

Course 1.5 - English and Maths Combined – Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

1. The course covers maths and English work with an engaging mix of core skills development, technical topic work and revision.
2. At this age consolidation (however bright a child is) is more important than moving ahead.

How is the course structured?

- Half an hour of work each day during the week, or slightly longer at weekends - we understand that everyone's schedules are different. We believe that utilising a routine is the most effective way to complete the work.
- In each part of the course children can expect 16-20 items of work, some of which can be completed quite quickly and other items that require more time.
- The course is 28 parts long and is designed to be completed over a longer period of time taking into account the importance of children leading healthy, balanced lifestyles with sufficient time for other activities.
- The work is colourful and fun and, while going through several updates and changes, has successfully engaged children for over twenty years.
- The work is diverse with a wide variety of sheets, themes and topics all orientated at consolidation and development.

How will the course benefit my child?

- If sufficient concentration and diligence is applied, we expect to see results within six to eight weeks and in many cases parents will get positive comments from teachers about improvement within the first six months.
- Children who complete this course make good progress towards reaching their full potential with many children being two levels ahead of where they would have been without the work.

1. No book covers the material in this much detail.
2. This course is fully structured with revision built in.
3. The planning is already done meaning parents can focus on helping their children.

Below are examples taken from the whole course to give a flavour of the work.

SCROLL DOWN TO SEE COURSE EXAMPLES



Are you feeling more confident with your tables now!



LEARNING STREET LESSON PLAN
Lesson Plan 12

1. **Mental Arithmetic:**
 - Complete the sheet; try to work as accurately as possible.
2. **Spelling Letter Patterns:** aw and ur words.
 - Learn you words using Look, Cover, Write, Check first.
 - Do the exercises a fe days later.
3. **Tables Revision:**
 - 5x Table to learn - 3 sheets.

Front Sheets

*These sheets come at the front of every part of the course.
They let you know what is included in each part of the course.*

We let you know when to approach each activity and why it is important.

6. **Maths Problem Solving:** Complete the sheet. Work carefully; try to make as few mistakes as possible.
7. **Contractions 3:** Learn these new spellings please. More next week!
8. **Mad Word Picture:** Suddenly
9. **Probability:** Having fun with Smarties!
10. **Graph:** Fill in the answers. You will need to do with your Mum.
11. **Comprehension:** Is it True? Bit of fun for you.

You may get a reward when you have completed your lesson?

Spelling Patterns

u spelling pattern

1. Learn the words first. Make sure you know what each word means.
2. Test yourself by writing down each word correctly in the first column. Go over any mistakes.
3. Get someone to test you and write your answers in the second column. Go over any mistakes.

| Look/Learn/Cover | Write/Check 1 | Write/Check 2 |
|------------------|---------------|---------------|
| s u n | | |

Spelling Patterns

This work which appears throughout the course helps children to understand spelling patterns. This is a very important building block for their education.

| | | |
|---------|--|--|
| m u c h | | |
| c u b | | |
| n u t | | |
| b u t | | |
| p u b | | |
| h u b | | |
| s u m | | |
| g u m | | |
| g u t | | |

Spelling Pattern Exercises

u spelling pattern

1. You should know these words. If you make any mistakes please go over them to ensure your learning is secure.
2. These exercises are designed to test the spellings you have learnt, check your understanding and further enhance your vocabulary.

Exercise 1 - CLOZE test.

Fill in the

Polly

b _

a h _

read

he g

Exe

the

1. &

3. b

Spelling Pattern Exercises

This sheet builds upon the words learnt in the 'spelling pattern' sheet. The activities in this sheet revise the learning that children have just completed by putting words in context and helping the development of additional comprehension. The sheet also extends their knowledge further through the synonyms and antonyms exercise.

mud

them

they

u _

ete

Exercise 3 - The words on the left mean the same or nearly the same as the words on the right. Complete the words on the right.

1. although b _ t

2. roll b u _

3. centre _ u b

4. add s _ m

Exercise 4 - CLOZE sentences. Fill in the missing letters to complete each sentence.

1. The _ u n was very bright yesterday.
2. He had j u s _ about made it to the shop when it began to rain.
3. They saw a lion _ u b whilst on holiday.
4. They walked past a p _ b.
5. The dentist checked her patient's _ u m.

Tables: 2x 3x 4x 5x

Have fun!

