



Non- Negotiables: What Skills Do The Children Need To Be Ready For The Next Year At Bursar Primary Academy?

Reception EY2

Learning Through Oracy		
<p>Talk about how a story starts. Talk about something that has happened to them in front of other children. Use past tense when talking about something that has happened to them, <i>e.g. Last week I went to my friend's house for tea.</i> Use future tense when talking about something that is going to happen, <i>e.g. On Saturday I am going to a birthday party. Next week I will be coming to school on my new scooter.</i></p>		<p>Talk about one topic without being sidetracked. Use talk to co-operate and contribute when playing with others. Listen carefully to what is being said and repeat if asked. Know not to interrupt when someone else is speaking.</p>
Reading	Writing	Maths – Number & Calculation
<p>Secure at phonic expectation; Letters & Sounds Read common irregular words (tricky words), <i>e.g.the, to, go, no, me (see below for full list)</i> Use phonic knowledge to decode regular words and read them aloud accurately, <i>e.g.cat, shop, dog</i> Identify rhyme. Join in with rhyming patterns. Identify alliteration. Read and understand simple sentences. Be able to identify the start of a sentence and where it finishes, <i>e.g.recognise capital letter to start and full stop to finish.</i> Show understanding about what they have read when talking with others. Make basic predictions, <i>e.g. based on the cover of a book, the title, an illustration of a character etc.</i></p>	<p>Write simple sentences that can be read by themselves and others. Use capital letters at the beginning and a full stop at the end to demarcate simple sentences. Write demarcated sentences. Use the correct pencil grip. Write own name (<i>first name and surname using capital letter accurately to begin followed by correctly formed lowercase printed letters</i>). Use correct letter formation; <i>print (non cursive)</i>.</p>	<p>Count reliably to 20. Order numbers 1 to 20. Say one more/one less than any number up to 20. Add and subtract two single digit numbers, <i>e.g. 3 + 6 =, 8 – 2 =</i> Count on or back to find an answer using a number line.</p>
Attitudes To Learning/Learning Behaviours		
<p>Playing and Exploring – ENGAGEMENT: Finding out and exploring Playing with what they know Be willing to 'have a go'</p>	<p>Active Learning – MOTIVATION: Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p>	<p>Creating and Thinking Critically – THINKING: Having their own ideas Making links Choosing ways to do things</p>
Phonics Tricky Words Expectation – <i>These words cannot be sounded out and will be learnt as sight words</i>		
to, the, no, go, I, into, he, she, we, me, be, was, you, they, all, are, my, her, said, have, like, so, do, some, come, were, there, little, one, when, out, what		
CLIC Learn Its & Challenges		
<p>CLIC Learn Its Autumn: 1 + 1, 2 + 2 Spring: 3 + 3, 4 + 4, 5 + 5 Summer: 2 + 1, 2 + 3, Multiples of 10 in counting</p>	<p>CLIC Challenges Autumn: CLIC 1 Spring: CLIC 2 Summer: CLIC 3</p>	

Home Learning

In EY2 home learning activities are provided which encourage children to listen to stories, choose and enjoy books and sing number rhymes. Games, such as I-Spy, Bingo, Snakes and Ladders support this type of learning.

Each child will be given a reading book – this may only contain pictures to start with, depending on the child's understanding of letters and the sounds they make. Spend at least ten minutes each day (early morning is often more effective than evening; academy sharing time is a good opportunity for this) sharing the book – making up stories to match the images; practising reading the book or playing with the words introduced. Reading is an essential skill and all consolidation and modelling helps to cement a love of books.

Children will also bring letter sounds – phonics – home to practise, which supports word building to develop reading skills. Examples of how to pronounce the sounds accurately are available to view on the phoneme pronunciation website: <http://www.getreadingright.co.uk/phoneme-pronunciation/>. There are also many apps and websites available now which provide a fun way to engage the children.(See BPA website for helpful links to learning sites). Not all words can be sounded out using phonics and so keywords – tricky words – will be sent home for the children to consolidate; these will be learnt as sight words.

Fine motor skills activities will also be included to help the children develop greater control; these include cutting, and pencil control to aid handwriting.

Home learning to support maths skills at this stage is based on basic number. Count with your child at every opportunity – e.g. number of silver cars on the way home, white doors etc; play games and use everyday activities to consolidate one more and one less up to 10 and extend to 20 when appropriate. To encourage children to learn shape names look at and name shapes around us in the home, street, park etc.



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Year 1 - BLOOMS TAXONOMY FOCUS: KNOWLEDGE & RECALL

