

Reigate Parish Church Primary School Homework Guidance

Updated Autumn 2016
Approved at CS&L Committee in Autumn 2016
Review date: Autumn 2017

School Background

Reigate Parish Church Primary School is undergoing an expansion programme which will see the school grow, year by year into a two-form primary school of 420 children, starting in September 2016.

Our Vision, Values and Aims

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

- We aim to recognise, nurture and harness the strengths and talents of all children.
- To provide a broad, balanced and creative learning environment through excellence in teaching.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To build self-confidence, self-esteem and independence in order to achieve success.
- To value curiosity, encourage a questioning attitude and promote a love of life-long learning.
- To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.
- And, working in partnership with parents, to support their child's learning and development.

Our guiding principles, which stem from our Christian faith, are: **'Faith, Hope & Love'** and they are underpinned by 10 core values:

1. **Respect:** Valuing myself and other people, and treating them as I would like to be treated.
2. **Friendship:** Being thoughtful and kind, looking after each other through good times and hard times.
3. **Honesty:** Speaking the truth and acting truthfully.
4. **Caring:** Being concerned for and looking after myself, other people and God's world.
5. **Perseverance:** Always doing my best and not giving up.
6. **Confidence:** Knowing that I am special and loved and that I have something to offer to other people.
7. **Responsibility:** Being able to take charge of myself, other people or things. Being able to be trusted to do the right thing.

8. **Forgiveness:** Loving people even when they make mistakes. Always looking for the best in each other.
9. **Trust:** Being relied on to do the right thing and relying on each other to do the right thing.
10. **Being Creative:** Using our imagination, ideas and skills to make the world a better and more beautiful place.

What is the purpose of “homework” or learning at home activities?

- To give parents a greater understanding of what their child is learning in school and to offer parents ways in to talk about their child's learning in order to support their child further in their learning.
- To consolidate, reinforce and extend skills and understanding, particularly in Literacy and Numeracy.
- To allow children to progress towards becoming more independent learners.

Research: there is much research on the benefits of parental engagement in their child's learning and their child being successful in their learning, whether in infant, primary or older years.

Dr Janet Goodall, is a lecturer at Bath University. Her specialism is Educational Leadership and Management with particular expertise in parental engagement with children's learning. Her research and findings show, that parents' involvement with the learning of their child is important. Research has revealed that around 80% of the difference in how well children do at school is dependent on what happens outside the school gates, whether it is in the wider community or in the home. Parental involvement can be seen in three distinct stages, all of which are valued but with the third stage having the biggest impact on a child's achievements.

1. Parental involvement in school: reading in class, going on trips, attending parents' evenings
2. Parental involvement in children's schooling: helping with homework, keeping track of coursework
3. Parental involvement with child's learning: moral support, positive and supportive attitude towards learning, model, guide, discuss.

Is home-learning compulsory?

Home-learning at Reigate Parish is not compulsory. To help some children who are showing difficulties completing the home-learning tasks, teachers will periodically operate a homework club during school time. Teachers will invite children to attend.

Talking Matters

Talking with children makes a difference. They need to learn to ask questions, describe, explain, consider options, negotiate, experiment and select – these are essential skills, which we foster in all our pupils. Some tasks are designed to promote curiosity, creative thinking and discussion, to get children thinking and talking at every opportunity.

Regular practice to be fast and fluent

There are some aspects of learning that require regular practice, much like athletes and musicians practise every day in order to achieve their best. Five minutes every day on reading, spellings, times tables, etc makes a dramatic difference as compared to one hour a week.

What is the role of the parent / carer ?

To find the right space and time in busy family life to sit down and talk about their child's work with the aim of together structuring how to complete a home-learning task. To feel that sense of pride when the activity has been completed.

What is the role of the child?

To enjoy sitting and working with their parent / carer as they plan and talk about the home-learning activity. To feel that sense of pride when the activity has been completed.

What is the role of the teacher?

To plan the programme of home-learning which will encourage and inspire parents / carers to look forward to talking to their child about their learning.

How will the homework be marked?

Teachers will mark children's homework in a variety of ways. Work may be initialled by the class teacher to show they have read it or they may use a stamp or a sticker. On other occasions the work may be marked orally with the child or the class.

What else helps you to help your child learn at home?