$3 \times 3 =$

$2 \times 5 =$

$4 \times 2 =$

$6 \times 4 =$

$5 \times 3 =$

$5 \times 5 =$

$2 \times 2 =$



Four Operations- Multiplication

We also spend a great deal of time on the four core operators as this is crucial work when it comes to developing strong core skills. This is an example of one of our range of maths multiplication sheets. At this stage the four operations work is designed to fit together with the work we do on tables.

score
enty in
box

$4 \times 2 =$

$9 \times 3 =$

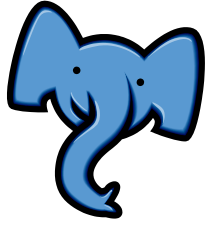
$4 \times 4 =$

$8 \times 2 =$

$10 \times 5 =$

Multiplication

4 times table



Do you think you should write out the 4x Table before you begin?

A

Four Operations - Multiplication

This is another example of one of four operations worksheets. As you can see from the questions below we offer work for a range of abilities and try to expose children to a few more challenging questions to push their abilities to the next level. The work in question E is an example of this where children should be noticing that 16×4 is equal to 10×4 plus 6×4 .

E

| | | | |
|---|---|---|---|
| $\begin{array}{r} 13 \\ \times 4 \\ \hline 52 \\ 1 \end{array}$ | $\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$ | $\begin{array}{r} 18 \\ \times 4 \\ \hline \end{array}$ | $\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$ |
|---|---|---|---|

- F What is four multiplied by 7? _____ 3 groups of 4 _____
Find four times 6 _____ Find four times 9 _____
What is 8 times four? _____ 12 groups of four _____

- G Find the **product** of:
- | | | |
|----------------|---------------|----------------|
| 5 and 4 _____ | 3 and 4 _____ | 7 and 4 _____ |
| 4 and 11 _____ | 4 and 4 _____ | 4 and 10 _____ |

Check your answers. How did you do?

The 500 Most Common Words

IN THE ENGLISH LANGUAGE IN RANK ORDER

Group 2



- Call out these words to your child and check that he/she can spell them.
- If there is a problem please learn them by using the Look Cover Write Check method.
- Knowing these words will definitely improve your child's spelling age.

500 Most Common Words

We try to help children advance their vocabulary skills as fast as possible by going through the top 500 most common words.

Children can use their LCWC sheets with any words they are not sure of.

| | | | | | |
|-------|--------|---------|-------|--------|--------|
| some | them | write | their | words | about |
| by | like | see | so | if | these |
| make | into | him | other | word | would |
| water | little | two | has | did | people |
| an | which | because | began | friend | end |



Fill in the empty spaces. Look at the sign carefully. Some are add and some are take. DON'T RACE!

F
a

| | | | | |
|---|---|---|---|---|
| | + | 2 | = | 6 |
| 8 | - | | = | 5 |
| 1 | + | | = | 6 |
| | - | 3 | = | 4 |
| | + | 3 | = | 4 |
| 7 | - | | = | 5 |
| 3 | + | | = | 6 |
| | - | 4 | = | 4 |
| | + | 2 | = | 4 |
| 8 | - | | = | 1 |
| 3 | + | | = | 5 |
| | - | 6 | = | 3 |
| | + | 1 | = | 4 |

Four Operations - Addition and Subtraction

Here's an example of another piece of four operations work. This time it involves addition. You'll notice how our pages use a variety of themes and styles to maintain children's interest. Our focus is always on accuracy as consistency is the key in delivering success.

| | | | | |
|---|---|---|---|-------|
| 3 | + | 7 | = | _____ |
| 5 | + | 2 | = | _____ |
| 4 | + | 1 | = | _____ |
| 5 | + | 5 | = | _____ |
| 2 | + | 4 | = | _____ |
| 1 | + | 2 | = | _____ |
| 4 | + | 0 | = | _____ |
| 5 | + | 4 | = | _____ |
| 6 | + | 2 | = | _____ |
| 1 | + | 9 | = | _____ |
| 7 | + | 2 | = | _____ |
| 4 | + | 6 | = | _____ |
| 3 | + | 3 | = | _____ |
| 6 | + | 1 | = | _____ |
| 1 | + | 8 | = | _____ |
| 6 | + | 4 | = | _____ |

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Correct out of 40?

