



Home Learning Guide

A variety of activities to help your child's learning



Reach for the stars... 

GRANGE PRIMARY SCHOOL
Home Learning Guide

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Overview

This folder has been created by staff and parents to give you some guidance in supporting your child's learning at home. The purpose is to provide a consistent approach to the activities issued on a regular basis by the school from P1-7 as well as providing a bank of activities that can be used by families at any time. Used in this way it is our hope that 'homework' in the more traditional sense becomes a partnership which links school and 'home learning' together in a meaningful way.

Every family will receive one Home Learning Guide while their children are at Grange. It should be kept in a safe place and only accessed by children supervised by an adult. Any useful resources should be safely stored in the plastic envelope at the back of the folder.

What is 'home learning'?

- Each week the class teacher will identify a reading, spelling, and maths activity from those listed in this folder to carry out at home e.g. reading activity no.3, spelling activity no.18 and maths activity no.9.
- Tasks will be issued on a Tuesday and submitted the following Monday to allow families flexibility to complete them at a time most convenient to them.
- A topic task will be issued at the beginning of each term with the Parent Information Sheet. This will clearly outline the task, the teacher's expectations and reference sources.
- All of the activities outlined in this folder can be adapted and used at anytime by parents to maximise learning opportunities at home.

Why is 'home learning' important?

- Parents are the first and main educators of children. Parents know their own children best and they can have an extremely positive influence upon learning.
- Home learning can increase a child's confidence by allowing them time to practise, consolidate and further school learning in a relaxed and familiar environment.
- When home and school work together to support learning children can make greater progress and will be more likely to fulfil their potential.

How can we support learning at home?

- Children need about three times as much time to think as adults. Give your child time to respond.
- Rather than giving your child the answers you are trying to bridge the gap between what they can do and what they are trying to learn – this is called 'scaffolding' learning.
- We scaffold by asking questions not giving answers. Here are some examples of scaffolding and not scaffolding:
 - Let me do it for you (not scaffolding)
 - Let me help you (better but still not scaffolding)
 - What else could you do here? (scaffolding)
 - What do you need to help you solve this? (scaffolding)
- Give praise and encouragement by commenting upon what your child did that helped them to complete a task e.g. did he/ she take their time and think through the questions or did he/ she check their answers carefully?

When is the best time for 'home learning'?

- Learning takes place in the home in an informal way on a regular basis.
- The activities outlined in this folder are intended to be used in a more formal way on a weekly basis and hopefully this will also lead to them being used informally at other times.
- Home learning tasks should be carried out at a time when your child is not overtired or likely to be rushed.
- Tasks and activities should be carried out in a quiet place with a suitable table and chair.
- Children should be encouraged to organise everything they need before they start.
- As they get older children should also plan and organise their time to ensure tasks are completed and submitted within the given timescale.

What will 'home learning' be like in primary one?

- The approach to home learning in primary one will be slightly different at first to support the transition from nursery.
- The children will bring home lists of letter sounds (phonics) instead of words.
- Each letter sound has an action that can be used to help your child remember them in a fun way.
- The letters can quite quickly be used to make simple 3 and 4 letter words e.g. sat, pin, tap etc. A list of possible words will be sent home.
- You can help your child to spell/ read words using the actions or any of the activities listed in the spelling section of the folder.
- The question starters at the end of the folder can be used to devise questions to help you discuss books with your child.
- Your child will bring a reading book home every week. Inside the front cover of some books you will find suggested activities and key words which you can use to help your child to find within the book.
- At times your child will bring home a packet of words with their reading book. The words will make a sentence contained in the book and can be used in the following ways:
 - put the words in order copying the sentence in the book.
 - your child closes their eyes while you remove a word - they then try to guess which word is missing.
 - choose a word from the sentence and count how many times you can find it in the book.
 - put the words in order from memory
- Reciting nursery rhymes and playing rhyming games, 'I spy', hangman, boggle etc will all help to develop early literacy skills.
- Maths and topic activities will be issued in the same way as the other classes.