School provides a range of documents and meetings to support your child's learning at home:

- Each parent can access their year group's blue assessment booklet from the school's website. This important document outlines the whole reading, writing and maths curriculum for that year group. Reception families will receive a hard copy of the booklet.
- Every half-term the medium term planning for the year group is published in the school's website under "statutory documents"
- Every half-term the curriculum information for parents is emailed home so parents along with the medium term planning have more details about the topics their child will be studying. Within this document are the key dates for that year group in that half term.
- At the beginning of the academic year parents are invited to the curriculum evening for their year group
- Parents of children in Year 2 are invited to the SATS meeting
- Parents of children in Year 1 and 2 are invited to the phonics meeting
- When we introduce a significant new teaching method, ie "Read, Write, Inc Phonics" we put on evening meetings.
- **Marvellous Me** is a free and simple app designed to help parents stay in touch with their children's day and to have better family conversations about school and learning. Parents receive a message outlining some learning from the day which can then spark a conversation with their child.
- Half-termly your child will come home with the sounds they will be covering in their Read Write Inc lessons and the "red" words they will be learning each week. "Red" words are words that cannot be sounded out and have to be learnt by sight, eg. the.

The rest of this policy sets out for each year group the support parents can give their child at home with their learning.

Learning at Home in Reception

Speaking and listening – daily

This remains a very important aspect in a child's development. Children should be encouraged daily to speak, listen and participate in conversations. Children need to be able to explain and describe what they see, hear and feel and to listen to and follow simple instructions. "Marvellous Me" is a great way to start daily conversations.

Reading – daily

On Monday, Wednesday and Friday children will take home a home reading book to share at home when they have mastered the initial sounds and can blend them together.

Parents are asked to write a comment in the reading record book. Children should be reading every day to help them become confident and fluent.

Children will also bring home a library book which is read to them. Children will continue to benefit from having stories read to them.

Reading and Spelling Words – as often as possible

As your child becomes a confident reader and writer they will come across the "red" words that cannot be sounded out (eg. he). The Reception Assessment Booklet has the list of "red" words that you can help your child learn. Practising reading 1-2 of these words frequently will, over time, have a dramatic impact and your child will confidently read and in time write them.

Half-termly your child will come home with a list of "red" words they will be learning in the upcoming weeks. "Red" words are words that cannot be sounded out and have to be learnt by sight, ie go. Within lessons the children will be practising reading, writing and spelling them correctly through a variety of activities.

In addition within their writing in class, teachers will see over time an increasing frequency of these words being spelt correctly.

Phonics – weekly

Each child receives 30 minutes phonics teaching every day, following the Read, Write, Inc Phonics programme. There is a link on how to say the letter sounds in the Reception Booklet, which is on our school website and parents receive a hard copy.

Half-termly your child will come home with the sounds they will be covering in their Read Write Inc lessons so parents can use this at home to practise with their child.

Writing – ideally weekly

Children as they get older in their Reception year are encouraged to write weekly in their WOW books (or indeed anywhere) about something wonderful or amazing that they have done over the weekend or after school.

Children are taught from Reception the cursive script with "lead-ins" and "tails" and they should be encouraged to use this at home. Examples of our handwriting style can be found in the Reception Assessment Booklet.

Numbers

By the end of the year children need to be fluent with numbers from 0-20 and able to place them in order, count (forwards and backwards), use, write and recognise, find 1 more and 1 less. Use 1-10 in addition and subtraction sums, simple doubling, halving, sharing and problem solving. Children can practise counting up in 1, 2s, 5s, and 10s. The Reception Assessment Booklet has lots of ways you can help your child. See letter at the back of this policy that explains how we teach times tables in school.

School also invests in Education City where children can practice their maths.

Oscar Bear, Florence Bear, Claire Bear and Eddy Teddy

The children will "host" one of the bears for the weekend and can record (in words and photos) the different activities they do.

Minimum expectations - weekly

- Talking, explaining, describing, listening, taking turns, saying please and thank yous, daily
- 10-15 minutes sharing a book together, daily
- Counting objects and spotting numbers at every opportunity, daily
- Taking opportunities to write or mark-make, ie a birthday card, shopping list, weekly

Life experiences – all the other amazing learning opportunities

Drawing, learning to ride a bike, seeing something amazing, swimming, visiting the park, going to a school club, attending an external club or organisation, singing, playing games, colouring, cooking.....