Verbs - Past Tense

We know that verbs are doing words, they can describe things that happen.

If something is happening at this very moment then it is called the present tense
e.g. **I am running down the road.**

If something has already happened then it is called the past tense e.g. **I ran down the road.**

Exercise 1:

Regular verbs can be changed from past to present by adding - **ed** - so I walk to work or I am walking to work becomes I **walked** to work.

Ch

Grammar

We cover all the aspects of the literacy syllabus. For example, this sheet covers the topic of verbs.

6. I open the windows _____

Exercise 2:

Underline the past tense of the verbs on the left. Some are regular, some irregular.

| | | | |
|-------|---------|---------|--------|
| hold | holded | held | healed |
| drink | drank | drinked | drunk |
| speak | speaked | speech | spoke |
| walk | walked | walks | walkd |
| cry | cryed | creid | cried |



Exercise 3:

Now try and use the past tense. Use the past tense of the verb. The first one has been done for you.

| | |
|-----------------|--|
| John RAN | down the street (to run) |
| Angali | a secret from her sister (to keep) |
| Gustav | his orange juice very quickly (to drink) |
| Peter | the ball (to catch) |

Contractions 3.

A contraction is the joining of two words to make one word.
You are going to learn more of these words today.

I will = I'll

You will = you'll

He will = he'll

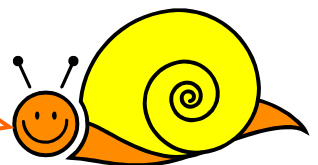
We will = we'll

Contractions

Also at this level the course introduces children to contractions and helps them to understand the most common uses. Children are given every chance to form firm foundations especially on topics such as this which many older children struggle with.

- Now look at the sentences below carefully and then get your Mum/Dad to give them to you as dictation in your exercise book.
 - Change the **red** words into the contracted form.
1. **He will** ask the postman.
 2. **They are** not be coming back today.
 3. **We are** all going together.
 4. **She will** tell us about her trip.
 5. **They will** join us later.
 6. **Do not** cross the road.
 7. **I will** see who is in the shop.
 8. **You will** be sorry!
 9. I **cannot** do this!

I'm happy
because I
know these!



Showing Ownership

The Apostrophe s

I like **Jo's** new puppy.

The '**s**' in **Jo's** puppy shows that the puppy belongs to Jo.

It is hers. She owns it.



Insert the ' before the s in the following:

- The robin s breast
- The sailor s cap



Possessive Apostrophe

This is a point that many children struggle with. We focus on it here but we also bring it back again and again for revision and consolidation to ensure that it sinks in.

- The bat which belongs to Andrew.
- The watch which belongs to Dad.
- The ring which belongs to Mum.
- The lunch box which belongs to Sarah.
- The tiger which belongs to the zoo.



Now complete these:

- The fur of the cat
- The den of the lion
- The beak of the blackbird
- The ears of the donkey
- The horns of the cow

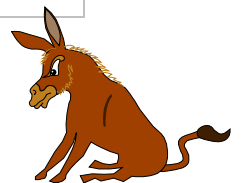
The cat's fur

Make your own sentence using the apostrophe s:

- Jo's puppy has a new ball and he plays with it all the time.

Try to use the apostrophe in your work from now on.

Remember it shows ownership.



Maths Problem Solving

Do as much of the work as you can in your head.

Use the correct units for your answer e.g. cm, pence, minutes.

① How many half apples can be cut from two whole apples? _____

② I counted the toes of some swimmers standing in a line. I reached 40, how

⑦ Take the numbers on the top line away from the numbers on the side. The first one has been done for you.

Maths Problem Solving

We also start using worded maths problems from an early stage to ensure children get used to these sorts of problems.

④ If the time is 9.00am what time will it be in an hour and a half? _____

⑧ Write five multiples of four.

