

## Course Two - 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 38 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**



♥ I love areas. ♥

LEARNING STREET LESSON PLAN  
Lesson 12



1. **Tables:** Tables Test to complete. Aim for 100%!
2. **Mental Arithmetic:** Try to complete the entire test in your **head**.
  - See if you can **improve** upon last lesson's score.
3. **Maths Problem Solving:** Aim for **12/12** without using a calculator.

### 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.*

your joined up writing and spellings.

- Make sure you copy the writing pattern **exactly** as it is on the sheet.
7. **Spelling Groups:** Group 7. Learn the first 6 rows this week. Lots of LOOK COVER WRITE CHECK. This is the top basic spellings group. Wow! So easy too.
  8. **Kilograms:** 6 questions to answer.
  9. **Basic Maths and English Revision:**
    - Time
    - Plurals
  10. **Shapes and Right Angles:** Colour in the elephant first.
    - We shall be repeating this work again later on.
  11. **Area:** Counting squares. More next lesson.
  12. **Revision:** Odd and Even.

# Spelling Patterns

## sh 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.....

### 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.*

s h e l l		
s h e l f		
s h a r p		
s h a r e		
s h o e		
s h o u t		
s h i n e		
s h u t		
s h o w		

# Spelling Pattern Exercises

## sh 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 missing letters to make the correct words.

It was snowing hard after a s \_ a r p frost. The \_ h \_ e p were in the big \_ h \_ d and the door was s \_ \_ t to keep the cold air out. They had hay to eat and f r e \_ \_ water to drink. The farmer had just given the s \_ \_ d a w a \_ \_ , so everything was very clean. Lucky for them, they didn't have to s \_ a \_ e the \_ h e d with any other animals because the farmer has lots of s \_ e d s . It didn't take long for there to be a deep \_ \_ e e t of snow outside. The farmer plunged his s \_ o \_ into the \_ h e \_ t and it was so deep that he couldn't see it. The s \_ e \_ t stayed there until the next day when the sun began to s \_ i n e .

**Exercise 2** - The words on the left are opposites of the words on the right. Complete the words on the right.

1. wh

3. du

Exerc

right.

1. cl

3. pi

Exerc

## Spelling Pattern Exercises

*Having learnt the words in each spelling pattern we then give children some further work. These activities revise the learning they have done, put the words in context and helps them develop additional comprehension and then extends their knowledge further by helping them think of synonyms and antonyms.*

1. The fow
2. They bought a box of f r e \_ \_ vegetables from the grocery shop.
3. Freddie saw a beautiful s \_ e \_ l \_ \_ h i n i n g on the beach.
4. Dad put up a new \_ \_ e l f in the garage.
5. We have got two f i \_ \_ in our pond.

# Easy tables revision!

Tables: Get someone to time you this week!

2x 3x 4x

$5 \times 3 =$

$2 \times 4 =$

$3 \times 2 =$



## Times Tables

*This is possibly the most important core skill for children learning maths. We spend a great deal of time on tables, helping to deepen children's knowledge of this core area. Some parents make the mistake of trying to leave this area too early.*

$9 \times 2 =$

$10 \times 2 =$

$4 \times 3 =$

$6 \times 4 =$

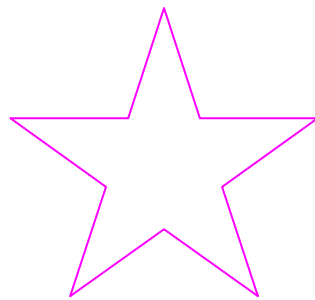
$5 \times 2 =$

$9 \times 3 =$

$4 \times 4 =$

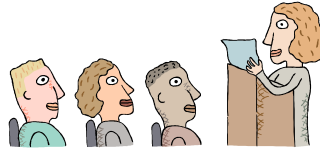
$7 \times 2 =$

$10 \times 3 =$



Fill in your score  
out of twenty in  
the star box

In all these subtraction sums you will need to take a ten from the tens column and send it to the units column.  
You won't be able to work these out unless you do this, so have a good look at the example first.