Useful resources

A selection of resources required for carrying out the activities have been included in the 'resources' section of this folder. However the following household items may also come in handy:

- egg timer
- stop watch
- tape measure (as number line)
- deck of playing cards
- counting objects (coins, marbles, pencils etc.)
- magnetic letters and board

- foam letters (for playing in the bath!)
- chalk
- dictionary (appropriate for your child's age)

Please contact your child's teacher at anytime if you would like to discuss any issues about home learning. This can be done in person or by writing a note in the home learning jotter.

Reading Activities

Reading activities

- The activities contained in this section are designed to help you support your child's reading and their understanding of the books they are reading.
- Your child will bring home a book from school every week.
- The teacher will select an appropriate activity from the folder and this will be noted in the 'home learning' jotter.
- In P1-3 the children will use activities 1-7 and from P4-7 they will use activities 8-19.
- Use the prompts in the folder to support your child and where necessary to write a response in their jotter.
- The prompts/questions can be used to discuss any book at any time.
- It is important that your child experiences books other than those sent home by the school.
- Visiting the library is a great way of allowing children to choose books that interest them.
- Learning to read is hard work and progress can vary greatly between children.
- If your child gets 'stuck' on a word you can support them in the following ways:
 - sounding out the letters.
 - missing out the word and reading the rest of the sentence to work what the word could be.
 - looking at the pictures for clues.
 - tell them the word and then ask your child to spot it again as the story continues.
- Always encourage your child's efforts and try to make reading enjoyable.
- All children enjoy being read to by their parents (even the older ones!).

Activity

Prompt

1. Declan Detective



- Say what will happen next. Why?
- What clues are there in the illustrations?
- Look at the front cover. Does it give you clues about the story?
- Discuss the characters and setting.
- What would you like to happen next?

2. Rhona Rhyme



- Identify rhyme and rhythm in the text.
- Look at the rhyming words for letters that are the same.
- Are there sentences or phrases that are repeated.
- Can you guess the next rhyming word?
- Can you join in with some of the sentences?

3. William Wordsworth



- Identify and discuss new or interesting words within the text.
- Discuss what the words mean.
- Can you think of other words with the same meaning?

4. Christopher Character



- Discuss the characters within the story.
- Which characters do you like/ dislike?
- Can you think of some interesting words to describe the characters.
- What do the characters do, say and look like to let you know what they are like?

5. Sally Setting



- Discuss how the illustrations depict the setting.
- Try to discuss and describe the setting.
- What is your favourite part of the story? Why?

6. Emily Emotion



- Discuss how the character(s) is/are feeling.
- Is there any part of the story that makes you think about something that has happened to you/ something you have seen on TV/something you have read about?

7. Imran Illustrator

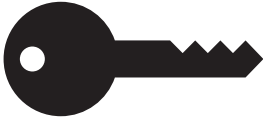


- Which part of the story did you like best? Draw it.
- Describe the details of your drawing.

Activity

Prompt

8. Predictor



- Look at the cover. What clues does it give you about the story?
- Discuss the setting, plot, characters, what clues do they give you about what will happen next?
- What you would like to happen next?

9. Scene Setter



- Discuss and summarise what has happened so far.
- Try to describe the setting, characters and plot.
- What is your favourite part so far?
- What do you want to find out more about?

10. Word Wizard



- Find words that are new to you.
- Look at the first 2/3 letters of the word to help you find it in the dictionary.
- Re-read the sentence before and the sentence after the word to help put it in context.

11. Fab Phraser



- Find interesting or unusual phrases.
- Discuss what makes that phrase interesting?
- Can you create your own fab phrase to describe the setting or character?

12. Quiz Master



- Discuss the character and the plot.
- Try to think of questions about what will happen to the characters.

13. Description Detective



- Look for patterns, unusual ways of saying things.
- Look at the author's style of writing and how it is reflected in his/ her choice of words.

14. Plot Planner



- Discuss the main events.
- Can you identify a 'turning point' in the story?

Activity

Prompt

15. Character Developer



- Look for clues about the appearance, personality and actions of the characters.
- Discuss the character you particularly enjoy reading about and say why.