⑤ Fill in the blanks so that each line makes 33. Only use each number once.

$$\underline{\quad} + \underline{\quad} = 33 \quad \underline{\quad} - \underline{\quad} = 33$$

$$\underline{\quad} + \underline{\quad} = 33 \quad \underline{\quad} - \underline{\quad} = 33$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 33$$

$$\underline{\quad} - \underline{\quad} - \underline{\quad} = 33$$

⑨ If a ruler is 14cm long what measurement is the middle point? _____

⑩ An orange is cut into quarters, how many pieces would there be? _____

⑥ Circle the multiples of 10

22 20 100 50 36 95

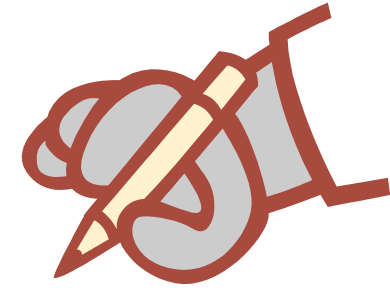
30 18 17 48 89 90

16 84 80 77 63 40

⑪ A ribbon is 60cm long and is cut into ten equal pieces. What length would each piece be? _____

⑫ If Peter is eight and is four years younger than Joe, How old is Joe? _____

BEST HANDWRITING



Always use a pencil for this exercise.

Name _____

1. Trace over and then write the letter:

y

Hand Writing

While hand writing is difficult to deal with we have been successfully helping children to improve for many years.

These sheets encourage children to develop better cursive writing while at the same time improving their spelling.

2. No

bo

3. Cover each word and write it below:

say yet by

It's a Numbercross!

Fill in the missing numbers. You can find the number patterns and count in 1s, 2s, 3s, 4s, 5s or 10s.

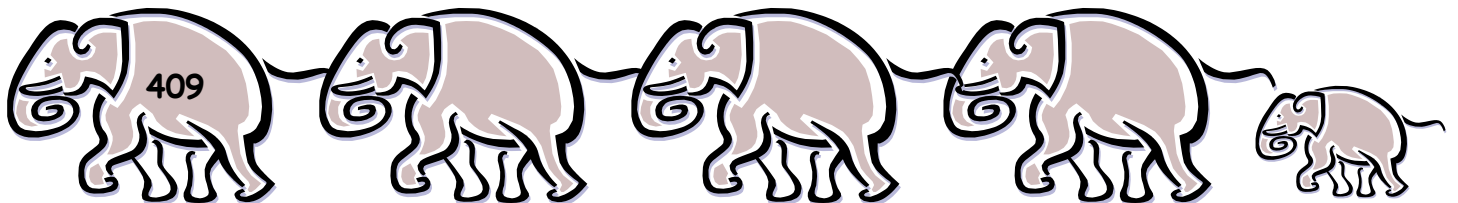
| | | | | | | | | | | | | |
|---|---|---|----|----|--|----|--|----|--|--|--|----|
| 1 | 2 | 3 | | | | | | | | | | 13 |
| | | | | 9 | | 12 | | | | | | |
| | | | 10 | 12 | | 16 | | 20 | | | | |
| | | | | | | | | | | | | |

Fun activities

We try to get children to exercise their skills in a fun way. The fun activities on this page are an example of that.

Help the elephants to get into the correct order for their parade! Give them the correct number.

412, 410, 413, 411



Five elephants each have 4 legs. How many legs altogether?

$$4 \times 5 = \underline{\quad} \text{ legs}$$

That was fun. Signed: _____

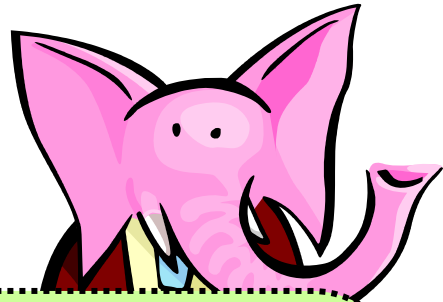
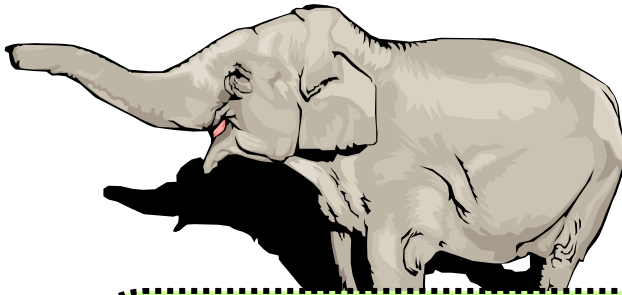
Mad Word Pictures

Colour in:

because

This Mad Word Picture is about elephants.

Here a mother elephant is taking her son to school.