Learning Through Oracy		
<p>Speak clearly and loudly enough to communicate meaningfully. Ask questions about matters of interest/curriculum content. Express feelings and ideas when discussing matters of interest/curriculum content. Start to develop ideas by adding detail to their speech. Understand how to take turns when speaking. Listen to others and respond appropriately (show listening behaviour).</p>	<p>Join in with imaginative play, <i>e.g. taking on the role of different known characters.</i> Speak in complete sentences following a model. Retell a familiar story in sentences, using narrative language. Recount an event or experience in a series of complete sentences. Begin to understand how to change language when speaking to different listeners, e.g. friend (peer)/adult.</p>	
Reading	Writing	Maths - Number & Calculation
<p>Secure at phonic expectation; <i>Letters & Sounds</i> Identify common words – words that appear again and again when reading. Recognise and join in with predictable phrases, <i>e.g. Once upon a time, they lived happily ever after</i> Relate reading to own experiences. Re-read if reading does not make sense. Retell a story, text with considerable accuracy. Discuss the significance of the title and key events. Know the difference between fiction and non-fiction texts. Make predictions on the basis of what has been read. Make simple inferences on the basis of what has been said and done. Read aloud with pace and expression, <i>e.g. pause at a full stop, raise voice for a question.</i> Recognise key grammar and punctuation, <i>e.g. capital letters, full stops, question marks, exclamation marks, ellipses...</i> Know why the author has used the punctuation listed above in a given text.</p>	<p>Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions - <i>and, but, so</i> - to join two simple sentences. Use the standard form of common verbs, <i>e.g. go/went, see/saw.</i> Introduce accurate use of capital letters, full stops, question marks and exclamation marks. Use capital letters for proper nouns, <i>e.g. names of people (Stanley) and places (Cleethorpes)</i>, and for the personal pronoun 'I'. Write a sequence of sentences to form a short narrative. Form lowercase letters accurately - <i>cursive print.</i> Form capital letters accurately - <i>never join.</i> Form digits 0 – 9 accurately - <i>correct orientation.</i> Write all year group expectation spellings accurately in all written work - see attached list.</p>	<p>Count to and across 100, forwards and backwards from any number. Read and write numbers to 20 in numerals and in words (spell accurately). Read and write numbers to 100 in numerals. Say 1 more/1 less than any given number up to 100. Count in multiples of 2, 5 and 10; link this to times tables facts. Use number bonds and subtraction facts to 20. Add and subtract 1 digit and 2 digit numbers to 20 including zero. Solve one step multiplication and division problems using objects, pictorial representation and arrays. Recognise one half and one quarter of objects, shapes and quantities. Sequence events in chronological order. Use language associated with time, e.g. day, week, fortnight, month and year. Be able to order days of the week and months in the correct order. Tell the time to the hour and half past - analogue and digital. Link events throughout the day to specific times, e.g. lunch, assembly, play etc.</p>
Attitudes To Learning/Learning Behaviours		
<p>Playing and Exploring – ENGAGEMENT: Finding out and exploring Playing with what they know Be willing to 'have a go'</p>	<p>Active Learning – MOTIVATION: Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p>	<p>Creating and Thinking Critically – THINKING: Having their own ideas Making links Choosing ways to do things</p>

Spelling Expectations – Phonics & Year Group Word List

Year 1 Common Exception Words				Phonics Spelling Patterns
the a do to today of said says are were was	is his has I you your they be he me she	no go so by my here there where love come some	one once ask friend school put push pull full house our	<ul style="list-style-type: none"> • Use the sounds f, l, s, z and k spelt as ff, ll, ss, zz, and ck. • Use the 'n' sound before 'k' e.g. bank, think, honk, sunk. • Divide words into syllables e.g. thunder = thun – der • Use 'ch' sound spelt 'tch' after a vowel. • Use the 'v' sound at the end of a word e.g. live, have, give, have. • Add –s or –es to make a noun into a plural e.g. one cat = two cats. • Add the endings –ing, -ed and –er to verbs where no change is needed to the root words e.g. buzz = buzzing. • Add the ending –er and –est to adjectives where no change is needed to the root words e.g. quick = quicker. • Use the correct vowel digraphs and trigraphs. • Can spell words ending in 'y' e.g. happy, very, family, party. • Use 'ph' and 'wh' to spell words. • Use prefix 'un' • Use 'k' sound spelt 'k' before e, i and y, e.g. kent, key, kit. • Can spell compound words e.g. football, playground, bedroom.

CLIC Learn Its & Challenges

CLIC Learn Its

Autumn: 1 + 9 = 10, 2 + 8 = 10, 3 + 7 = 10, 4 + 6 = 10, 5 + 5 = 10 Multiples of 5 in counting
 Spring: 4 + 2, 5 + 2, 6 + 2, 7 + 2, 9 + 2, 4 + 3, 5 + 3, 6 + 3
 Summer: 6 + 6, 7 + 7, 8 + 8, 9 + 9 Multiples of 2 in counting

CLIC Challenges

Autumn: CLIC 4
 Spring: CLIC 5
 Summer: CLIC 6

Bloom's Taxonomy Focus: Knowledge/Recall

USEFUL VERBS	SAMPLE QUESTIONS: Where, When, Who/Which?	POTENTIAL ACTIVITIES & PRODUCTS
Tell, Recall, List, Distinguish Describe, Define, Relate Indicate, Locate, Identify Write, Find, Reorganise State, Show, Name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story/article/reading piece. Make a chart showing...

Home Learning

Continue the expectation from EY2 - sharing books, counting, adding and subtracting and playing simple maths games.

Reading: Hearing your child read regularly is vital at this age. Spend **fifteen minutes per day practising reading and discussing a book**. Our early reading books, 'Phonics Bug' show which phonemes (sounds) your child is practising. There is a sounds check at the beginning of each book inside the front cover which ideally should be done before every reading session to support revision and consolidation. The books also have questions and activities inside the back cover to use after your child has read the book, to check understanding.

Teachers will share examples of the types of question (see Bloom's Taxonomy section) you could ask during your reading session which will also support the development of comprehension skills; that is the pupil's understanding of what he/she has read.

Spelling: Spellings are sent home weekly to practise. To practise spellings, we encourage children daily to: LOOK AT THE WORD, SAY IT, COVER IT UP, WRITE IT OUT and then CHECK THE SPELLING. To develop these skills further the children will be asked to use each spelling in a sentence; this supports more in depth understanding of a spelling word as it is in being used in context and applied. Other strategies may also be included; these are taken from No Nonsense Spelling, details of which can be found in the academy Spelling Policy.

Maths: The academy uses Big Maths to support the acquisition of key number facts, e.g. number bonds and times tables; **in Year 1 children are expected to count in multiples of 2s, 5s and 10s; count, read and write numbers to 100 forwards and backwards, identify one more and one less than a number and read and write numbers from 1 to 20 in numerals and words.** The aforementioned facts will be sent home to learn. This is very important as these facts thread through all aspects of maths learning and time can then be focussed on applying these skills to problem solving and reasoning rather than retention.

Sometimes one piece of additional work may be sent home to practise a skill we are learning in our academy. This could be a maths activity, handwriting and/or a specific writing skill.