16. Scene Stealer



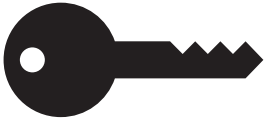
- Discuss the part of the book/ chapter that sticks in your mind? Draw it.
- Why did you choose that particular part?
- Describe the details of your drawing that help to illustrate the passage/chapter effectively.

17. Opinion Spotter



- Look at how the passage/ chapter has been written.
- Can you see the author's opinions coming through?
- Why do you think the author has chosen particular words?

18. Dialogue Coach



- Look at what has been said but also how things are said.
- How has the author used dialogue to tell the story?
- Has it been successful?

15. Reflector



- Are there any pieces of the passage/chapter that make you think about :
 - something that has happened to you
 - something you have seen on TV
 - something you have read about?

Spelling Activities

Spelling Activities

- The activities contained in this section are designed to help you support your child with spelling.
- Your child will bring home a spelling list in their home learning jotter each week.
- The teacher will select an appropriate activity from the folder and this will also be noted in the 'home learning' jotter.
- Use the description in the folder to support your child and where necessary to write a response in their jotter.
- The activities can be used to help learn spellings at anytime.
- In P1-3 most spelling words will be taken from the list contained in this folder to ensure the children can confidently spell the most commonly used words.
- It is helpful to revisit this list at any stage of the school if you notice that your child is misspelling any of the words.
- In P4-7 the words sent home will relate to the spelling patterns and rules that are being taught in school.
- Use LOOK, SAY, COVER, WRITE and CHECK as a strategy to help your child to memorise spellings.
- Encourage your child to try spelling a word in different ways and help them to choose the one that 'looks right'. Discuss why words look right or wrong!

Activity

Description

- 1. Word Search**

Create your own word search using your spelling words. Or use this link to get your own computer to do it for you: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
- 2. Air Spelling**

Choose a spelling word. With your index finger write the word in the air slowly, saying each letter. Try to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again. Now get your parents to ask questions about the word eg. "What is the first/last letter?" "How many letters are there?" etc.
- 3. Media Search**

Using a newspaper or magazine you have 15 minutes to look for your spelling words. Circle them in different coloured crayon. Which of your spelling words was used the most?
- 4. Shaving Cream Practice**

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table and then practise spelling your words by writing them with your finger in the shaving cream.
- 5. Scrabble Spelling**

Find or make the letters you need to spell your words and then mix them up in the bag. Get your parents to time you unscrambling your letters. For extra maths practice you could find the value of each word.
- 6. Pyramid Power**

Sort your words into a list from the easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word next twice underneath. Write the third word three times underneath again until you have built your pyramid.
- 7. Ransom Note**

Cut the letters needed for your word from a newspaper or magazine and glue them down to spell the words.
- 8. Spell It With Pasta (buttons etc.)**

Use pasta to spell out your words. If you glue them onto separate pieces of card then you will have a great set of flashcards to practise with for the rest of the week.
- 9. Design A Word**

Pick one word and write it in bubble letters. Colour in each letter in a different pattern. If you write each word on a separate piece of card then you will have a great set of flashcards to practise with for the rest of the week.
- 10. Water Wash**

Use a paintbrush and water to write your words outside on concrete or pavements.
- 11. ABC Order**

Write your words out in alphabetical order. Then write them in reverse alphabetical order.
- 12. Story Time**

Write a short story using all your words. Don't forget to check your punctuation!

Activity

Description

13. **Simple Sentences**

Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.
14. **Colourful Words**

Use two different coloured pens to write your words. One to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.
15. **Memory Game**

Make pairs of word cards. Turn them over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try to match all the pairs.
16. **Finger Tracing**

Use your finger to spell out each word on your mum or dad's back. Then it's their turn to write the words on your back to feel and spell.
17. **Scrambled Words**

Write your words then write them again with all the letters mixed up. Can your parents unscramble them?
18. **X-Words**

Find two of your spelling words with the same letter in and write them so they criss cross.
19. **Secret Agent**

Write out the alphabet, then give each letter a different number from 1 to 26 (a=1, 2=b, 3=c etc.). Now you can spell your words in secret code.
20. **Missing Letters**

Ask your mum or dad to write out one of your words lots of times on a piece of paper but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.
21. **Listen Carefully**

Ask your parents to spell out one of your words then you have to say what word it is they spelt out.
22. **Spell-a-Doodle**

Create a picture and use your spelling words to fill in the detail. Each word must be written three times. E.g. A picture of clouds would have the lines formed with spelling words. You can add to the challenge by giving specific picture topics.
23. **Find the Meaning**

Look up each of your spelling words in a dictionary and write down the meaning in your own words.
24. **High Speed Spelling**

Use a timer to find out how many times you can write each of your spelling words in one minute. Can you beat your own record?