$\begin{array}{r} 58- \\ 39 \end{array}$	$\begin{array}{r} 23- \\ 17 \end{array}$	$\begin{array}{r} 50- \\ 28 \end{array}$	$\begin{array}{r} 34- \\ 16 \end{array}$	$\begin{array}{r} 41- \\ 38 \end{array}$	$\begin{array}{r} 73- \\ 45 \end{array}$
--	--	--	--	--	--

Example

$$\begin{array}{r} 4 \cancel{5} 1 2 - \\ 37 \\ \hline 15 \end{array}$$

### Four operations- Subtraction

We also spend a great deal of time on core four operations work. This is an example of a maths two digit subtraction sheet. Even if children have learnt these skills they need to be consolidated to be of real value.

$\begin{array}{r} 51- \\ 33 \end{array}$	$\begin{array}{r} 93- \\ 56 \end{array}$	$\begin{array}{r} 56- \\ 18 \end{array}$	$\begin{array}{r} 44- \\ 35 \end{array}$	$\begin{array}{r} 14- \\ 7 \end{array}$	$\begin{array}{r} 98- \\ 69 \end{array}$
--	--	--	--	---	--

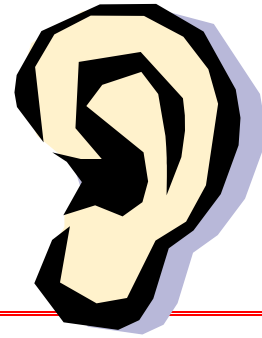
'Take away' and 'subtract' also mean: minus, find the difference, decrease

S  
U  
B  
T  
R  
A  
C  
T  
I  
O  
N

# Mad Word Pictures

Colour in:

heard

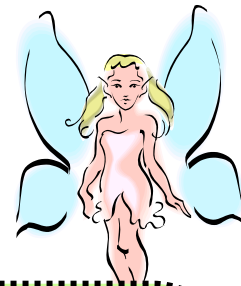
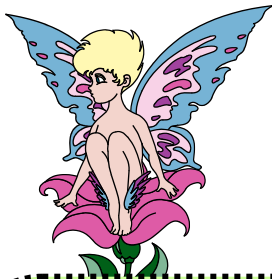


The following words are members of the **ear** family

Hear

Learn

Earth



## Mad Word Pictures

We have identified a number of very difficult words that children often struggle to spell correctly. We have identified 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.

Look at  
Colour y  
can spe

s above.  
w that you

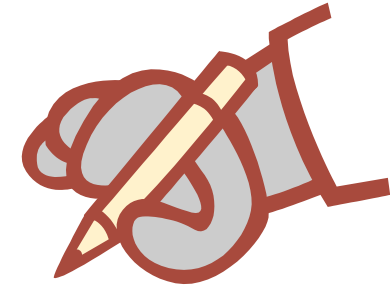


Have you **heard** that there are fairies at the bottom of your garden? They come out to play when you are fast asleep. If you are lucky, you may **hear** them laughing and playing games. They love **learning** about new people who move into their gardens. You will never see them because they hide away in deep holes. What on **earth** do they do there during the day?

- Fill in the gaps in the following sentences, choosing from the words above:

1. I like to \_\_\_\_\_ about the planet \_\_\_\_\_.
2. I \_\_\_\_\_ a knock at the door.
3. We can \_\_\_\_\_ the birds sing.

# BEST HANDWRITING



Name \_\_\_\_\_

Always use a pencil for this exercise.

1. Trace over and then write the word:

day day day

2. N

## Handwriting

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

Sa

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

Fre

3. Write in all the days of the week below:



# Mental Mathematics

Try the following questions. Do as many in your head as possible.