Non- Negotiables: What Skills Do The Children Need To Be Ready For The Next Year At Bursar Primary Academy?

Year 2 - BLOOMS TAXONOMY FOCUS: COMPREHENSION

Learning Through Oracy		
<p>Talk about topics that are of interest to them or which they enjoy. Ask questions to gain information and clarify meaning. Begin to develop and explain their ideas. Express themselves using complete sentences when required. Make more specific vocabulary choices, e.g. historical, geographical, technical to support oracy and in turn literacy across the curriculum. Listen carefully and respond appropriately. Take turns when talking in pairs or a small group.</p>		<p>Develop awareness that formal and informal situations require a different role and language. Offer appropriate comments in paired or small group discussions. Retell a familiar story using narrative language, linking words and phrases. Recount an event or experience in sentences using specifically chosen vocabulary. Perform a simple poem from memory. Hold the attention of the listener by adapting the way they talk. Begin to understand how to speak for different purposes and audiences.</p>
Reading	Writing	Maths - Number & Calculation
<p>Secure at phonic expectation; Letters & Sounds all phases are completed. (Revisit daily). Recognise simple recurring literary language, e.g. Once upon a time, and they lived happily ever after. Read ahead to help with fluency and expression. Comment on plot, setting and characters in familiar and unfamiliar stories. Recount main themes and events. Comment on the structure of the text. Use commas, question marks and exclamation marks to vary expression. Read aloud with expression and accurate intonation. Recognise commas in a list, apostrophes to show omission (e.g. don't, won't, it's) and possession (singular noun, e.g. Fred's hat, the girl's pencil). Identify past/present tense and understand why the author has used this tense. Use content and index pages to locate information.</p>	<p>Write different kinds of sentences, e.g. statement (The boy was wearing a blue coat.), question (What date do you fly to Spain?), exclamation (Wait for me! What a lovely thought!) and command (Place two teaspoons of sugar in the cup and stir.) Use expanded noun phrases to add description and specification, e.g. the old, green hat Write sentences using subordination, e.g. when, if, that, because and coordination, e.g. or, and, but. Correct and consistent use of past and present tense. Correct use of verb tenses. Write with correct and consistent use of capital letters, full stops, question marks and exclamation marks. Use commas accurately in a list. Use the apostrophe to show omission, e.g. do not = don't Use the apostrophe to show singular possession in nouns, e.g. his friend's father ... Write under headings. Write lower case letters (cursive) that are the correct size relative to one another. Show evidence of diagonal and horizontal strokes to join cursive print. Write all year group expectation spellings accurately in all written work - see attached list.</p>	<p>Compare and order numbers up to 100 and use the mathematical symbols $<$ $>$ $=$. Read and write all numbers to 100 in digits and words. Say 10 more/10 less than any number up to 100, e.g. 10 more than 83 is 93; 10 less than 83 is 73. Count in steps of 2, 3 and 5 from zero. Count forwards and backwards in 10s from any number. Recall and use multiplication and division facts for x 2, x 5 and x 10 multiplication tables. Recall and use +/- facts up to 20. Derive and use related facts to 100. Recognise place value in any 2 digit number, e.g. 83 the 8 is worth 80 (8 tens) and the 3 is worth 3 (3 ones). Add and subtract: <ul style="list-style-type: none"> • 2 digit numbers and ones, e.g. 23 + 5, 23 - 5 • 2 digit numbers and tens, e.g. 67 + 20, 67 - 20 • Two 2 digit numbers, e.g. 24 + 13, 24 - 13 • Three one digit numbers, e.g. 2 + 3 + 5, 8 - 5 - 2 Recognise and use the inverse, +/- and \times/\div Calculate and write multiplication and division calculations using multiplication tables, e.g. 2 x 3 = 6 so 3 x 2 = 6 and 6 ÷ 2 = 3 and 6 ÷ 3 = 2 Recognise, find, name and write the following fractions; $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Write and recognise equivalence of simple fractions. Tell the time to five minutes - analogue and digital - including quarter to and quarter past. Know the number of minutes in an hour.</p>