Number Activities

Number Activities

- The activities contained in this section are designed to help you support your child's understanding of number and number operations.
- The teacher will select an appropriate activity from the folder each week and this will be noted in the 'home learning' jotter.
- The activities can all be adapted depending upon the number operation the teacher would like your child to practise e.g. adding, fractions, numbers to 20 or 100 etc.
- Where the teacher would like the activity to be adapted this will be made clear in the jotter.
- Use the activities in the folder to support your child and where necessary to write a response in their jotter.
- You will find any specific resources required in the folder.
- At the end of this section in the folder you will find examples of the ways in which the basic number operations are taught in school.
- Although it is not included in the activities any practice of using coins and money will help your child as this is often an area of difficulty.
- It is crucial that children memorise the times tables and number bonds to 20 as this will impact upon their learning in many areas of maths. Please practise, practise, practise!

Activity

Description

- 1. Action Cards**

Through discussion, child uses "Action Cards" with 1-10 digit cards then uses them to construct number sentences.
- 2. Biggest Total**

Child uses digit cards 1 to 7. Parent challenges them to arrange all the cards into 1 and 2 digit numbers to make the biggest total possible. Repeat for the smallest total possible.
- 3. Bingo**

Child draws a square grid then fills it with numbers as requested (numbers to 20, even numbers etc.) Parent calls out pairs of numbers. Child -, +, x or ÷ these numbers and cross out any answers which they have written on their square. Alternatively, the parent can call out specific calculations (e.g. double 13...26 minus 10).
- 4. Buzz**

Parent chooses a multiplication table, e.g. 4x. Child starts at 1 and recites numbers in sequence, substituting multiples of 4 with the word "buzz", e.g. one, two, three, buzz, five, six, seven, buzz etc.
- 5. Chain Sums**

Child sits with their eyes closed. Parent gives a chain sum, e.g. $4 + 7 - 2$; $3 \times 5 + 7$; $49 \div 7 + 5$ etc. Child open eyes and says the answer.
- 6. Cover Ups**

Child covers the answer to a given question with counters/markers, e.g. Cover up - all the multiples of 7; the number which is 40 more than 26 etc. on a multiplication square or 100 grid.
- 7. Feel the Answer**

Parent and child work as a pair (A & B). Each person writes down 5 mathematical problems without letting their partner see them. B turns his/her back to their partner who then traces one of their problems on their back (without the answer). B has three chances to guess the answer. If they guess correctly on the first attempt they score 3 points, then 2 points, then 1 point after the third attempt. For bonus points they need to describe how they arrived at the answer. Partners keep swapping roles keeping track of their own scores.
- 8. Finger Flash**

Child uses fingers to show numbers quickly, without counting. "Quick as a flash, show me..." Alternatively, show pupils a number of fingers up to 5 or 10, they show the complement.
- 9. Fit a Sequence**

Parent writes a pair of numbers on paper. Child must provide all the numbers that will fit between the given numbers to form a sequence, e.g. 9 and 25 could generate the following:
9, 11, 13, 15, 17, 19, 21, 23, 25 (odd)
9, 13, 17, 21, 25 (difference of 4)
9, 16, 25 (square numbers)
- 10. Fraction Snap**

Parent says or writes a fraction then child writes an equivalent fraction.