①  $\frac{1}{4}$  of 40 = \_\_\_\_\_

⑪ Subtract 6 from 18 \_\_\_\_\_

②

⑫ How many minutes are there between \_\_\_\_\_

## Mental Mathematics

*As children develop their knowledge of tables and four operations we also continue our work on mental maths where children can test their knowledge every week.*

③

④

⑤  $\frac{1}{3}$  hour = \_\_\_\_\_ mins

⑮ How many FIVES are worth 60p? \_\_\_\_\_

⑥ Half of 18cm = \_\_\_\_\_

⑯ How many lots of 500g weigh  $3\frac{1}{2}$ kg?  
\_\_\_\_\_

⑦ Eight groups of 4 = \_\_\_\_\_

⑰ If I have four identical coins and together they equal 20p, what is the value of one coin? \_\_\_\_\_

⑧ What is the product of 6 and 4? \_\_\_\_\_

⑱  $8 \times 5 = 50 -$  \_\_\_\_\_

⑨  $\frac{1}{2}$  of 14 = \_\_\_\_\_

⑲ How many g are there in  $\frac{1}{2}$ kg, 2kg?  
\_\_\_\_\_

⑩  $8 + 6 = 7 +$  \_\_\_\_\_

⑳ Peter is 11, how old will he be in 12 years time? \_\_\_\_\_

Marks /20

# Adjectival Phrases

- An adjectival phrase is a **group of words** that we can use to describe a **noun** in **more detail**.
- For example - 'The book was **incredibly exciting**'. In this sentence, the adjectival phrase 'incredibly exciting' contains the **adjective** 'exciting' and the **adverb** 'incredibly'.
- An adjectival phrase can come **before or after** a noun in a sentence.

## Grammar

Exercise: We cover all aspects on the literacy syllabus as you can see by this early sheet we give covering adjectival phrases.

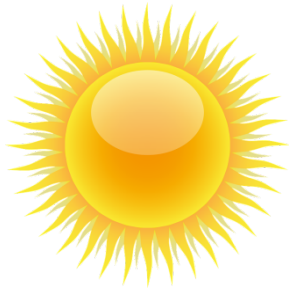
intelligent

funny

hot

beautiful

1. The flowers were exceptionally \_\_\_\_\_.
2. It was a delightfully \_\_\_\_\_ park.
3. My brother is a remarkably \_\_\_\_\_ boy.
4. It was an alarmingly \_\_\_\_\_ winter.



5. The lion was frighteningly \_\_\_\_\_.
6. The girl's joke was hilariously \_\_\_\_\_.
7. It was a fantastically \_\_\_\_\_ summer.
8. The film had an amazingly \_\_\_\_\_ storyline.

## Exercise 2:

Underline the six **adjectival phrases** in the passage below:

The forest at the bottom of the lane is **intimidatingly dark**. It has tall spiky trees of a dull emerald colour. In the winter, the thick, grey fog surrounds the forest and it becomes **uncomfortably cold**. Amongst the trees lives a **mysteriously silent** giant who has an **eerily intense** stare if you ever catch a glimpse of his **magnificently bright** eyes.

# Maths Problem Solving

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

Make sure you read each question very carefully.

① I start work at 9.10am and finish at 10.35am. How many minutes was I working? \_\_\_\_\_

② Jane saves £5 per week for two years. How much did Jane save?  
\_\_\_\_\_

⑦ I am a two digit number. The sum of my digits is 3 and I am in the 3 times table and the five times table. What number am I?

## Personal Words List

③ 48  
They  
many

*This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.*


re long  
e and has  
y many  
onships

④ 8cm



What is the total length of the four sides of this square? \_\_\_\_\_

there are 8436 people watching. During the match 29 people had to leave early but 8 more come in late. How many were watching at the end? \_\_\_\_\_

⑩  100m  
300m

What is the perimeter (distance around the outside) of this field? \_\_\_\_\_

⑤ A lottery prize of £3000 is shared between ten people. How much each?  
\_\_\_\_\_

⑪ One packet has a mass of  $2\frac{1}{4}$ kg. What would be the mass of 8 packets be? \_\_\_\_\_

⑥ In a section of a football stand there are 896 seats, 32 people don't show up. How many seats are full rounded to the nearest ten? \_\_\_\_\_

⑫ What is the cost of  $3\frac{1}{2}$  litres of water if half of a litre cost 24p? \_\_\_\_\_

# Word Endings

## Rule 3

Words ending in **ing**

- Before you add **ing** to these words you must double the last letter.