Spelling Expectations – Year Group Word List				
Year 2 Common Exception Words				Phonics Spelling Patterns
door	every	fast	could	<ul style="list-style-type: none"> • I can spell the 'j' sound spelt as 'ge' and 'dge' at the end of words, e.g. badge, edge, huge, change. • I can spell the 'j' sound spelt as 'g' elsewhere in words before an e, i and y, e.g. giant, energy, gem. • I can spell words with the 's' sound spelt as 'c' before e, i and y, e.g. ice, city, cycle. • I can spell words with the 'n' sound spelt as 'kn' and 'gn' at the beginning of words, e.g. knee, gnaw. • I can spell words with the 'r' sound spelt as 'wr' at the beginning of words, e.g. write, wrong, wrap. • I can spell the 'l' sound spelt 'le', 'el' and 'al' at the end of a word, e.g. table, tunnel, capital. • I can spell words ending in 'il', e.g. pencil, fossil, nostril. • I can spell the 'i' sound spelt 'y' at the end of words, e.g. July, fly, my. • I can add 'es' to nouns and verbs ending in 'y'; the 'y' becomes an 'i' and then add the 'es', e.g. flies. • I can add –ed, -ing, -er and –est to a root word ending in 'y' with a consonant before it; the 'y' becomes an 'i' before –ed, -er and –est but not before –ing, e.g. cry = cried, copy = copier, happy = happiest but fly = flying. • I can add –ed, -ing, -er, –est and –y to a root word ending in 'e' with a consonant before it; the 'e' is dropped before adding the suffix, e.g. nicest, shiny, hiker, shining. • I can add –ed, -ing, -er, –est and –y to words of one syllable ending in a single consonant after a single vowel letter; the last consonant letter is doubled, except 'x'. • I can spell the 'or' sound spelt 'a' before 'l' and 'll', e.g. always, call. • I can spell the 'e' sound spelt 'ey' e.g. donkey, chimney. The plural is formed by adding 's', e.g. monkeys. • I can spell homophones (be/bee).
floor	everybody	last	should	
poor	sugar	past	would	
because	eye	father	who	
find	even	class	whole	
kind	great	grass	any	
mind	break	pass	many	
behind	steak	plant	clothes	
child	pretty	path	busy	
children	beautiful	bath	people	
wild	after	hour	water	
climb		move	again	
most		prove	half	
only		improve	money	
both		sure	Mr	
old			Mrs	
cold			parents	
gold			Christmas	
hold				
told				
CLIC Learn Its & Challenges				
CLIC Learn Its			CLIC Challenges	
Autumn: 3 + 8, 3 + 9, 4 + 7, 4 + 8, 4 + 9 and X 10 table			Autumn: CLIC 7	
Spring: 5 + 4, 5 + 6, 6 + 7, 8 + 7, 8 + 9 and X 5 table			Spring: CLIC 8	
Summer: 5 + 9, 6 + 9, 7 + 9, 5 + 7, 5 + 8, 6 + 8 and X 2 table			Summer: CLIC 9	
Bloom's Taxonomy Focus: COMPREHENSION				
USEFUL VERBS	SAMPLE QUESTIONS: Who/Which, What, Why?		POTENTIAL ACTIVITIES & PRODUCTS	
Explain, Fill In, Illustrate, Estimate, Discuss, Predict, Reorder, Compare, Describe, Complete, Show, Order, Explain	Can you write/retell in your own words...? Find and copy What do you think could have happened next...? Give an example of ...Which word means the same as ...? Who do you think...? Explain why What was the main idea...? Give two reasons Who was the key character...? Which do you think...? What is the main difference between...? Can you point to show what you mean...? Can you give a definition of...?		Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.	

Attitudes To Learning/Learning Behaviours

To be able to: Try new things with the help of others; work hard with the help of others; focus on activities; push themselves and reflect on achievements; listen to people who try to help; begin to try to do something more than once; show enthusiasm for the ideas of others; identify areas for improvements; listen to others and show attention; find alternatives way if the first attempt does not work.

Home Learning

The Year 1 homework outline applies (see below); **however, in Y2 children are asked to spend more time each day reading and practising spellings and letter formation, as well as consolidating number work.**

Year 1 Expectation:

Reading: *Hearing your child read regularly is vital at this age. Spend **fifteen minutes per day practising reading and discussing a book**. Our early reading books, 'Phonics Bug' show which phonemes (sounds) your child is practising. There is a sounds check at the beginning of each book inside the front cover which ideally should be done before every reading session to support revision and consolidation. The books also have questions and activities inside the back cover to use after your child has read the book, to check understanding. Teachers will share examples of the types of question you could ask during your reading session which will also support the development of comprehension skills; that is the pupil's understanding of what he/she has read.*

Spelling: *Spellings are sent home weekly to practise. To practise spellings, we encourage children daily to: LOOK AT THE WORD, SAY IT, COVER IT UP, WRITE IT OUT and then CHECK THE SPELLING. To develop these skills further the children will be asked to use each spelling in a sentence; this supports more in depth understanding of a spelling word as it is in being used in context and applied. Other strategies may also be included; these are taken from No Nonsense Spelling, details of which can be found in the academy Spelling Policy.*

Maths: *The academy uses Big Maths to support the acquisition of key number facts, e.g. number bonds and times tables; **in Year 1 children are expected to count in multiples of 2s, 5s and 10s; count, read and write numbers to 100 forwards and backwards, identify one more and one less than a number and read and write numbers from 1 to 20 in numerals and words**. The aforementioned facts will be sent home to learn. This is very important as these facts thread through all aspects of maths learning and time can then be focused on applying these skills to problem solving and reasoning rather than retention.*

Y2 Maths: *In Year 2 pupils are expected to count in steps of 2, 3 and 5 from 0 and in 10s from any number, forwards and backwards. Big Maths Learn Its will also include being able to compare and order numbers from 0 to 100; being able to read and write numbers to at least 100 in numerals and words and multiplication and division facts for the 2, 5 and 10 times tables. Maths activities will also include counting in sequences.*



Non- Negotiables: What Skills Do The Children Need To Be Ready For The Next Year At Bursar Primary Academy?