Mad Word Pictures

He has a
Do you th
His mothe
understan

We have identified a number of very difficult words that children often struggle to spell correctly. In order to tackle this problem we have included these sheets which focus on each word in turn. By putting a spotlight on these words we help to improve children's knowledge of them.

She is very

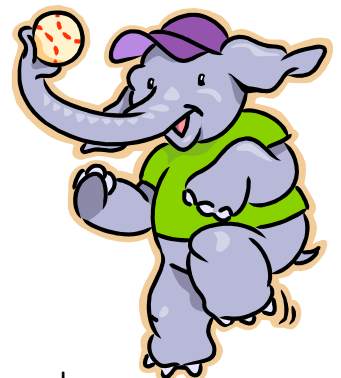
Look at

Big
Elephants
Can
Always
Understand
Small
Elephants

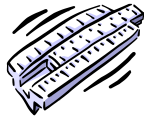
b e c a u s e
.....
.....
.....
.....
.....
.....

I can spell **because** ✓

The elephant can also spell because! Look how happy he is now!



Length - m and cm



You must learn these off by heart

Remember that 1 metre = 100 cm

$$\frac{1}{2} \text{ m} = 50 \text{ cm}$$

Knowledge Check-up

In some cases, as with measurement, repetition is a good idea. Here we remind children of the relationship between fractions of a metre and centimetres.