Learning at Home for Year 1 children

Speaking and listening – daily

This remains still an essential part of a child's development. Children should be encouraged daily to speak, listen and participate in conversations. "Marvellous Me" is a great way to start daily conversations.

Reading – daily

Children take home their "home reader" to read to an adult who then writes a comment in the reading record book. Children should be reading every day to help them further with their confidence, fluency and using expression. Parents, please talk to your child about the book they have read by asking them a few questions about the characters, the setting and the storyline.

Children will also bring home a library book to be read to them. Children will continue to benefit from having stories read to them. The more children enjoy reading the better they become.

Reading diaries will need to come into school every week on a day determined by the teacher so they can be looked at.

Practising reading and spelling the Year 1 common exception words and "red" words – as often as possible

Practising reading and writing the common exception words a little and often has over time a dramatic impact and is much better than spending a long time on them every week. These words are on the back cover of the Year 1 Assessment Booklet, which is on the school's website.

Half-termly your child will come home with a list of "red" words they will be learning in the upcoming weeks. "Red" words are words that cannot be sounded out and have to be learnt by sight, ie the. Within lessons the children will be practising reading, writing and spelling them correctly through a variety of activities, including a weekly test or simple dictation.

The children will need to be able to spell all of their common exception words by the end of year 1. In addition within their writing in class, teachers will see over time an increasing frequency of these words being spelt correctly.

Phonics – weekly

Each child receives 30 minutes phonics teaching every day, following the Read, Write, Inc Phonics programme.

Half-termly your child will come home with the sounds they will be covering in their Read Write Inc lessons so parents can use this at home to practise with their child.

Writing – ideally weekly

The half-term homework activity sheet (see example below) encourages children to write. Children have been taught from Reception the cursive script with “lead-ins” and “tails” and they should be encouraged to use this at home. All children receive weekly handwriting lessons. Children can write using a pencil and should be on writing on lines using the ascenders (eg. l, h, k) and descenders (eg. y, j, g) correctly. They should try to use their joined up handwriting.

Children can be encouraged to write for a variety of reasons at home, eg. shopping lists, favourite TV programmes, places they want to visit, birthday lists, etc.

Numbers – ideally weekly

Children need to be confident, fluent and use reason when talking about maths. Every opportunity you can to practise with your child will help them, such as reading and writing numbers up to 20 in digits and in words; can you find 1 more and 1 less than a given number; count in multiples of 2, 5 and 10; count; addition and subtraction; double and halve; find halves and quarters, tell the time to the hour and half hour; recognise and know the value of coins and notes; recognise and name 2D and 3D shapes.

The Year 1 Assessment Booklet sets out all the areas that children have to learn and as such, parents please you can use this with your child.

By the end of year 1 children need to be confident with their 2, 5, and 10 times tables.

Learning their times tables at home – see letter at the back of this policy. Weekly the children will practise their times tables and for everyone on Monday there will be a quick times tables test.

Weekly, the maths homework activity will be available from the on-line Maths resource school has invested in called “Abacus”. Children will receive their logon details and each Thursday they can access their new homework activity and spend time practising and revisiting older homework activities.

School also invests in Education City where children can practise their maths.

Half-term homework linked to the topic

The half-term homework activity (see example below) actively supports the learning in class. It is sent home at the beginning of the half-term and outlines six weeks of activities to be completed. Children will be asked to bring their homework in each week and then a “marketplace” will be set up during the last week of the half-term for children to showcase their own and see others' homework.

The homework activity supports children's reading, writing, maths, speaking, listening and creative side.

Supervised access to a computer with internet access is recommended so that children

can research topics for themselves.

Please do not feel restricted by the book! Photos of craft, art, models, visits can be included or work completed on a computer stuck in.

These half-term home-learning activities are a focused way for parents to engage with their child's learning but in a fun way at home. There is no time limit on these activities. You are free and most welcome to undertake other activities linked to the topic. As always we look forward to seeing what amazing learning you and your child have achieved at home.

One activity can be done every week to make it manageable.

Homework books will need to come into school every week on a day determined by the teacher so they can be looked at.