1. get

### **Word Endings**

*This is a really important part of a child's literacy development. In this instance children are looking at words where it is necessary to double the last letter before adding -ing.*

6. slim

\_\_\_\_\_

7. clap

\_\_\_\_\_

8. shop

\_\_\_\_\_

9. bat

\_\_\_\_\_

10. swim

\_\_\_\_\_

11. knit

\_\_\_\_\_

12. travel

\_\_\_\_\_



I am travel \_\_\_\_\_ to \_\_\_\_\_ for my summer holiday this year.

# Five Times Table

Remember: **Product** means **Times**

1	X	5	=	<input type="text"/>	2	X	5	=	<input type="text"/>
4	X	5	=	<input type="text"/>	5	X	5	=	<input type="text"/>
7	X	5	=	<input type="text"/>	8	X	5	=	<input type="text"/>
10	X	5	=	<input type="text"/>	11	X	5	=	<input type="text"/>

## Moving Tables On

We continue to enhance a child's knowledge through the use of additional sheets such as this one which looks at the five times table and ends with emphasising the meaning of 'find the product'.

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ \times 5 \\ \hline \end{array}$$

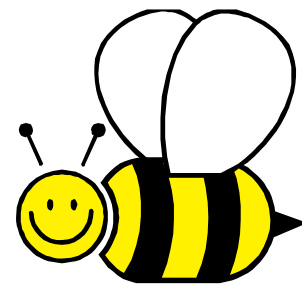
$$\begin{array}{r} 14 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ \times 5 \\ \hline \end{array}$$

1. What is five multiplied by 7? \_\_\_\_\_
2. Find five times 6. \_\_\_\_\_
3. What is 8 times five? \_\_\_\_\_
4. Find the PRODUCT of 5 and 4 \_\_\_\_\_
5. Find the PRODUCT of 5 and 11 \_\_\_\_\_
6. Find the PRODUCT of 5 and 4 \_\_\_\_\_
7. Find the PRODUCT of 7 and 5 \_\_\_\_\_
8. Find the PRODUCT of 4 and 5 \_\_\_\_\_
9. Find the PRODUCT of 5 and 5 \_\_\_\_\_
10. Find the PRODUCT of 8 and 5 \_\_\_\_\_



I am pleased with myself! Signed:.....

# There and Their

- **There** means in that place.  
She lives over there.
- **Their** means belonging to them.  
The boys played with their football.



Con

## Homophones

*As part of our continuing work on homophones we look at two words which are often confused. These words are indeed so tricky that we come back to them several times to ensure children have fully understood.*

7. Their \_\_\_\_\_
8. Their \_\_\_\_\_

Now complete this exercise by writing **there** or **their** in each space:

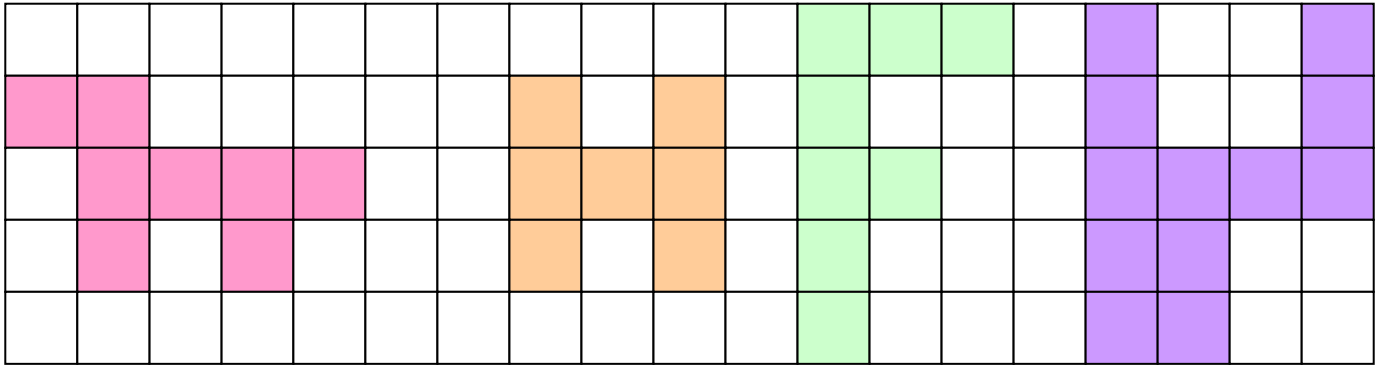
1. The children gave \_\_\_\_\_ dog a bath.
2. I waited \_\_\_\_\_ for nearly an hour.
3. \_\_\_\_\_ are a hundred pence in the pound.
4. Is \_\_\_\_\_ room for me to sit down?
5. The two boys went to the show with \_\_\_\_\_ cousin.
6. I saw patches of clover here and \_\_\_\_\_ on the lawn.
7. He said he left the parcel \_\_\_\_\_ and now it's gone.
8. We looked here, \_\_\_\_\_, and everywhere.