Activity

Description

- 11. Function Machines**

Draw a simple function machine on paper. Choose a function, e.g. $\times 7$ and write this on the machine. Play "Show Me" to match which number comes out, e.g. Show me which number will come out if I put in 6. Alternatively, tell child which number is going to come out of the machine and ask them to show which number went in.
- 12. Guess My Number**

Parent thinks of a number but does not reveal it. She/he then gives one fact about the number, e.g. It is odd. Child tries to guess the number and hold up digit cards to show possible answers. Parent provides further facts about the number, one by one, with suggestions being shown after each fact. The aim is to avoid the number being guessed for as long as possible!
- 13. Handfuls**

Child has 5 counting objects and puts some objects in one hand and the rest in the other. Open one hand to show how many are there, then say how many are hidden in the closed hand. This can be made more difficult by increasing the number of objects.
- 14. Hold That Thought**

A chain sum in context, e.g. people getting on and off a bus. Pause after each statement and tell child to "Hold that thought", e.g. There are 22 people on the bus. At the first stop 5 get off and 7 get on...hold that thought. At the next stop... etc.
- 15. Imaginary Multiplication Square**

Child closes their eyes and pictures the multiplication square in their heads. Parent poses questions, e.g. "I'm looking at 16. To the left is 12. What number is to the right/above/underneath?"
- 16. Missing Signs**

Parent writes a number sentence with the operations missing, e.g. $64 * 3 * 2 * = 134$. Child tries to solve the problem before time up/music runs out.
- 17. Multiplication Trio**

Child is given 3 numbers and a target number, e.g. "I multiply 3 numbers together. The answer is 60. What could the numbers be?" Child is given a set time to work out as many possibilities as they can.
- 18. Number Chains**

Start with a small number, e.g. 1. Apply a pair of operations to it, e.g. $\times 2$ then $+2$. Then apply the same operations to the result, and all successive results. Write down the resulting sequence: 1, 4, 10, 22, etc. Child has to work out what the two operations are and continue the sequence.
- 19. Ping Pong**

Number sequences or questions and answers are "ping-ponged" between 2 teams using a bean bag or ball, e.g. "Start at zero and count in thousands". If you don't know the answer, you can "ping" the sum back.
- 20. Snap**

Play snap with playing cards (Ace = 1, Jack = 11, Queen = 12 and King = 13). Person who calls snap adds cards together, scorer checks and records score. When all cards are used scores are added. Highest scorer wins.

Activity

Description

21. Songs & Raps

Child sings or invent songs and raps (with or without actions) to help recall of number facts. Especially good for memorising times tables.

22. Target Numbers

Challenge child to make a given number by performing a specified operation, e.g. "Give me 3 numbers which add to 100".

23. Target Ten

Challenge child to find as many different ways as possible to make the number ten using the digits 2, 3 and 4. Encourage them to be adventurous, e.g. $(32 \div 2) - (2 \times 3)$. Ensure they use brackets to indicate the order in which to calculate.

24. What's the Division?

Child uses the digits 1, 2, 3 and 4 to make as many division sums as possible with a remainder of 1. Each digit can only be used once in each division, e.g. $13 \div 2 = 6$ remainder 1
 $43 \div 2 = 21$ remainder 1

Repeat for remainders of 2, 3 and 0. The activity can also be done using different digits, e.g. 2, 3, 4 and 5.

Addition

	H	T	U
	2	3	8
+	4	9	6
<hr/>			
	7	3	4
<hr/>			
	1	1	

	H	T	U
	6	5	2
+	9	0	9
<hr/>			
	1	7	6
<hr/>			
		1	

- H – hundreds T – tens U – units
- Start by adding the numbers in the units column
- If the total is more than ten carry the tens into the next column under the line
- Add the numbers in the tens column including any under the line
- Repeat until you have total for the final column

Subtraction

	H	T	U
	¹ 2	¹ 3	8
-		9	6
<hr/>			
	1	4	2
<hr/>			

	H	T	U
	9	⁴ 5	¹ 2
-	6	0	9
<hr/>			
	3	4	3
<hr/>			

- H – hundreds T – tens U – units
- Start by subtracting the numbers in the units column starting at the top for example $8-6=2$
- If the top number is smaller than the bottom number you will need to borrow from the next column
- Reduce the next column by one and add one 'ten' to the column you are working in
- Repeat until you have total for the final column