Minimum expectations - weekly

- Talking, explaining, describing, listening, taking turns, saying please and thankyou, daily
- 10-20 minutes sharing a book together, daily
- Undertaking some "numberwork", daily
- Practising reading and spelling common exception words and their phonics, weekly
- Completing the half-term homework activities. There is no time limit on this. It is meant to be enjoyed by everyone! One activity can be done every week to make it manageable.

Life experiences - all the other amazing learning opportunities

Drawing, learning to ride a bike, seeing something amazing, swimming, going to a school club, attending an external club or organisation, singing, playing games, colouring, cooking.....

Learning at Home for Year 2 children

Speaking and listening – daily

This remains still an essential part of a child's development. Children should be encouraged daily to speak, listen and participate in conversations. "Marvellous Me" is a great way to start daily conversations.

Reading – daily

Children take home their "home reader" to read to an adult who then writes a comment in the reading record book. Children should be reading every day to help them further with their confidence, fluency and reading with expression. Parents, please talk to your child about the book they have read by asking questions where the answer can be found in the text, questions asking why the author has used certain words, questions using inference and deduction. Additionally, can the children summarise? Can they predict the ending? Can they offer an alternative, credible ending?

Children will also bring home a library book which they can read themselves or they can share it with an older person.

Children will continue to benefit from having stories read to them. The more children enjoy reading the better they become.

Reading diaries will need to come into school every week on a day determined by the teacher so they can be looked at.

Practising spelling the Year 2 common exception and the "red" words – as often as possible

Practising reading and writing the common exception words a little and often has over time a dramatic impact and is much better than spending a long time on them every week. These words are on the back cover of the Year 2 Assessment Booklet, which is on the school's website.

Half-termly your child will come home with a list of "red" words they will be learning in the upcoming weeks. "Red" words are words that cannot be sounded out and have to be learnt by sight, ie where. Within lessons the children will be practising reading, writing and spelling them correctly through a variety of activities, including a weekly test or dictation.

The children will need to be able to spell all of their common exception words by the end of year 2. In addition within their writing in class, teachers will see over time an increasing frequency of these words being spelt correctly.

Phonics – weekly

Each child receives 30 minutes phonics or spelling teaching every day, following the Read, Write, Inc Phonics programme.

Half-termly your child will come home with the sounds they will be covering in their Read Write Inc lessons so parents can use this at home to practise with their child.

Writing – ideally weekly

The half-term homework activity sheet (see example below) encourages children to write. Children have been taught from Reception the cursive script with “lead-ins” and “tails” and they should be encouraged to use this at home. All children receive weekly handwriting lessons. Children can write using a pencil or a pen and should be on writing on lined paper using the ascenders (eg. l, h, k) and descenders (eg. y, j, g) correctly.

Children should be encouraged to write for a variety of reasons at home, ie., shopping lists, favourite TV programmes, places they want to visit, birthday lists, book review, thank you letters, postcards, etc.

Half-term homework linked to the topic

The half-term homework activity (see example below) actively supports the learning in class. It is sent home at the beginning of the half-term and outlines six weeks of activities to be completed. Children will be asked to bring their homework in each week, and then a “marketplace” will be set up during the last week of the half-term, for children to showcase their own and see others' homework.

The homework activity supports children's reading, writing, maths, speaking, listening and creative side.

Supervised access to a computer with internet access is recommended so that children can research topics for themselves.

Please do not feel restricted by the book! Photos of craft, art, models, visits can be included or work completed on a computer stuck in.

These half-term home-learning activities are a focused way for parents please to engage with your child's learning but in a fun way at home. There is no time limit on these activities. You are free and most welcome to undertake other activities linked to the topic. As always we look forward to seeing what amazing learning you and your child have achieved at home.

One activity can be done every week to make it manageable.

Homework books will need to come into school every week on a day determined by the teacher so they can be looked at.

Numbers – ideally weekly

Children need to be confident, fluent and use reason when talking about maths. Every opportunity you can to practise with your child will help them, such as understanding place value; read and write numbers to at least 100; use < and >; count in steps (times tables and division facts) of 2, 3, 5, 10; add and subtract 2-digit numbers; solve problems; use mental strategies; multiply and divide; recognise odd and even numbers; find, name and write $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$; tell the time to the nearest 5 minutes; use money; know properties of 2D and 3D shapes.