Their  
dog

# Counting squares

Write down the area of each shape



Here is a shape with an area of 5 squares.

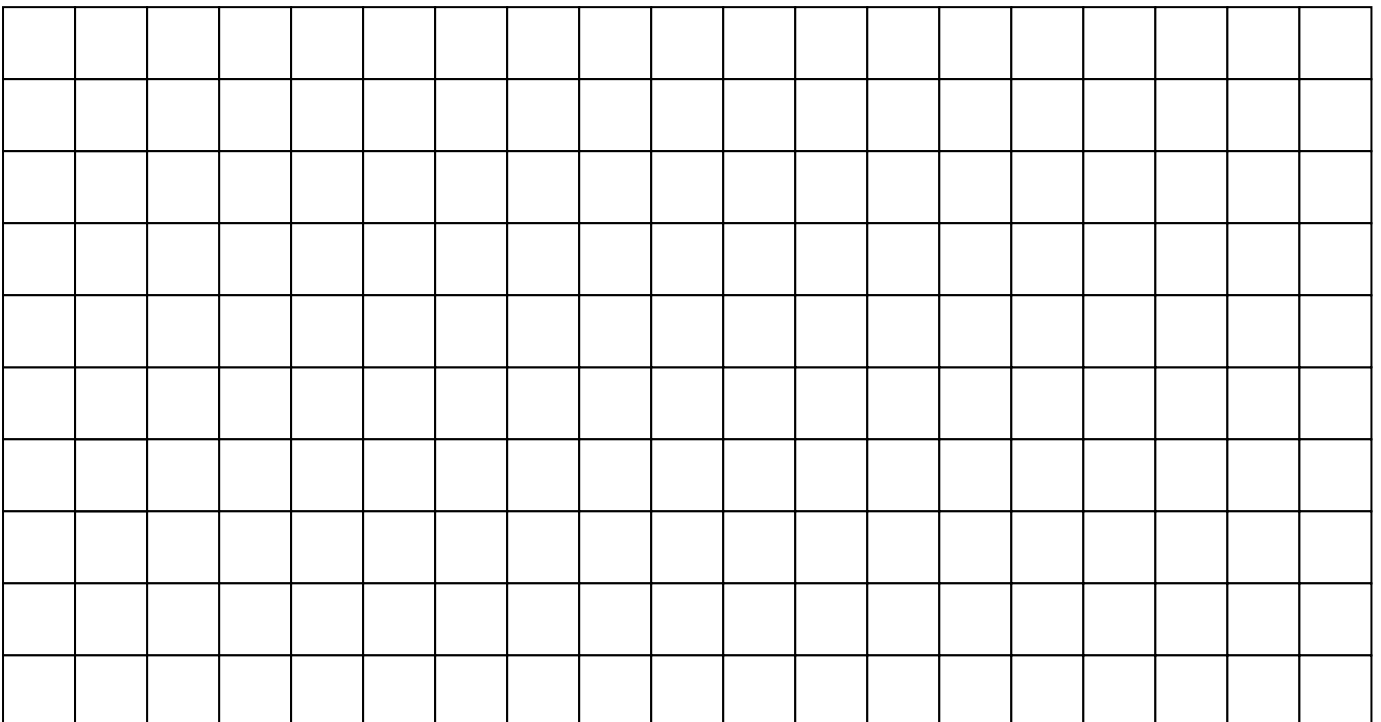
Draw a shape with an area of 10 squares.