$$\frac{3}{4} \text{ m} = 75 \text{ cm}$$

$$\frac{1}{10} \text{ m} = 10 \text{ cm}$$

$$\frac{1}{5} \text{ m} = 20 \text{ cm} \quad \checkmark$$

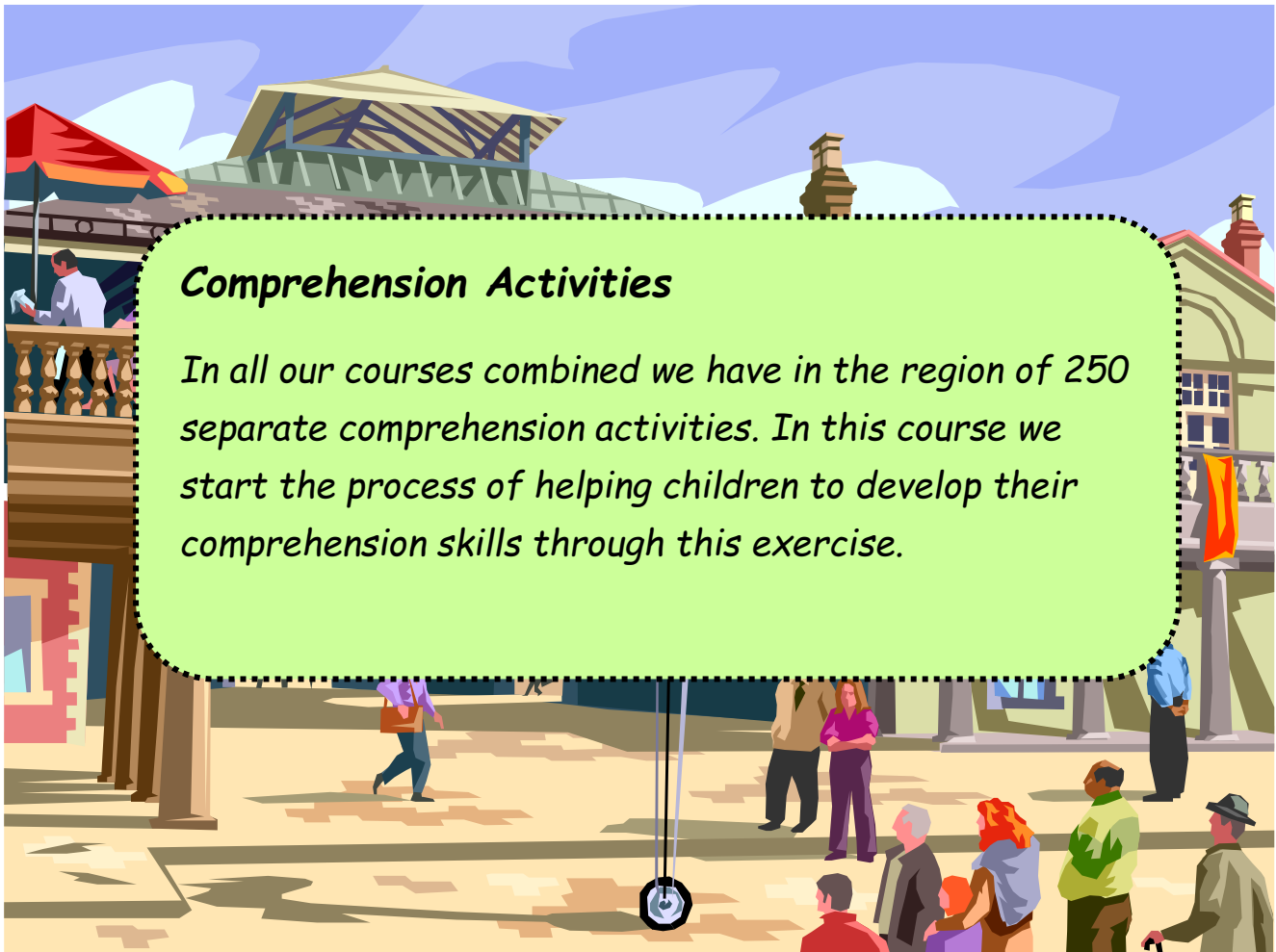


Well done!

I promise that I know this off by heart. Signed: -----

IS IT TRUE?

Look at the picture and then read the statements below, putting a tick or a cross against each one to denote if you think it is true or false.



- It is a sunny day.
- The streets are very crowded.
- The juggler is riding a bicycle.
- He is juggling with three clubs.
- There is a strong wind.
- The fires are lit in the buildings.
- There are at least eight people watching the juggler.
- The man in the blue shirt is not interested in the juggler.
- The lady on the balcony is not interested either.
- A unicycle has only one wheel.

(Did you notice the third club in the juggler's right hand?)

Quadrilaterals ~ Second Attempt

A **quad**rilateral is a shape with 4 sides.

Quad means four

Lateral means lines or lines

They are:

1. A square
2. A rectangle



- 3.
- 4.
- 5.
- 6.

Focus on Individual Topics - Quadrilaterals

We focus on individual topics throughout the course. This sheet is an example of how we revise a topic on quadrilaterals. As well as introducing topics to children we also ensure that they are regularly revised and knowledge exercised and used. At this age consolidation is more important than moving ahead.

- Join the names to the correct shape.
- Draw the tail on your kite.
- Can you see how a kite is made from two triangles?

Learn the spellings of the shapes on the lines below:

I am brilliant at quadrilaterals!

Signed:

Would or Wood

Complete the sentences choosing either **would** or **wood**:

1. "Who _____ like some roast chestnuts?" asked Dad. "We _____!" we replied in chorus.
2. "You need to help me," he said. "First I need some _____ for the fire. _____ you go and fetch it

Homophones

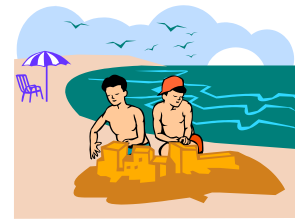
Children always find words which sound the same but are spelt differently challenging. Here we look at wood and would to help children understand the difference in both meaning and spelling.

- _____ do this every Christmas but in those days it was me who _____ be asked to bring in the _____."
5. "Don't forget me," said Mum. "I _____ like some too!"

Now make up a sentence using both words on the line below:

Easy! Signed: _____

Looking at a Calendar



July 2013

| | | | | | |
|-----------|---|----|----|----|----|
| Sunday | | 7 | 14 | 21 | 28 |
| Monday | 1 | 8 | 15 | 22 | 29 |
| Tuesday | 2 | 9 | 16 | 23 | 30 |
| Wednesday | 3 | 10 | 17 | 24 | 31 |
| Thursday | 4 | 11 | 18 | 25 | |
| Friday | 5 | 12 | 19 | 26 | |
| Saturday | 6 | 13 | 20 | 27 | |

August 2013

| | | | | | |
|-----------|--|----|----|----|----|
| Sunday | | 4 | 11 | 18 | 25 |
| Monday | | 5 | 12 | 19 | 26 |
| Tuesday | | 6 | 13 | 20 | 27 |
| Wednesday | | 7 | 14 | 21 | 28 |
| Thursday | | 8 | 15 | 22 | 29 |
| Friday | | 9 | 16 | 23 | 30 |
| Saturday | | 10 | 17 | 24 | 31 |

More Core Topic Skills

Here is another example of how we help children deepen their knowledge of individual topics. One such area is reading a calendar which this sheet focusses on.