By the end of year 2 children need to be confident with their 2, 3, 5, and 10 times tables.

The Year 2 Assessment Booklet sets out all the areas that children have to learn.

Learning their times tables at home – see letter at the back of this policy. Weekly the children will practise their times tables and every Monday there will be a quick times tables test.

Weekly, the maths homework activity will be available from the on-line Maths resource school has invested in called “Abacus”. Children will receive their logon details and each Thursday they can access their new homework activity and spend time practising and revisiting older homework activities.

School also invests in Education City where children can practice their maths.

Minimum expectations - weekly

- Talking, explaining, describing, listening, taking turns, saying please and thank yous, daily
- 10-20 minutes sharing a book together every day plus additional time to read on their own, daily
- Practising reading and spelling common exception words and their phonics.
- Practising and learning 2s, 5s, 10s, 3s, times tables, daily
- Completing one of the half-term homework activities. There is no time limit on this. It is meant to be enjoyed by everyone! One activity can be done every week to make it manageable.

Life experiences - all the other amazing learning opportunities

Drawing, riding a bike, seeing something amazing, swimming, going to a club (school and external), singing, playing games, colouring, cooking..... using the internet (safe sites under supervision) to research topics, start to learn an instrument, such as piano, violin, recorder.

Learning at Home for Year 3 children

Speaking and listening – daily

This remains an essential part of a child's development. Children should be encouraged daily to speak, listen and participate in conversations. "Marvellous Me" is a great way to start daily conversations.

Reading – daily

Children still take home their "home reader" to read to an adult who then writes a comment in their school diary. In year 3 children can also write about their book in their school diary. Some children will be free readers by now whilst others will be following the reading scheme. Your child is taking home a book that is at the right level for them to proceed in their reading.

Children should still be reading every day to help them further with their confidence, fluency and reading with expression. Parents, please talk to your child about the book they have read by asking a range of questions. Children also need to think about the author and effects of the words chosen, so discussion about the pages read is important.

Children will also bring home a library book which they can read themselves or they can share it with another person.

Children will continue to benefit from having stories read to them. The more children enjoy reading the better they become.

School diaries need to be in school every day and will be read and signed weekly by the teachers.

Practising spelling the Year 3 common exception and the "red" words – as often as possible

Practising reading and writing the common exception words little and often has over time a dramatic impact and is much better than spending a long time on them every week. These words are on the back cover of the Year 3 Assessment Booklet, which is on the school's website.

Half-termly your child will come home with a list of "red" words they will be learning in the upcoming weeks. "Red" words are words that cannot be sounded out and have to be learnt by sight, ie friend. Within lessons the children will be practising reading, writing and spelling them correctly through a variety of activities, including a weekly test or dictation.

Children will need to be able to spell all of the year 1, 2 and 3 common exception words by the end of year 3. This will aid their fluency and accuracy in writing.

Phonics – weekly is required

Each child receives 30 minutes phonics or spelling teaching every day, following the Read, Write, Inc Phonics programme. Phonic sounds are reinforced in English lessons.

Half-termly your child will come home with any sounds they are to cover in their Read Write

Inc lessons so parents can use this at home to practise with their child.

Writing – ideally weekly

The half-term homework activity sheet (see example below) encourages children to write. Children have been taught from Reception the cursive script with “lead-ins” and “tails” and they should be encouraged to use this at home. Children have weekly handwriting lessons. Children should write fluently and at speed using a pencil or a pen and they should write on lined paper using the ascenders (eg. l, h, k) and descenders (eg. y, j, g) correctly and in joined up handwriting.

Children should consistently be writing in complete, accurate, grammatical sentences that are punctuated correctly.

Children should be encouraged to write for a variety of reasons at home, ie, summarising favourite TV programmes, jokes, riddles, persuasive letters, birthday lists, book reviews, thank you letters, emails (supervised), etc. Children can be encouraged to write for longer periods of time.

Half-term homework linked to the topic

The half-term homework activity (see example below) actively supports the learning in class. It is sent home at the beginning of the half-term and outlines six weeks of activities to be completed. Children will be asked to bring their homework in each week and then a “marketplace” will be set up during the last week of the half-term for children to showcase their own and see others' homework.