Year 3 - BLOOMS TAXONOMY FOCUS: APPLICATION

Learning Through Oracy		
<p>Talk and listen confidently in different situations. Show they have listened carefully by asking relevant questions. Develop and explain their ideas giving reasons. Sequence and communicate ideas in an organised and logical way in complete sentences as required. Vary the amount of detail dependent on purpose and audience. Participate fully in paired and group discussions. Show understanding of the main points in a discussion.</p>	<p>Vary the use and choice of vocabulary dependent on the purpose and audience. Start to show an awareness of how and when Standard English is used. Retell a story using narrative language, adding relevant detail. Perform poems from memory, adapting tone and expression as appropriate. Show they have listened carefully through making relevant comments. Formally present ideas or information to an audience. Recognise that meaning can be expressed in different ways dependent on the content. Begin to adapt use of language to meet the needs of the audience/listener.</p>	
Reading	Writing	Maths - Number & Calculation
<p>Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning. Draw inferences, e.g. infer a characters' feelings, thoughts and motives from their actions. Recognise how commas are used to give more meaning. Recognise inverted commas to show that a character is speaking. Recognise plurals (<i>e.g. monkeys, ponies</i>), collective nouns (<i>e.g. herd, gaggle, school of fish etc</i>), pronouns and how they are used (<i>e.g. he, his</i>) and adverbs (<i>e.g. carefully</i>). Explain the difference that the precise choice of adjectives and verbs make, <i>e.g. using 'demanded' instead of 'said'; using 'enormous' instead of 'big'</i>.</p>	<p>Use the conjunctions when, so, before, after, while, because. Use adverbs, e.g. then, next, soon, therefore. Use prepositions, e.g. before, after, during, in, because of. Experiment with adjectives to create impact. Correctly use verbs in the 1st, 2nd and 3rd person, <i>e.g. I am (1st), you are (2nd), he/she is (3rd person singular), they are (3rd person plural)</i>. Use the perfect form of the verb to mark relationships of time and cause. Use inverted commas accurately to punctuate direct speech, <i>e.g. "Are you coming out to play?" Fred asked</i>. Group ideas into basic paragraphs. Write under headings and sub-headings. Write with increasing legibility, consistency and fluency – cursive, joined script. Write all year group expectation spellings accurately in all written work - see attached list.</p>	<p>Compare and order numbers up to 1000. Read and write all numbers up to 1000 in digits and words. Find 10 or 100 more/less than a given number. Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for x 3, x 4 and x 8 tables. Recognise place value of any 3 digit number. Add and subtract: <ul style="list-style-type: none"> • 3 digit numbers and ones, <i>e.g. 236 + 5, 236 - 5</i> • 3 digit numbers and tens, <i>e.g. 467 + 20, 467 - 20, 455 + 34, 455 - 34</i> • 3 digit numbers and hundreds, <i>e.g. 589 + 300, 589 - 300, 788 + 456, 788 - 456</i> Add and subtract numbers with up to 3 digits using written columnar method. Estimate and use the inverse to check written calculations. Multiply a 2 digit by a 1 digit number, <i>e.g. 37 x 4</i> Count up and down in tenths. Compare and order fractions with the same denominator. Add/subtract fractions with the same denominator. Tell the time using the 12 and 24 hour clocks. Tell the time to the nearest minute - digital and analogue. Understand and use Roman Numerals, <i>e.g. 1 = I V = 5 X = 10</i> Know the number of days in each month. Know the number of seconds in a minute.</p>

Attitudes To Learning/Learning Behaviours

To be able to: Try new things with the help of others; work hard with the help of others; focus on activities; push themselves and reflect on achievements; listen to people who try to help; begin to try to do something more than once; show enthusiasm for the ideas of others; identify areas for improvements; listen to others and show attention; find alternatives way if the first attempt does not work.

Spelling Expectations – Year Group Word List (Y3/4)

accident(ally), actual(ly), address, answer, appear, arrive believe, bicycle, breath, breathe, build, busy/business calendar, caught, centre, century, certain, circle, complete, consider, continue decide, describe, different, difficult, disappear early, earth, eight/eighth, enough, exercise, experience, experiment, extreme famous, favourite, February, forward(s), fruit grammar, group, guard, guide heard, heart, height, history imagine, increase, important, interest, island knowledge learn, length, library	material, medicine, mention, minute natural, naughty, notice occasion(ally), often, opposite, ordinary particular, peculiar, perhaps, popular position, possess(ion), possible, potatoes, pressure, probably, promise, purpose quarter, question recent, regular, reign, remember sentence, separate, special, straight, strange, strength, suppose, surprise therefore, though/although, thought, through various weight, woman/women
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CLIC Learn Its & Challenges

CLIC On Your Planning: CLIC 10, 11, 12
Learn Its: Step 10, Step 11, Step 12
X Tables: x3, x4, x8

Bloom’s Taxonomy Focus: APPLICATION

USEFUL VERBS	SAMPLE QUESTIONS: How would..., What...?	POTENTIAL ACTIVITIES & PRODUCTS
Solve, Consider, Show Apply, Use, Build Illustrate, Develop, Demonstrate Construct , Test, Complete Plan, Examine, Choose Classify, Indicate, Check Out	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...? Demonstrate how ...? Try ... in a new context; is the result the same?	Construct a model to demonstrate how it will work. Make a scrapbook about the areas of study. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in a different material. Design a market strategy for your product using a known strategy as a model. Paint a mural using the same materials. Write a textbook about... for others.

Home Learning – Years 3 & 4

Daily spellings, multiplication tables, number facts and reading will all continue.

Reading: At this stage the homework becomes more formal and we suggest that **daily reading lasts for at least twenty minutes to help build fluency and stamina.** Children should be encouraged to read aloud with accuracy and expression. Fluent readers can be helped by questions which check that they have REALLY understood the story and that they are beginning to be able to suggest WHY something has happened or to guess what might happen next.

Spelling/Times Tables: The children will have weekly tests to check spellings and tables so a **daily routine of learning key number facts and spellings at home will help enormously.**

Maths: By the end of **Year 3** pupils should know all of the times tables listed in Year 2 (x 2, x 3, x 5 and x 10) and be learning the multiplication and division facts in the 4 and 8 times tables. Year 3 pupils are also expected to count in multiples of 50 and 100 so all of these facts will form part of the maths homework challenge set.



Non- Negotiables: What Skills Do The Children Need To Be Ready For The Next Year At Bursar Primary Academy?