Multiplication

	H	T	U
	2	3	8
		x	6
1	4	2	8
	2	4	

		H	T	U
		6	5	2
		x	2	0
1	3	0	4	0
	1			

- H – hundreds T – tens U – units
- Start by multiplying the numbers in the units column
- If the total is more than ten carry the tens into the next column under the line
- Multiply the numbers in the tens column and add on any number under the line
- Repeat until you have total for the final column
- If you are multiplying by a number more than ten break the numbers into tens and units and carry out two multiplication sums e.g. 26 multiply by 20 and 6 then add both totals together
- To multiply by 10, 20, 30 etc. first place a zero in the units column then continue to multiply by the number in the tens column (as above)

Division

	H	T	U	
	1	8	9	
4	7	³ 5	³ 6	

	H	T	U	
	0	6	2	r2
4	2	² 5	¹ 0	

- H – hundreds T – tens U – units
- Start by dividing the number in the hundreds column and write the answer above the line
e.g. $7 \div 4 = 1$ remainder 3, carry the 3 over to the tens column which becomes $35 \div 4 = 8$ remainder 3, this becomes $36 \div 4 = 9$
- Repeat until you divided the units column and write any remainder at the side
- At the beginning of the sum if the number in the hundreds column is too small to divide carry it over into the tens column

Topic Activities

Topic Activities

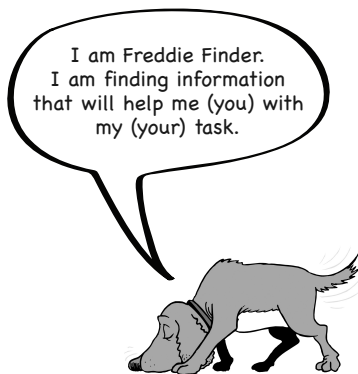
- The activities contained in this section are designed to help you support your child in completing their Home Learning Challenge.
- Your child will bring home a Home Learning Guide leaflet each term.
- This leaflet will outline the main areas of learning to be covered in class as well as details of a home learning task called the Home Learning Challenge.
- There will be certain activities from this section of the folder which will help your child in completing the challenge. Any such activities will be listed on the sheet sent home.
- The activities should help your child to develop research and presentation skills.
- In P1-3 the children will use activities 1-4 and from P4-7 they will use activities 5-13.
- The teacher will only focus on specific activities each term.
- The question starters at the end of this section have been included to help you develop your child's thinking skills.
- The question starters are numbered with the most basic questions starting at one and the most difficult at six.
- You could use these to question your child about their learning or your child could use them to create their own questions.
- While it is important that you support your child with the Home Learning Challenge the end product should as much as possible be their own work.

Activity

1.



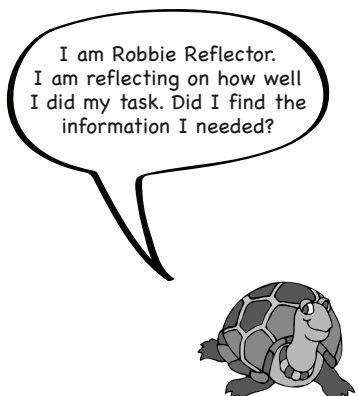
2.



3.



4.



Prompt

- Children should identify appropriate questions to research and develop.
- Children should identify and consider the audience for the information they are to find.
- With support children will begin to identify the key words to help in their research.

- Children will learn how to find information in a text using the features specific to that text e.g. index, search engine.
- Children will identify and evaluate appropriate sources e.g. library, internet, museum, people, newspapers.
- Children will identify appropriate resources e.g. books, websites, specific people.
- With support children will use various methods to take notes.

- Children will share what they have learned.
- With support children will decide the best method of communicating e.g. written or spoken word presentation, PowerPoint, quiz, poster, wall display, wiki, drama etc.
- Children should identify and consider their audience.

- Children will reflect on their learning; knowledge, skills, process.
- Children will consider how they have met success criteria.
- Children will draw conclusions from their findings.

Activity

5. Question Maker

Think of the questions you would like to research. Remember to identify.