The homework activity supports children's reading, writing, maths, speaking, listening and creative side.

Supervised access to a computer with internet access is recommended so that children can research topics for themselves.

Please do not feel restricted by the book! Photos of craft, art, models, visits can be included or work completed on a computer stuck in.

These half-term home-learning activities are a focused way for parents to engage with their child's learning but in a fun way at home. There is no time limit on these activities. You are free and most welcome to undertake other activities linked to the topic. As always we look forward to seeing what amazing learning you and your child have achieved at home.

One activity can be done every week to make it manageable.

Homework books will need to come into school every week on a day determined by the teacher so they can be looked at.

Numbers – ideally weekly

Children need to be confident, fluent and use and apply their maths skills in investigations, problem solving and reasoning activities.

Every opportunity you can to practise with your child will help them, read and write

numbers to at least 1000; estimating; comparing numbers; counting in multiples of 50 and 100 from 0. Count in steps (times tables and division facts) of 2, 3, 4, 8, 5, 0; add and subtract 3-digit numbers; use mental strategies; solve problems; multiply and divide using more formal written methods; compare and order fractions; tell the time on an analogue and 24hr clock; measure the perimeter, compare measures. Talk about angles; interpret data; use simple scales.

By the end of year 3 children need to be confident with their 2, 3, 4, 8, 5, and 10 times tables.

The Year 3 Assessment Booklet sets out all the areas that children have to learn.

Learning their times tables at home – see letter at the back of this policy. Weekly the children will practise their times tables and every Monday there will be a quick times tables test.

Weekly, the maths homework activity will be available from the on-line Maths resource school has invested in called "Abacus". Children will receive their logon details and each Thursday they can access their new homework activity and spend time practising and revisiting older homework activities.

Minimum expectations – weekly

- Talking, explaining, describing, listening, taking turns, saying please and thank yous, daily
- 10-20 minutes sharing a book together every day plus additional time to read on their own, daily
- Practising reading and spelling common exception words and the "red" words
- Practising and learning 2s, 5s, 10s, 3s, 4s and 8s times tables, daily
- Completing one of the half-term homework activities. There is no time limit on this. It is meant to be enjoyed by everyone! One activity can be done every week to make it manageable.

Life experiences - all the other amazing learning opportunities

Painting, drawing, riding a bike, swimming, seeing something amazing, swimming, going to a club (school and external), singing, playing games, completing jigsaw puzzles, playing board games, colouring, cooking..... using the internet (safe sites under supervision) to research topics, start to learn an instrument, such as piano, violin, recorder. Joining Cubs / Brownies / other clubs



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Dear Parents,

Help Learning Times Tables at Home

I would like to ask for your support in helping your child learn, remember and use their times tables. Daily regular practise has a significant impact on children's ability to remember and use their times tables. Each child will have lessons in school on the times tables they need to be fluent in for their year group, but the additional support parents can give at home will be greatly appreciated.

So what do children have to be able to do?:

- Reception have to be able to count up in 1s, 2s, 5s and 10s. They will not know their "formal" times tables but the fluency of knowing how to count up in steps of 1s, 2s, 5s and 10s will greatly help them in future years.
- Year 1 have to know their 2s, 5s and 10 times tables.
- Year 2 need to be confident in their 2s, 5s, 10s and 3 times tables. They also need to know the related division facts.
- Year 3 need to know their 3s, 5s, 10s, 3s, 4s and 8 times tables. They also need to know the related division facts.

So how do we teach times tables in school?

- In Reception and Year 1, children will be used to counting up in steps, ie:
 - 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
 - 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- From Year 2 onwards, children will say / recite / rote learn, ie:
 - Saying the sum: $1 \times 3 = 3$ (said as "one times three equals three"), $2 \times 3 = 6$, $3 \times 3 = 9$, $4 \times 3 = 12$ etc up to $12 \times 3 = 36$
 - But children will still love counting up in the steps: 3,6,9,12,etc. Often they will point (and can be encouraged) to the appropriate finger as they count up.
 - Once they are confident they will be able to answer questions out of order and in reverse: What is 2×4 ? What is 2×8 ? What is 2×6 ?
 - Then children will be able to answer related division: what is $12 \div 2$? What is $22 \div 2$? What is $18 \div 6$?