Year 4 - BLOOMS TAXONOMY FOCUS: ANALYSIS

Learning Through Oracy		
<p>Talk and listen confidently in a wide range of contexts. Ask questions to clarify or develop understanding. Give an answer and justify with evidence. Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required. Show understanding of the main points and significant details in a discussion. Show they have listened carefully by making relevant comments. Increasingly able to adapt what they say to meet the needs of the audience/listener. Vary the use and choice of vocabulary dependent on the purpose and audience.</p>		<p>Vary the amount of detail dependent on the purpose and audience. Show understanding of how and why language choices vary in different contexts. Understand when the context requires the use of Standard English. Use some features of Standard English. Present writing to an audience using appropriate intonation; control the tone and volume so that meaning is clear. Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone.</p>
Reading	Writing	Maths - Number & Calculation
<p>Give a personal point of view about a text. Re-explain a text with confidence. Justify inferences with evidence from the text, predicting what might happen from details stated or implied. Use appropriate voices for characters within a story. Recognise apostrophe of possession (plural), <i>e.g. Fred's ideas (plural) were amazing!</i> Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. Explain why a writer has used different sentence types or a particular word order and the effect it has created. Skim (<i>glance through quickly</i>) a text for meaning. Scan (<i>look for specific words/phrases</i>) a text to locate information and/or answer a question.</p>	<p>Vary sentence structure, using different openers. Use adjectival phrases, <i>e.g. biting cold wind.</i> Use appropriate choice of noun or pronoun to avoid repetition. Use fronted adverbials, <i>e.g. Later that day, ...</i> Use apostrophes for plural possession. Use a comma after a fronted adverbial, <i>e.g. Later that day, I encountered a daunting scene which ...</i> Use commas to mark clauses within a sentence. Use inverted commas and other appropriate punctuation to punctuate direct speech. Use paragraphs to organise ideas around a theme. Use connecting adverbs to link paragraphs, <i>e.g. Secondly, Many months later,</i> Write with increasing legibility, consistency and fluency – cursive, joined script. Write all year group expectation spellings accurately in all written work - see attached list.</p>	<p>Count backwards through zero to include negative numbers. Compare and order numbers beyond 1000. Compare and order numbers with up to 2 decimal places, <i>e.g. 6.35.</i> Read Roman Numerals to 100, <i>e.g. 1 = 1 V = 5 X = 10 L = 50 C = 100</i> Find 1000 more/less than a given number. Count in multiples of 6, 7, 9, 25 and 1000. Recall and use multiplication and division facts of all tables up to 12 x 12. Recognise place value of any 4 digit number. Round any number to the nearest 10, 100 or 1000. Round decimals with 1 decimal place to the nearest whole number. Add and subtract numbers with up to 4 digits using the written columnar method. Multiply 2 digit by 1 digit number, <i>e.g. 27 x 5.</i> Multiply 3 digit by 1 digit number, <i>e.g. 336 x 7.</i> Count up and down in hundredths. Recognise and write equivalent fractions. Add/subtract fractions with the same denominator. Read, write and convert time between analogue and digital 12 and 24 hour clocks.</p>

Attitudes To Learning/Learning Behaviours

To be able to: Try new things with the help of others; work hard with the help of others; focus on activities; push themselves and reflect on achievements; listen to people who try to help; begin to try to do something more than once; show enthusiasm for the ideas of others; identify areas for improvements; listen to others and show attention; find alternatives way if the first attempt does not work.

Spelling Expectations – Year Group Word List (Y3/4)

accident(ally), actual(ly), address, answer, appear, arrive believe, bicycle, breath, breathe, build, busy/business calendar, caught, centre, century, certain, circle, complete, consider, continue decide, describe, different, difficult, disappear early, earth, eight/eighth, enough, exercise, experience, experiment, extreme famous, favourite, February, forward(s), fruit grammar, group, guard, guide heard, heart, height, history imagine, increase, important, interest, island knowledge learn, length, library	material, medicine, mention, minute natural, naughty, notice occasion(ally), often, opposite, ordinary particular, peculiar, perhaps, popular position, possess(ion), possible, potatoes, pressure, probably, promise, purpose quarter, question recent, regular, reign, remember sentence, separate, special, straight, strange, strength, suppose, surprise therefore, though/although, thought, through various weight, woman/women
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CLIC Learn Its & Challenges

CLIC On Your Planning: CLIC 13, 14, 15
 Learn Its: Step 13, Step 14, Step 15
 X Tables: 6 fact challenge, x11, x12

Bloom’s Taxonomy Focus: ANALYSIS

USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES & PRODUCTS
Analyse, Distinguish, Examine Compare, Contrast, Investigate Categorise, Identify, Explain Infer, Separate, Advertise Describe, Classify, Discriminate Recognise, Indicate, Support Relate	Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture. Review a film.

Home Learning – Years 3 & 4

Daily spellings, multiplication tables, number facts and reading will all continue.

Reading: At this stage the homework becomes more formal and we suggest that **daily reading lasts for at least twenty minutes to help build fluency and stamina**. Children should be encouraged to read aloud with accuracy and expression. Fluent readers can be helped by questions which check that they have REALLY understood the story and that they are beginning to be able to suggest WHY something has happened or to guess what might happen next.

Spelling/Times Tables: The children will have weekly tests to check spellings and tables so **a daily routine of learning key number facts and spellings at home will help enormously**.

Maths: By the end of **Year 3** pupils should know all of the times tables listed in Year 2 (x 2, x 3, x 5 and x 10) and be learning the multiplication and division facts in the 4 and 8 times tables. Year 3 pupils are also expected to count in multiples of 50 and 100 so all of these facts will form part of the maths homework challenge set.

By the end of **Year 4** children are also expected to know by heart multiplication and division facts for all times tables up to 12 x 12, as well as being able to count in multiples of 25 and 1,000.



Non- Negotiables: What Skills Do The Children Need To Be Ready For The Next Year At Bursar Primary Academy?