## Topic work - Area

*As in all our courses we do a significant amount of work on individual topic areas. This sheet is an example of early work on area which we then enlarge on as it becomes more complex.*



Draw a large shape. What is its area? .....squares



I have had fun today. Signed:.....

## No.4. David's school work for marking

I have a naughty younger brother who is always on the

### **Spot the mistakes**

*Children often make lots of little mistakes when they write. These sheets are great fun and children really enjoy them. Their task is to get their red pen out and find all the mistakes. Children develop excellent self-checking and accuracy awareness by doing these sorts of activities.*

book into exams so he can look up the answers. He never tells the truth.

"They won't ever catch me," he says, but they always do.

I am expecting the head teacher to expel him if he carries on like this.

---

How many mistakes in spelling or grammar did you spot?



# Money



£1.50 = 150p  
 £2.70 = 270p  
 £0.85 = 85p  
 £4.37 = 437p

It is useful to know how to change pounds into pence, and vice versa.  
**£1 = 100p**







Convert these to pence:

**Money**

*We cover a great deal of real world maths, especially with money. This sheet combines money knowledge with four operations skills.*

1230p = \_\_\_\_\_

Total these:

1.	£1.20		85p		<u>Total for the 2 toys</u> £ _____
2.	90p		75p		
3.	<p><b>Money</b></p> <p><i>This is another example of how we combine core skills with money knowledge within a real world maths exercise. Children like to see a variety of different looking pages as this helps to keep their interest levels as high as possible.</i></p>				
4.					
5.					
6.					
					£ _____

Now complete the Challenge on the next page and see how you get on!

# Collective Nouns Test

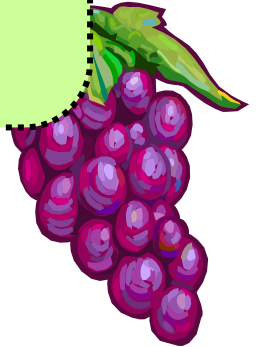
A ----- of students

A school of -----



## **Collective Nouns**

*This is an example of a revision sheet to show that we introduce topics (in this case collective nouns) and then regularly revise them to ensure knowledge has sunk in.*



A ---- of cards

An army of -----

A ---- of cattle

A swarm of ----

A ----- of teachers

A clump of ----

A ----- of flowers

A flight of -----

A ---- of musicians

A team of -----



**SCORE**

**16**

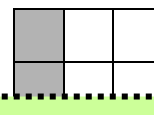
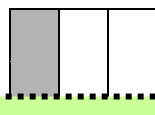
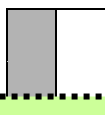
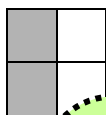
# Fractions

## Look and learn

Fractions which are of the same value are called **equivalent fractions**.

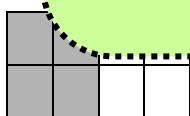
$$\frac{2}{4} \text{ is the same as } \frac{1}{2}$$

$$\frac{1}{3} \text{ is the same as } \frac{2}{6}$$



### Fractions

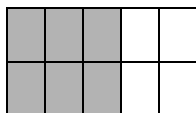
We start to look at fractions towards the end of this course and children will then do plenty of further work and more complex work to further develop their knowledge.



