

# Supporting your child's learning at Home

# How to support in : Maths

As a school we have the following expectations for homework and maths support at home

- Children will be supported to complete their weekly homework. This will be set either on Mathletics or as a paper based task.
- Children will be supported to learn their KIRFS, number bonds ( EYFS/Y1) or Times Tables (Y2-Y6)

# Homework and Mathletics

- Each teacher will set some sort of weekly Maths homework. This is generally set through Mathletics.
- Children may require help logging in and may need reminders to complete their homework.
- Children in KS1 will need adult support when completing Mathletics due to the reading expectation.
- Many children will benefit from having paper and pencil or objects to support their thinking for some tasks on Mathletics.
- Children may use the Explore section of the website to access activities in addition to the homework. Children require 1000 + points per week in order to gain the Bronze Award. Certificates handed out weekly in school.

# Number bonds – what are they ?

- Children in EYFS and Year 1 need to know their number bonds . Your teacher will identify which number bonds are being learnt each term.
- Examples of number bonds are

$$0 + 6 = 6$$

$$1 + 5 = 6$$

$$2 + 4 = 6$$

$$3 + 3 = 6$$

$$4 + 2 = 6$$

$$5 + 1 = 6$$

$$6 + 0 = 6$$

# KIRFS ( Key Instant Recall Facts)

- Each term we provide a set of KIRFS for each year group. These are the key facts needed for their year group which will enable them to **work at speed** during the Maths lessons in school. These are sent out electronically but are available on the school website if you have misplaced the email.
- We would suggest that you take one KIRF a week to practise.
- KIRF facts should be practised frequently in order for these to be learnt successfully.
- Daily practise should only take 5 minutes per day. Number bonds and times tables for example could be practised on the way to school, at the dinner table etc.

# Number bonds – how can they be learnt

**Step 1** : Use objects and two plates.

For number bonds to 5 – take identical objects

Ask your child to share the objects between 2 plates

Say 5 is made up of  $x$  and  $y$

**Step 2** : Use objects and a bag or cloth.

Take 5 objects

Show your child the 5 objects

Hide some of the objects in a bag or under a cloth

Children need to work out how many objects are hidden by recalling their number bonds

# Times Tables

- Expectations in Year 2 – Learn 2, 5 and 10 times tables
- Expectation in Year 3 – Learn 3, 4, 6, and 8 times tables
- Expectation in Year 4 – Learn all remaining times tables

Children are tested in June of Year 4 using the Government Multiplication Tables Check.

Children have 5 seconds to recall each times table answer and so they must have recall rather than relying on being able to count or calculate.

# Strategies for learning times tables

- Use flashcards for each times table being learnt. Children look through the flashcards and sort them into those they can instantly recall and those which they can't recall. Flashcards can be sent home or they are readily available online to print off
- Children take 3 flashcards at a time from the pile which needs work. They look at the question and then check their answer with the answer on the back.
- Once they have reliable recall of a fact they replace this fact with another so that at any one time children are learning just 3 flashcards at a time.

$7 \times 6$

$7 \times 5$

$7 \times 3$



# Times Tables – key to success

- Practise, practise, practise!
- Times tables can be chanted, quizzed on the way to school, after dinner, etc
- Short but frequent sessions are best 5 minutes a day is sufficient for most children
- Once children have learnt their tables the focus is on speed of recall.
- Challenge your child to reduce the time it takes to fill in their multiplication grid.
- **Times Tables Rockstar** offers plenty of opportunity to practise recalling tables and division facts at speed. Children from Y2 – 6 all have logins.

# Times Table Grids

- If you would like copies of these grids to help your child build up speed, then please ask their teacher who will be happy to supply some.

×	2	5	3	4	8	6	7	9	11	12
10										
2										
5										
3										
4										
8										
6										
7										
9										
11										

Time \_\_\_\_\_ Score \_\_\_\_\_

# How to support in: Reading

- Did you know that people who read for pleasure are more successful in life? Give your child a love of reading and they will go far.
- Please hear your child read **every day** – this is so important even in Key Stage 2! You will help your child across ALL subjects if you help them develop their reading skills.
- Please record which pages you have read in the reading record book.
- Try and make time for a bedtime story with your child – it can add to your child's happiness. When we ask children about this, they often say this is their favourite time of day. Please don't stop reading to your child once they can read for themselves – they really enjoy the way you tell stories and it helps build their skills in reading expressively.

# An important word about Phonics

- The building blocks for learning read begin in Reception when children learn their phonic sounds.
- We use a pure sounds approach as this supports children in hearing the correct sounds to begin reading.
- Please watch this video which shows you how to say pure sounds – some sounds such as b, d, t , h are pronounced very differently in school. As parents we are prone to adding the uh sound to these letters which make it tricky for our children to use the correct sound and thus recognise the word.
- <https://www.youtube.com/watch?v=UCI2mu7URBc>

# Advice on questions to ask your child when reading:

It's best not to overdo the questioning when reading for pleasure because you don't want to interrupt the flow of the story too much. However, some of these questions (e.g. What do you think's going to happen next?) are an important part of sharing the story together. Checking understanding in this way will really add to your child's experience.

Further advice on effective questions and on encouraging your child to read can be found through these links:

- <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/story-time-questions.html>
- <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/how-to-make-reading-fun.html>

# Reading anywhere and everywhere!

- Apart from reading books together, encourage a love of reading by showing that reading is a fun activity. Don't forget to read out bits of newspapers, labels or recipes to involve your child with reading skills.
- Reading a higher level (higher than your child's ZPD) book together will develop and expand your child's vocabulary – helping them to build a wider understanding of the world.
- If you need help maintaining your child's interest and finding the next book to capture their imagination, try looking here:
- <https://www.goodreads.com/list/tag/read-alikes>
- If you don't **always** have time to read with your child, there are a range of stories available online, for example:
- <https://www.bbc.co.uk/programmes/p011ssrd>

# Don't forget the library...

- Remember your local library. Librarians might inspire you and your child to choose something different. They do have a massive range of fiction and non-fiction books designed to appeal to everyone.
- Octavia's bookshop in Cirencester is an amazing place to be inspired by the latest books (if you happen to have any spare pocket money...).

# Spellings

- In KS2, spellings are sent home weekly on the homework sheet
- The weekly spellings are also available to practice on Spelling Shed. We do practice at school but the children who score well are those you also practice at home. Encourage you child to learn them by asking how well they did each week.
- In KS1, your child's spellings are available to practise weekly using their login on Spelling Shed ( [www.edshed.com](http://www.edshed.com))



# Finding out what your children are learning in school

- You can help support your child by finding out what they are doing and talking about what they are learning.
- To help you find out what we are learning, each term we publish **knowledge organisers** for History, Geography, Science and RE.
- The organisers tell you what we are learning and the children will refer to them in lessons. Using the organiser, you can point to each section and ask what they know about this, what this word means etc.
- Knowledge organisers are emailed to you each term and can also be found on the school website.
- Try to help your child see links between what they are learning now and what might have been learnt last term.