1. Go for a week's holiday to France starting the last Friday of July. **Colour in blue.**
2. School breaks up (yippee!) on the previous Friday. **Colour in green.**
3. Granny's birthday on 15th August. What day is that? _____
4. Visit Granny for lunch the following Sunday. **Colour in red.**
5. Go to the dentist on the first Monday after we get back from holiday. **Colour in purple.**
6. End of school holiday party on the last Saturday in August. **Colour in orange**
7. Buy new shoes and school uniform on the Wednesday before September begins. **Colour in brown.**



Do you like to keep a diary?

Spelling Letter Patterns**Exercise 1**

Milly and Molly take the dogs for a **FAST** walk in the park. The grass **PATHS** are very muddy and the dogs look **RATHER** dirty. At **LAST** they get home, but the dogs need a **BATH**. Quick, before **FATHER** sees them! Once they've had a **BATH** they are usually quite **CALM** and lay down next to our **BRASS** ornament. However, this time one of them knocked over a **GLASS**.

Exercise 2

1. Fed
2. Lad
3. Nod
4. Cad

Exercise 3

1. Grind
2. Brim
3. Road
4. Past

Exercise 1 (Examples - other answers are possible)

1. The man **cartwheeled** down the road.
2. The man **cycled** down the road.
3. The man **drove** down the road.
4. The man **walked** down the road.
5. The man **rolled** down the road.
6. The man **strolled** down the road

Exercise 2 (Examples - other answers are possible)

1. John raced to find his mother.
2. Peter **grabbed** the frisbee.
3. I **gulped** my orange juice.
4. I **searched** for my dog.
5. The cat **ambled** up behind the mouse.
6. The river **snaked** out of the gorge.
7. Peter **crept** into his house.

Exercise 4

1. Mast, Past
2. Cast
3. Palm
4. Raft
5. Bath

Core English Skills

- 1/ black bird
- 2/ blade
- 3/ blow
- 4/ black

Answers

We provide comprehensive answers to each separate part of the course to enable marking to be done quickly and feedback given effectively. Where questions require a more complex answer breakdown then we give it.

Mental Arithmetic

- | | | |
|-----|-------------|-------------------------|
| 8 | 9 | 6. $48 \times 2 = 96$ |
| 20 | 108 minutes | 7. $64 \times 2 = 128$ |
| 32p | 5 | 8. $26 \times 2 = 52$ |
| 36 | 6/10 | 9. $36 \times 2 = 72$ |
| 22 | 42 | 10. $40 \times 2 = 80$ |
| 10 | 27p | 11. $68 \times 2 = 136$ |
| | | 12. $50 \times 2 = 100$ |

Answers

All questions have answers. Where a question needs a detailed answer then it is provided.

- | | | |
|------------------------|---------|--------|
| 1. $5 \times 4 = 20$ | | 13 |
| 2. $3 \times 6 = 18$ | 2.55pm | |
| 3. $4 \times 10 = 40$ | | |
| 4. $12 \times 4 = 48$ | | 25 |
| 5. $3 \times 3 = 9$ | 25 | |
| 6. $6 \times 5 = 30$ | | |
| 7. $10 \times 2 = 20$ | | £2.50 |
| 8. $7 \times 3 = 21$ | 60 | |
| 9. $5 \times 5 = 25$ | | |
| 10. $9 \times 2 = 18$ | | 9 |
| 11. $10 \times 4 = 40$ | £9, £11 | |
| 12. $4 \times 4 = 16$ | | |
| 13. $11 \times 3 = 33$ | | Monday |
| 14. $3 \times 4 = 12$ | | |
| 15. $6 \times 4 = 24$ | | |
| 16. $7 \times 3 = 21$ | | |
| 17. $9 \times 3 = 27$ | | |
| 18. $6 \times 5 = 30$ | | |
| 19. $7 \times 4 = 28$ | | |
| 20. $10 \times 6 = 60$ | | |

More Two Times Table

1. $25 \times 2 = 50$
2. $39 \times 2 = 78$
3. $57 \times 2 = 114$
4. $44 \times 2 = 88$
5. $12 \times 2 = 24$