$$\frac{3}{8} = \frac{3}{8}$$

$$\frac{3}{2} = \frac{3}{2}$$

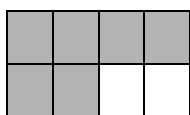
$$\frac{3}{5} = \frac{3}{5}$$



$$\frac{6}{10} = \frac{3}{5}$$

$$\frac{2}{6} = \frac{1}{3}$$

$$\frac{2}{10} = \frac{1}{5}$$

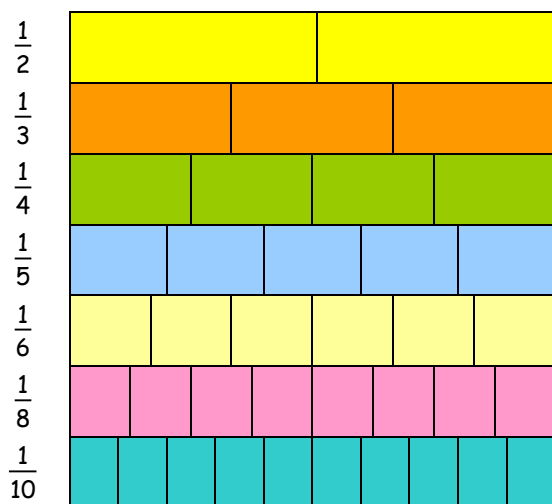


$$\frac{4}{8} = \frac{1}{2}$$

$$\frac{2}{4} = \frac{1}{2}$$

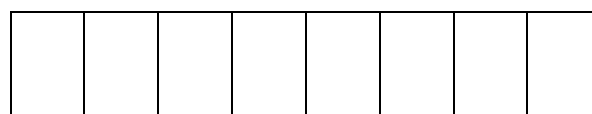
$$\frac{1}{4} = \frac{3}{12}$$

## Challenge



Write these fractions in the correct order, starting with the smallest:

$$\frac{2}{3} \quad \frac{3}{5} \quad \frac{1}{2} \quad \frac{1}{10} \quad \frac{2}{10} \quad \frac{3}{4} \quad \frac{1}{4} \quad \frac{9}{10}$$



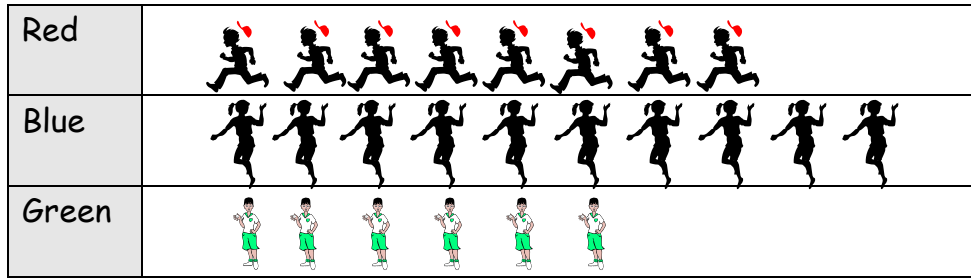
↑  
Smallest

↑  
Largest

(Use the fraction board to help you)

# Graphs

This graph shows the number of children in each team.

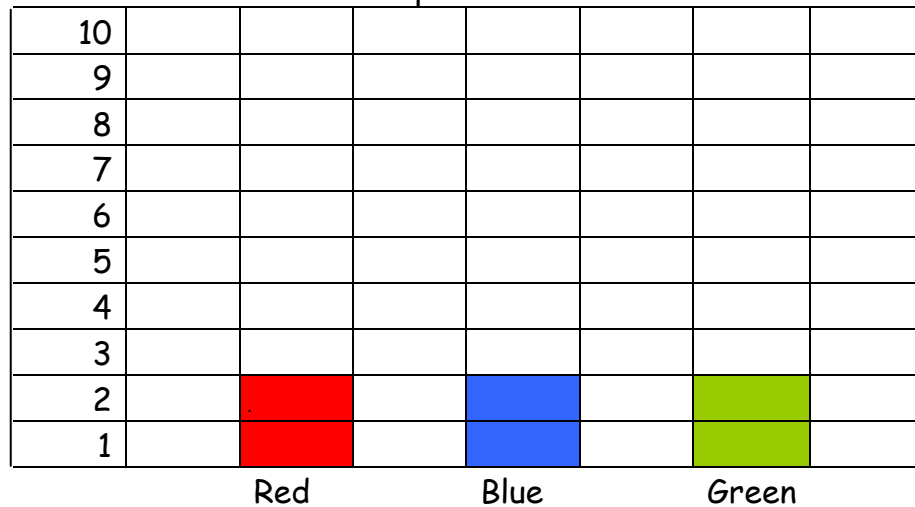


## Graphs

*This is another example of the sort of topic work we give to children. As they develop their knowledge of graphs so the work becomes more complicated and advanced.*