How can I help my child at home learn and remember their time tables?

- The “look, say, cover, write, check method” is one way that helps children learn

				
Look	Say	Cover	Write	Check

1. Look at the sum carefully and say it to yourself, ie $1 \times 2 = 2$
2. Cover up the sum and try and picture it in your mind.
3. Still having the sum covered, in the next box write the answer and then check it. Continue this process.
4. Repeat the process everyday and see if you have memorised them. You can use the Look, Cover, Say, Cover, Write, Check method to learn spellings.

Other activities to support learning

- Make flip cards
- Apps and online games e.g. Squeebles
- Songs
- Make a times table booklet
- Practise on the walk to school or in the car
- Youtube videos

Some useful websites

- <http://www.topmarks.co.uk/maths-games/hit-the-button>
- <http://www.oswego.org/ocsd-web/games/SpeedGrid/Multiplication/urikamultires.html>
- <http://www.teachingtables.co.uk/timetable/tgame1.html>
- <http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- <http://resources.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>

Attached to this letter are some times tables grids that you can use with your child to help them practise, learn and remember their tables.

We hope this information is useful to help support your child with this at home, but please do ask if you need any further help.

Yours sincerely

Frances Davis

Headteacher

Left blank intentionally

1 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check	2 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check
$0 \times 1 = 0$					$0 \times 2 = 0$				
$1 \times 1 = 1$					$1 \times 2 = 2$				
$2 \times 1 = 2$					$2 \times 2 = 4$				
$3 \times 1 = 3$					$3 \times 2 = 6$				
$4 \times 1 = 4$					$4 \times 2 = 8$				
$5 \times 1 = 5$					$5 \times 2 = 10$				
$6 \times 1 = 6$					$6 \times 2 = 12$				
$7 \times 1 = 7$					$7 \times 2 = 14$				
$8 \times 1 = 8$					$8 \times 2 = 16$				
$9 \times 1 = 9$					$9 \times 2 = 18$				
$10 \times 1 = 10$					$10 \times 2 = 20$				
$11 \times 1 = 11$					$11 \times 2 = 22$				
$12 \times 1 = 12$					$12 \times 2 = 24$				
  	Colour in the bronze, silver or gold star when you feel you are getting better at remembering your times tables.				  				
3 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check	4 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check
$0 \times 3 = 0$					$0 \times 4 = 0$				
$1 \times 3 = 3$					$1 \times 4 = 4$				
$2 \times 3 = 6$					$2 \times 4 = 8$				
$3 \times 3 = 9$					$3 \times 4 = 12$				
$4 \times 3 = 12$					$4 \times 4 = 16$				
$5 \times 3 = 15$					$5 \times 4 = 20$				
$6 \times 3 = 18$					$6 \times 4 = 24$				
$7 \times 3 = 21$					$7 \times 4 = 28$				
$8 \times 3 = 24$					$8 \times 4 = 32$				
$9 \times 3 = 27$					$9 \times 4 = 36$				
$10 \times 3 = 30$					$10 \times 4 = 40$				
$11 \times 3 = 33$					$11 \times 4 = 44$				
$12 \times 3 = 36$					$12 \times 4 = 48$				
  					  				

5 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check	6 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check
$0 \times 5 = 0$					$0 \times 6 = 0$				
$1 \times 5 = 5$					$1 \times 6 = 6$				
$2 \times 5 = 10$					$2 \times 6 = 12$				
$3 \times 5 = 15$					$3 \times 6 = 18$				
$4 \times 5 = 20$					$4 \times 6 = 24$				
$5 \times 5 = 25$					$5 \times 6 = 30$				
$6 \times 5 = 30$					$6 \times 6 = 36$				
$7 \times 5 = 35$					$7 \times 6 = 42$				
$8 \times 5 = 40$					$8 \times 6 = 48$				
$9 \times 5 = 45$					$9 \times 6 = 54$				
$10 \times 5 = 50$					$10 \times 6 = 60$				
$11 \times 5 = 55$					$11 \times 6 = 66$				
$12 \times 5 = 60$					$12 \times 6 = 72$				
									