Year 5 - BLOOMS TAXONOMY FOCUS: SYNTHESIS

Learning Through Oracy		
<p>Talk and listen confidently in a wide range of contexts including some that are formal. Engage the interest of the listener by varying their expression and vocabulary. Adapt spoken language to the audience, purpose and context. Explain the effect of using different language for different purpose. Develop ideas and opinions with relevant detail. Express ideas and opinions justifying a point of view. Show understanding of the main points, significant details and implied meaning in a discussion.</p>	<p>Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. Begin to use Standard English in formal situations. Begin to use hypothetical language to consider more than one possible solution. Perform their own compositions using appropriate intonation and volume so that meaning is clear. Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone. Understand and begin to select the appropriate register according to the content.</p>	
Reading	Writing	Maths - Number & Calculation
<p>Summarise the main points of an argument or discussion. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event. Draw inferences and justify with evidence from the text. Vary voice for direct or indirect speech. Recognise clauses within sentences. Explain how and why a writer has used clauses to add information to a sentence. Use more than one source when carrying out research. Create a set of notes to summarise what has been read.</p>	<p>Add phrases to make sentences more precise and detailed. Use a range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition. Indicate degrees of possibility using adverbs, <i>e.g. perhaps, surely</i> or modal verbs, <i>e.g. might, should, will</i>. Use brackets, dashes and/or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating and coordinating conjunctions. Use verb phrases to create subtle differences, <i>e.g. she began to run ...</i> Consistently organise ideas in paragraphs. Link ideas across paragraphs using adverbials of time, <i>e.g. Later</i>, place, <i>e.g. Nearby</i>, and number, <i>e.g. Secondly</i> Write legibly, fluently and with increasing speed. Write all year group expectation spellings accurately in all written work - see attached list.</p>	<p>Count forwards and backwards with positive and negative numbers through zero. Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. Compare and order numbers up to 1,000,000. Recognise place value of any number up to 1,000,000. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 or 100,000. Compare and order numbers with 3 decimal places. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. Read Roman Numerals up to 1,000. Identify all multiples and factors, including finding all factor pairs. Use known tables facts to derive other number facts, <i>e.g. 3 x 4 = 12 so 3 x 0.4 = 1.2 etc</i> Recall prime numbers up to 19. Recognise and use square numbers, <i>e.g. 3 x 3</i> Recognise and use cube numbers, <i>e.g. 3 x 3 x 3</i> Add and subtract numbers with more than 4 digits using formal written methods. Use rounding to check answers. Multiply up to 4 digits by 1 digit and 4 digits by 2 digit numbers. Divide up to 4 digit numbers by 1 digit. Multiply and divide whole numbers and decimals by 10, 100 and 1,000.</p>

		<p>Recognise and use thousandths.</p> <p>Recognise mixed numbers and improper fractions; convert from one to the other.</p> <p>Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Identify and write equivalent fractions.</p> <p>Solve time problems using timetables and converting between different units of time.</p>
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Attitudes To Learning/Learning Behaviours

To be able to:
 Enjoy new things and take opportunities wherever possible; understand the benefits of effort and commitment; understand techniques and methods that aid concentration; find ways to push past doubts, fears or a drop in motivation - even in challenging circumstances; show a willingness to be wrong and explore why; seek the opinion of others to help identify improvements; change behaviours to suit different situations; see possibilities and opportunities, even after disappointments.

Spelling Expectations – Year Group Word List (Y5/6)

<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward</p> <p>bargain, bruise</p> <p>category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity</p> <p>definite, desperate, determined, develop, dictionary, disastrous</p> <p>embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation</p> <p>familiar, foreign, forty, frequently</p> <p>government, guarantee</p> <p>harass, hindrance</p> <p>identity</p> <p>immediate(ly), individual, , interfere, , interrupt</p>	<p>language, leisure, lightning</p> <p>marvellous, mischievous, muscle</p> <p>necessary, neighbour, nuisance</p> <p>occupy, occur, opportunity</p> <p>parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation</p> <p>queue</p> <p>recognise, recommend, relevant, restaurant, rhyme, rhythm</p> <p>sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system</p> <p>temperature, thorough, twelfth</p> <p>variety, vegetable, vehicle</p> <p>yacht</p>
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CLIC Learn Its & Challenges

CLIC On Your Planning: CLIC 16, 17, 18
 Learn Its: Ultimate Challenge
 X Tables: All

Bloom’s Taxonomy Focus: SYNTHESIS

USEFUL VERBS	SAMPLE QUESTIONS: What conclusions...? What major hypothesis...?	POTENTIAL ACTIVITIES & PRODUCTS
<p>Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Derive, Formulate</p> <p>Write, Suggest , Synthesise, Develop</p>	<p>Can you design a ... to ...?</p> <p>Why not compose a song about...?</p> <p>Can you see a possible solution to...?</p> <p>If you had access to all resources how would you deal with...?</p>	<p>Invent a machine to do a specific task.</p> <p>Design a building to ...</p> <p>Create a new product; give it a name and plan a marketing campaign.</p> <p>Write about your feelings in relation to...</p>

	Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...?	Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.
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Home Learning

Reading: There is still an expectation that children will **read at home every night** and that by Year 5 this should be for **at least twenty five minutes to continue to support the essential development of fluency and stamina**; no matter what stage they are at, **all** readers will improve with regular practice. Pupil understanding will be further cemented through the use of questioning to check they have understood a text and are able to suggest why something has happened or to predict what might happen next. Relevant example questions and language will be shared to support parents with this.

English/Spelling: Once a week the children will be given a more formal piece of English homework to complete alongside their spellings and reading (Year 5 children are given more spellings per week). This may include keeping diaries; writing, drafting and/or editing stories and poems; reading comprehension; grammar activities or specific punctuation work.

Maths: Children will continue to have weekly tests to check their rapid recall of multiplication and division facts for **all times tables facts up to 12 x 12**; therefore daily revision of these will help them to secure success. In addition to this expectation children will be given one piece of maths written homework every week to help them to simmer skills learned during the week by applying these to problems and reasoning activities.



Non- Negotiables: What Skills Do The Children Need To Be Ready For The Next Year At Bursar Primary Academy?