Red
Blue
Green

Column Graph



Finish off the column graph showing the number of children in each team

Match	Ruth	Tim	Jeremy	Simon	Jo	Nadia
A	2	4	7	9	6	3
B	3	0	2	5	2	7
C	4	6	1	3	4	2
D	2	5	3	5	2	0
<b>Totals</b>						

This table shows the scores made by 6 children. Fill in the totals.

## ANSWERS - 8 YEAR COURSE - LESSON 63

### Complex Sentences- Using Adverbials

#### Exercise 1

Answers will vary, here are some suggestions:

1. Before I go to my friend's house, I need to do my homework.
2. After I have done my homework, I want to watch TV.
3. During the school holidays, I went rollerblading.

4. V  
f
5. A  
t
6. A  
t

#### 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.*

7. Whilst I was running, I fell over and hurt my knee.
8. Although it was raining, we still went outside.

#### Exercise 2

Answers will vary, but children should have used adverbials.

At the weekend, I went to the seaside. Before I went to the seaside, I had to finish all my homework. Whilst I was doing my homework, my mum packed my bucket and spade in the car. After I had finished, we got in the car and left.

### Revision of Speech Marks

#### Exercise 1

1. "Are you going to the cinema on Saturday?" asked Bradley.
2. "Can I go to the theme park?" Jodie asked her mum.
3. Dominic exclaimed, "I wish it was my birthday."
4. Dad said, "You can go bowling next weekend."

#### Exercise 2

#### Find the Mistakes

naughty brother  
I have a norghy younger brover who is  
edge trouble  
always on the edje of truble. He just  
laughs  
larghs when I warn him because he  
expects  
always expex to get away with things.  
caught fidgeting electric  
He was cought fidgeting with eletric  
wires electricity whole  
wyres and the electricity in the hole  
school knocked  
scool was nocked out. He takes his  
spelling text-book into exams so he can

## ANSWERS - 8 YEAR COURSE - PART 53

### Mental Mathematics

2034	48
4200mm	7
53min	80p
1990	$3\frac{3}{4}$
825, 850	£1.10
55	81
6 rem 7	950ml

### Kilograms

1000g
2000g
500g
250g
750g
100g

f  
2  
f  
M  
2

### Answers

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

7		$8 \times 11 = 88$	
	12	$8 \times 2 = 16$	
500		$8 \times 1 = 8$	
	56	$8 \times 5 = 40$	
£6.84		$8 \times 4 = 32$	
	300	$8 \times 10 = 80$	Sunday lunch
12		$8 \times 6 = 48$	
	50p	$8 \times 8 = 64$	
3hr 20min		$8 \times 9 = 72$	
	15p		

### Sheet 2

#### Co-ordinates

1. A lighthouse
2. (E, 4)
3. (E, 1) and (F, 6)
4. Example: (A, 1) to (D, 1) to (D, 6) to (F, 6)

$1^{\text{st}} - 8 \times 6$	$2^{\text{nd}} - 8 \times 10$	$3^{\text{rd}} - 8 \times 2$
$4^{\text{th}} - 8 \times 11$	$5^{\text{th}} - 8 \times 4$	$6^{\text{th}} - 8 \times 8$
$7^{\text{th}} - 8 \times 1$	$8^{\text{th}} - 8 \times 12$	$9^{\text{th}} - 8 \times 7$
$10^{\text{th}} - 8 \times 9$	$11^{\text{th}} - 8 \times 5$	$12^{\text{th}} - 8 \times 3$