7 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check	8 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check
$0 \times 7 = 0$					$0 \times 8 = 0$				
$1 \times 7 = 7$					$1 \times 8 = 8$				
$2 \times 7 = 14$					$2 \times 8 = 16$				
$3 \times 7 = 21$					$3 \times 8 = 24$				
$4 \times 7 = 28$					$4 \times 8 = 32$				
$5 \times 7 = 35$					$5 \times 8 = 40$				
$6 \times 7 = 42$					$6 \times 8 = 48$				
$7 \times 7 = 49$					$7 \times 8 = 56$				
$8 \times 7 = 56$					$8 \times 8 = 64$				
$9 \times 7 = 63$					$9 \times 8 = 72$				
$10 \times 7 = 70$					$10 \times 8 = 80$				
$11 \times 7 = 77$					$11 \times 8 = 88$				
$12 \times 7 = 84$					$12 \times 8 = 96$				
									

9 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check	10 times table	Look, say cover, write, check	Look, say, cover, write, check	Look, say cover, write, check	Look, say, cover, write, check
$0 \times 9 = 0$					$0 \times 10 = 0$				
$1 \times 9 = 9$					$1 \times 10 = 10$				
$2 \times 9 = 18$					$2 \times 10 = 20$				
$3 \times 9 = 27$					$3 \times 10 = 30$				
$4 \times 9 = 36$					$4 \times 10 = 40$				
$5 \times 9 = 45$					$5 \times 10 = 50$				
$6 \times 9 = 54$					$6 \times 10 = 60$				
$7 \times 9 = 63$					$7 \times 10 = 70$				
$8 \times 9 = 72$					$8 \times 10 = 80$				
$9 \times 9 = 81$					$9 \times 10 = 90$				
$10 \times 9 = 90$					$10 \times 10 = 100$				
$11 \times 9 = 99$					$11 \times 10 = 110$				
$12 \times 9 = 108$					$12 \times 10 = 120$				
11 times table	Look, cover, write, check Answers	Look, cover, write, check Answers	Look, cover, write, check Answers	Look, cover, write, check Answers	12 times table	Look, cover, write, check Answers	Look, cover, write, check Answers	Look, cover, write, check Answers	Look, cover, write, check Answers
$0 \times 11 = 0$					$0 \times 12 = 0$				
$1 \times 11 = 11$					$1 \times 12 = 12$				
$2 \times 11 = 22$					$2 \times 12 = 24$				
$3 \times 11 = 33$					$3 \times 12 = 36$				
$4 \times 11 = 44$					$4 \times 12 = 48$				
$5 \times 11 = 55$					$5 \times 12 = 60$				
$6 \times 11 = 66$					$6 \times 12 = 72$				
$7 \times 11 = 77$					$7 \times 12 = 84$				
$8 \times 11 = 88$					$8 \times 12 = 96$				
$9 \times 11 = 99$					$9 \times 12 = 108$				
$10 \times 11 = 110$					$10 \times 12 = 120$				
$11 \times 11 = 121$					$11 \times 12 = 132$				
$12 \times 11 = 132$					$12 \times 12 = 144$				

An extract from a Year 2 homework activity.



Reigate
Parish Church
Primary School

Year 2 | Autumn 2 | Half Term Homework

World War 1



Reigate
Parish Church
Primary School

Our topic this half term is World War One



Below are some home-learning tasks for you to complete each week to support our curriculum and topic. Please complete the activities in your homework book.

Don't forget to practice/complete these each week (little and often is best!):

- o Maths Homework (Abacus online)
- o Times tables (2s, 5s, 10s, Extension: 3s, 6s,)
- o Common exception words and sounds



You can colour in the smiley face to show you have done it!

Week 1: History Focus

- o Do you have someone in your family who was involved in WW1?
- o Ask your parents, grandparents or other family. Can you find out what they did in the war?

You might even be able to find a photo, medal or information to bring in to show us.

Abacus 😊 Times Tables 😊 Spelling 😊

Week 2: Literacy Focus

- o Can you write a letter from a soldier in the trenches? Try to use lots of adjectives and think about what they might be experiencing.

What does a letter need?

Abacus 😊 Times Tables 😊 Spelling 😊

Week 3: Music Focus

Week 4: Art Focus

- o Find out why we have poppies and record a