Year 6 - BLOOMS TAXONOMY FOCI: SYNTHESIS & EVALUATION

Learning Through Oracy		
<p>Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.</p> <p>Ask questions to develop ideas and make contributions that take account of others' views.</p> <p>Use evidence to support ideas and opinions.</p> <p>Explain ideas and opinions - elaborating to make meaning explicit.</p> <p>Take an active part in discussions, taking different roles.</p> <p>Use hypothetical speculative language to express possibilities.</p> <p>Use Standard English fluently in formal situations.</p> <p>Debate an issue maintaining a focussed point of view.</p>	<p>Use formal language of persuasion to structure a logical argument.</p> <p>Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.</p> <p>Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere.</p> <p>Play close attention to, and consider the views and opinions of others in discussions.</p> <p>Make contributions to discussions, evaluating others' ideas and responding to them.</p> <p>Understand and select the appropriate register according to the context.</p>	
Reading	Writing	Maths - Number & Calculation
<p>Refer to the text to support opinions and predictions.</p> <p>Give a view about the choice of vocabulary, structure etc used by the author.</p> <p>Distinguish between fact and opinion.</p> <p>Appreciate how a set of sentences has been arranged to create maximum effect.</p> <p>Recognise complex sentences with more than one subordinate clause.</p> <p>Recognise phrases which add detail to sentences.</p> <p>Explain how a writer has used sentences to create particular effects.</p> <p>Skim (<i>glance through quickly</i>) to aide note taking.</p> <p>Scan (<i>look for specific words/phrases</i>) to support retrieval of further detail to embellish notes.</p> <p>Summarise main ideas from more than one paragraph in order to build speed and efficiency when answering questions.</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely, <i>e.g. The fact that it was raining meant the end to Sport's Day.</i></p> <p>Use a sentence structure and layout matched to the requirements of the text type.</p> <p>Use a semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use a colon to introduce a list and semi-colons within a list.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use the full range of punctuation learned matched to the requirements of the text type.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Write all year group expectation spellings accurately in all written work - see attached list.</p>	<p>Use negative numbers in context and calculate intervals across zero.</p> <p>Compare and order numbers up to 10,000,000.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Identify the value of each digit to 3 decimal places.</p> <p>Use knowledge of order of operations to carry out calculations involving the four operations, e.g. BIDMAS.</p> <p>Multiply 4 digit by 2 digit numbers.</p> <p>Divide 4 digit by 2 digit numbers.</p> <p>Add and subtract fractions with different denominators and mixed numbers.</p> <p>Multiply simple pairs of proper fractions, writing the answer in the simplest form.</p> <p>Divide proper fractions by whole numbers.</p> <p>Calculate the percentage of a whole number.</p>
Attitudes To Learning/Learning Behaviours		
<p>To be able to:</p> <p>Enjoy new things and take opportunities wherever possible; understand the benefits of effort and commitment; understand techniques and methods that aid concentration; find ways to push pass doubts, fears or a drop in motivation - even in challenging circumstances; show a willingness to be wrong and explore why; seek the opinion of others to help identify improvements; change behaviours to suit different situations; see possibilities and opportunities, even after disappointments.</p>		

Spelling Expectations – Year Group Word List (Y5/6)

<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward</p> <p>bargain, bruise</p> <p>category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity</p> <p>definite, desperate, determined, develop, dictionary, disastrous</p> <p>embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation</p> <p>familiar, foreign, forty, frequently</p> <p>government, guarantee</p> <p>harass, hindrance</p> <p>identity</p> <p>immediate(ly), individual, , interfere, , interrupt</p>	<p>language, leisure, lightning</p> <p>marvellous, mischievous, muscle</p> <p>necessary, neighbour, nuisance</p> <p>occupy, occur, opportunity</p> <p>parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation</p> <p>queue</p> <p>recognise, recommend, relevant, restaurant, rhyme, rhythm</p> <p>sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system</p> <p>temperature, thorough, twelfth</p> <p>variety, vegetable, vehicle</p> <p>yacht</p>
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CLIC Learn Its & Challenges

CLIC On Your Planning: CLIC 19, CLIC 20/Learn Its: Ultimate Challenge
X Tables: All

Bloom’s Taxonomy Foci: SYNTHESIS & EVALUATION

USEFUL VERBS	SAMPLE QUESTIONS	POTENTIAL ACTIVITIES & PRODUCTS
<p>Judge, Select, Choose, Decide</p> <p>Justify, Check, Evaluate, Debate</p> <p>Verify, Indicate, Argue, Defend</p> <p>Recommend, Assess, Discuss, Rate</p> <p>Prioritise, Determine</p>	<p>Is there a better solution to...?</p> <p>Judge the value of...</p> <p>Can you defend your position about...?</p> <p>Do you think ... is a good or a bad thing?</p> <p>How would you have handled...?</p> <p>What changes to ... would you recommend?</p> <p>Do you believe...?</p> <p>How would you feel if...?</p> <p>How effective are...?</p> <p>What do you think about...?</p> <p>Which would you consider ...?</p> <p>What is the most appropriate ...?</p>	<p>Prepare a list of criteria to judge a ... show. Indicate priority and ratings.</p> <p>Conduct a debate about an issue of special interest.</p> <p>Make a booklet about 5 rules you see as important.</p> <p>Convince others.</p> <p>Form a panel to discuss views, e.g. "Learning at school is ...".</p> <p>Write a letter to ... advising on changes needed at...</p> <p>Write a report.</p> <p>Prepare a case to present your view about...</p>

Home Learning

Reading remains one of the key foci for homework in Year 6; **children are expected to read for at least 30 minutes**. Other expectations include the revision of multiplication and division facts to support rapid recall and also weekly spellings. In addition, Year 6 children are given homework books; English, Maths and Science Help Guides and Workbooks. In the first term children will be set weekly home study time where they will use the Help Guides to refresh learning and practise skills revised using questions from the Workbooks, which will link, where possible, to the lessons that the children have completed in our academy.

From the second term onwards, daily homework will be set to support SATs preparation, which will encourage ‘simmering’, that is the consolidation of all aspects of age related learning. There are homework help sessions during lunchtimes, where children can attend and be given support in whichever area they may need extra help. This increase in expectation by the end of Year 6 will link to expectations in the next phase of learning and help to prepare the children to be ‘secondary ready’.