

**1) 2 x table** – these are all the even numbers
**2**, 3, **4**, 5, **6**, 7, **8**, 9, **10…**

**2) 10 x table** – always end in a '0' (remember you're ***not adding*** a '0')
1**0**, 2**0**, 3**0**, 4**0**, 5**0**, 6**0**, 7**0**…

**3) 5 x table** – these all end in a '0' or a '5'
**5**, 1**0**, 1**5**, 2**0**, 2**5**, 3**0**, 3**5**…

**4) 0 x table** – anything multiplied by 0 is ***ALWAYS*** 0!

**5) 3 x table** – sorry, you have to learn these ones!

**6) 4 x table** – all even numbers and they are every one of the 2 x table

**7) 6 x table** – all even and in the 3 x table
3, **6**, 9, **12**, 15, **18**, 21…

**8) 8 x table** – these are also all even and doubl the 4 x table
4, **8**, 12, **16**, 20, **24**, 28…

**9) 9 x table** – the digits always add up to 9. Als don't forget the finger trick (*ask your teacher to show you*)
**18** = 1 + 8 = 9
**27** = 2 + 7 = 9
**36** = 3 + 6 = 9

**10) 7 x table** – remember ***7 x 7 = 49***, all the oth you already know!

# Notes

You can contact us using the contact details below.
We look forward to hearing from you soon.

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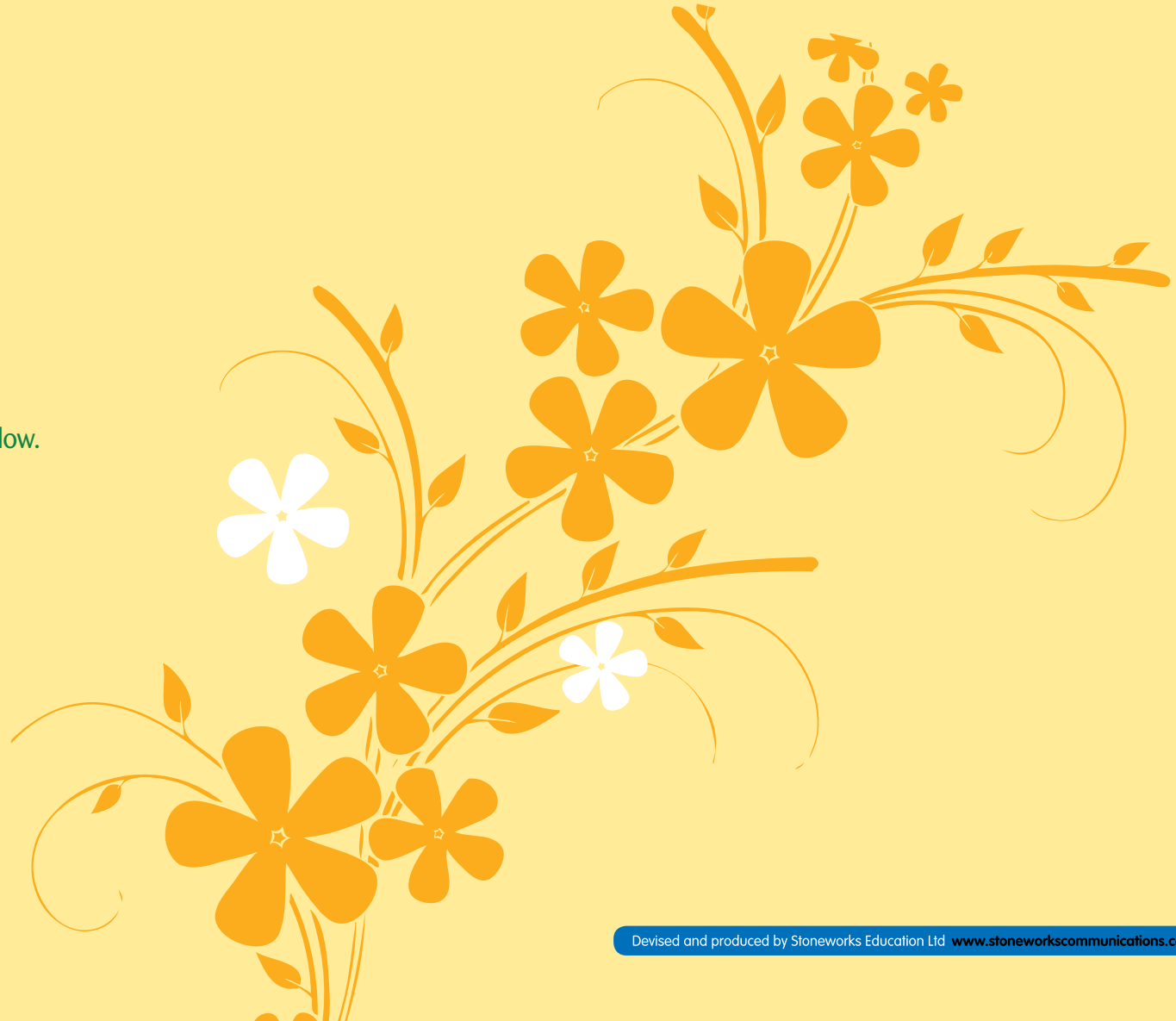

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