Prompt

- Children should identify prior knowledge, appropriate questions to research and develop and refine questions as research continues.
- Children could decide on focus for research, how to do the research, where to start, who to work with, timescales etc.
- Children should identify and consider the audience for the information they are to find.

6. Word Spotter

Identify key words to help your research.



- Children can use the key words for searching library catalogues, web search engines, indexes, contents and skimming and scanning activities.
- Children can also use key words as headings for note making, organising notes, and in presentations e.g. captions and labelling for display purposes.

7. Select and Reject

Identify what sources/resources/information and appropriate for your task.



- Children will identify and evaluate appropriate sources e.g. library, internet, museum, people, newspapers.
- Children will identify appropriate resources e.g. books, websites, films, blogs, specific people, articles.
- Children will identify relevant information e.g. referring to task and questions.

8. Navigator

Identify the most effective ways to find information.

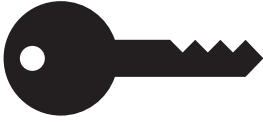


- Children try to use the most appropriate and effective way to find information and focus their research e.g. how to find their way around books, how to use a library, how to use search engines, how to conduct an interview.
- Children could also decide how to do the research, where to start, who to work with etc.

Activity

9. Fact Finder Opinion Spotter

Recognise the difference between fact and opinion and identify these in a text.

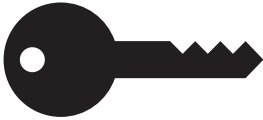


Prompt

- Children can identify fact and opinion in a text.
- Children should recognise bias, point of view or when a text is trying to influence.
- Children will identify inaccuracy/reliability.

10. Note Maker

Use effective ways to record information.



- Children select appropriate strategy e.g. mind map, list, notes under headings, bullet points, using a camera, creating a database or spreadsheet etc.
- Children should refer to and acknowledge correctly resources/sources and quotes.

11. Summariser

Select relevant information and summarise what you have learnt.



- Children should be able to identify and differentiate main ideas.
- Children should paraphrase or summarise information, using direct quotes if needed.
- Children should be able to draw conclusions from a variety of sources.

12. Communicator

Share your learning in an effective way.



- Children should identify and consider their audience.
- Children will decide the best method of communicating e.g. written or spoken word presentation, Powerpoint, quiz, poster, wall display, wiki, drama etc.
- Children could decide on their roles to help them develop, create and adapt what they have done e.g. illustrator, paragraph writers, bibliographer, quizmaster, podcast editor, hyperlinker.

Activity

13. Evaluator

How well did you...

- answer our research question?
- find, select and organise information?
- communicate our findings?

Prompt

- Children will reflect on their learning; knowledge, skills, process.
- Children will consider how they have met success criteria.
- Children will draw conclusions from findings.



Remembering 1

- Who or what were the main...? (or list 3...)
- Where does it say...?
- When/why/how did...?
- How would you explain.../describe.../show...?
- Can you find the word for...?
- Can you select...?
- Can you identify...?
- Can you recall...?
- Can you remember who, what, when, where, why, how...?
- Can you picture...?

Understanding 2

- Which statements/words/support/justify...?
- How would you summarise...?
- What facts or ideas or words show...?
- What do you predict will happen when/if...?
- Can you explain what it means by...?
- Can you explain what is happening? (and why?)
- Which is the best answer? (and why?)
- What is the main idea of...?
- How would you compare/contrast...?
- How would you say that in your own words?

Applying 3

- How/why is...an example of...?
- How would you show your understanding of...?
- What examples can you find to...?
- Can you explain what is happening? (and why?)
- How would you apply what you've learned, to develop...?
- How would you organise... to show...?
- What elements/parts would you choose to change?
- What facts would you select to show...?
- What questions would you ask in an interview with...?
- What would happen/result if...?
- How would you use...?
- How would you solve/find/develop... using what you've learned?
- How could we improve...?

Analysing 4

- What patterns can you see in...?
- How would you group/sort/classify/categorise...?
- How could you show differences/similarities?
- What inference/conclusions can you make?
- What is the function of...?
- Can you work out what the structure of... is/would be?
- What are the parts/features of...?
- What is the relationship between...?
- What is the theme...?
- Can you sort out the important information from the irrelevant?
- What evidence can you find to...?

