**Guidance for home learning**

**Normal school day**

Not including assemblies and break this is roughly what each class will do in a day. Each classes timetable is slightly different but overall, if you average it out over a 7 day week rather than a 5 day week it is equal to 2 and a half hours a day! This also doesn’t take into account school holidays.

30 minutes of exercise

1 hour of Maths

30 minutes of reading

1 hour of English

15 minutes of spelling/phonics

1 hour of Topic/Project work

**Exercise**

At school this would be either the daily mile or dancing. If you want to dance search ‘just dance kids’ on Youtube, I’m sure the children will tell you which ones are their favourites. If you find any new good ones please let me know! There is also the PE with Joe every morning or another good Youtube channel is Cosmic Kids Yoga.

Below is an overview of the key skills related to number and calculation that children should be learning based on the national curriculum and their year group. Your child/children’s individual levels are on their snapshots which went home last week. Please keep in mind that these are just the key skills and there are things that haven’t been included. This would be a brilliant opportunity to teach children ‘real life’ skills such as how to use a ruler (both to measure and to draw straight lines!), how to tell the time or even how do something like read a bus timetable!

**Maths**

Reception

Children in reception work on counting to 20 and knowing one more and one less. They also work on putting numbers to 20 in the right order.

Children also use everyday language to talk about objects for example; A dog is tall, a horse is taller, a giraffe is tallest. They can use this kind of language to talk about size, weight or number of objects.

Year 1

Children in Year 1 work on counting in 2’s, 5’s and 10’s. They also learn pairs of numbers that equal 10 and then pairs of numbers that equal 20.

Children also add and subtract numbers up to 20, such as 5 + 6 or 12 - 8. To do this they will often use objects such as counters, beads or toys.

Year 2

Children in Year 2 continue working on counting in 2’s, 5’s and 10’s and start counting in 3’s. They also start to learn this in the context of times tables (Rocket Maths Level 1)

Children learn what each digit means in Tens and Ones numbers for example “In 24 there are 2 tens and 4 ones, the 2 is in the tens column and the 4 is in the ones column”

They can use what they know about pairs of numbers that make 10 to make other numbers, for example “If I know 2 + 8 = 10 then I also know 12 + 8 = 20 and 22 + 8 = 30”

Children add and subtract 2-digit numbers such as 34 - 8 or 52 + 5 using objects or pictures. Children add and subtract bigger numbers such as 42 - 22 or 56 + 29 using a number line to help them.

Year 3

Children in Year 3 work on counting in 4’s and 8’s as well as all the other previous numbers. They also continue practising these as times tables (Rocket Maths Level 1 and starting Level 2).

Children learn what each digit means in Hundreds, Tens and Ones numbers, for example “In 204 there are 2 hundreds because 2 is in the hundreds column and 4 ones because 4 is in the ones column. There are no tens but there is a 0 as a place holder.”

Children add and subtract 3-digit numbers such as 435 + 193 using a written method, either a number line or column method.

Year 4

Children in Year 4 learn their times tables up to the 12’s (Rocket Maths Level 1). They also know that multiplication can be done in any order for example 2 x 3 = 6 or 3 x 2 = 6. They also use their knowledge of times tables to work out the matching division for example “If 2 x 3 = 6 then 6 ÷ 3 = 2 and 6 ÷ 2 = 3”

They use their knowledge of times tables to solve multiplication problems and start to use written methods for solving multiplication problems.

Children learn what each digit means in Thousands, Hundreds, Tens and Ones numbers, for example “In 2124 there are 2 thousands, 1 hundred, 2 tens and 4 ones.”

They add and subtract numbers with up to 4 digits using written methods.

Year 5

Children in Year 5 continue to practise their times tables and use their knowledge of times tables to solve multiplication and division problems. They use written methods to solve problems such as 3218 x 3, 4712 x 21 or 8415 ÷ 3. Children can also multiply and divide numbers by 10, 100 and 1000.

They add and subtract numbers with 4 digits or more using written methods. They also solve trickier problems involving addition, subtraction, multiplication, division and a combination of these.

Year 6

Children in Year 6 continue to practise their times tables and use their knowledge of times tables to solve multiplication and division problems. They use written methods to solve problems such as 4307 x 34 and 7245 ÷ 6. They continue to use the addition and subtraction methods taught in Year 5.

**Spelling**

Reception children cover Phase 2 to Phase 4 over the course of the year. Children move onto Phase 5 in Year 1. It is also important to note that there are no new sounds in Phase 4, instead children learn to read and spell words with constants together such as swim, jump and clap.

There are tricky words that go with each phase and for Year’s 1 to 6 there are ‘statutory words’ (also called high frequency words or common exception words).

**Writing**

Reception

Children are learning to form letters and numbers. They will be learning to write their name and tricky words.

Children are writing words that use the phonics that they know. Words will be ‘phonetically plausible’ meaning if you sound it out it will make the right word even if the spellings aren’t correct for example, I saw a bird could be written as I sor a berd.

They are also learning to write simple sentences.

Year 1

Children start to write longer sentences by using the word ‘and’ to join sentences. They learn when to use capital letters, full stops, exclamation marks and question marks.

Year 2

Children learn to join their handwriting. They start to make their writing more interesting by adding detail and using words like when, if, but and because.

Children still use capital letters, full stops, exclamation marks and questions marks and learn how to use commas for a list. They also learn to recognise adjectives, nouns, verbs and adverbs in sentences.

Year 3

Children write and edit longer pieces of writing (at least one side of A4). Their writing makes sense and stays in the same tense (past or present). When writing stories they think about settings and characters. They start to make choices about the words they use, for example thinking of better words for ‘big’ or ‘said.’

Year 4

In Year 4 children learn to make choices to make their writing more interesting such as changing between long sentences and short sentences, using more interesting words to describe settings, characters and feelings of characters. They learn to ‘show not tell’ for example rather than writing that the character is happy they might write that the character skipped down the road, grinning from ear to ear.

Year 5

Children continue to plan, write and edit their work. They use brackets, dashes or commas in their sentences to add more detail. Children use words to give more structure to their writing by using words like then, after that, secondly.

Year 6

Children continue to plan, write and edit their work. They apply everything they have already learnt and add to their knowledge of punctuation and grammar. Children are taught to structure their work using things like headings, sub-headings and bullet points for non-fiction writing and themes or devices such as repetition of a phrase for fiction writing.