Evaluating 5

- What would you say is the value/importance of...?
- How would you prove/disprove...?
- Would it be better if...?
- What is your opinion of...?
- Why did they (the character) choose...?
- How would you rate/evaluate the...?
- What would you recommend?
- How would you prioritise...?
- Do you agree with the actions...?
- Give arguments for and against...
- What information would you use to support (and justify) the view...?
- Based on what you know, how would you explain...?

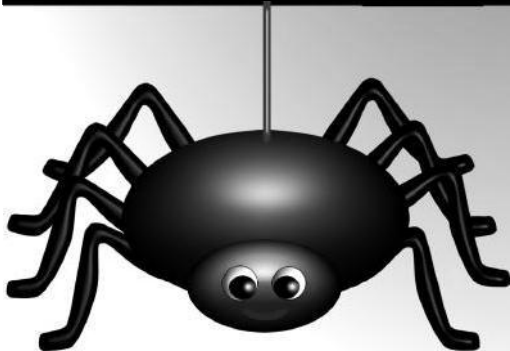
Creating 6

- What is the relationship between...?
- Could you design/invent a new way to...?
- Can you suggest an alternative/better way to...?
- Can you predict the outcome if...?
- Can you formulate (come up with) a theory for...?
- Can you say more about the reason...?
- How would you adapt... to create a different...?
- How would you justify/test...?
- Suppose you could... what would you do?
- How would you change (modify) the plot/plan?
- How would you improve...?

Resources

Hundred Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



SparkleBox

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Multiplication Square












×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

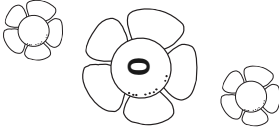
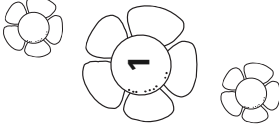
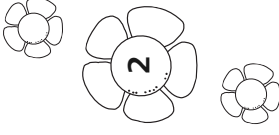
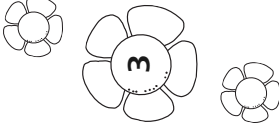
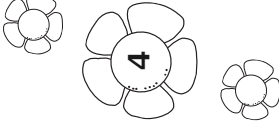
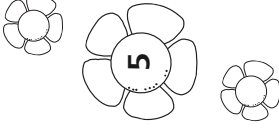
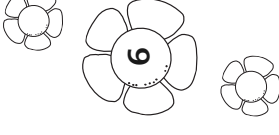
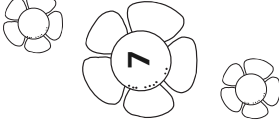
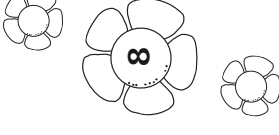
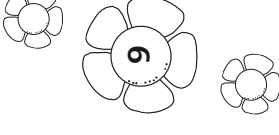
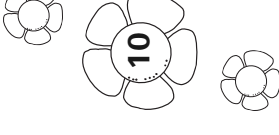


Can you spell these words?



a	for	look	some
about	from	looked	that
all	get	made	the
an	go	make me	their
and	got	Mr	them
are	had	Mrs	then
as	have	mum	there
asked	he	my	they
at	help	no	this
back	her	not	time
be	here	now	to
big	him	of	too
but	his	off	up
by	house	oh	very
called	I	old	was
came	I'm	on	we
can	if	one	went
children	in	out	were
come	into	people	what
could	is	put	when
dad	it	said	will
day	it's	saw	with
do	just	see	you
don't	like	she	your
down	little	so	

Simple 0-10 numberlines

										
---	---	---	---	---	---	--	---	---	---	---

										
---	---	---	---	---	---	--	---	---	---	---

Simple 0-20 numberline

	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19		20	
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---	----	---	----	---	----	--	----	---	----	---	----	---	----	---	----	---	----	---	----	---

0-100 simple number cards

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0-100 simple number cards

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0-100 simple number cards

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0-100 simple number cards

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0-100 simple number cards

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Action cards

