Course 2.5 - 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 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
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 Patterns

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

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**

Exer
right.

1. **cl**
3. **pi**

Exer

1. The lo
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.

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.

Easy tables revision!

Tables: Get someone to time you this week!

2x 3x 4x

5x3=

2x4=

3x2=

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.

9x2=

10x2=

4x3=

6x4=

5x2=

9x3=

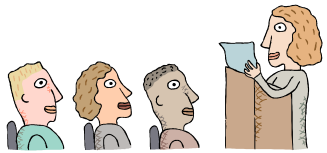
4x4=

7x2=

10x3=

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.



5 8- 3 9	2 3- 1 7	5 0- 2 8	3 4- 1 6	4 1- 3 8	7 3- 4 5

Example

$^{4}\cancel{5}\ ^{1}2-$
$3\ 7$
$1\ 5$

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.

5 1- 3 3	9 3- 5 6	5 6- 1 8	4 4- 3 5	1 4- 7	9 8- 6 9

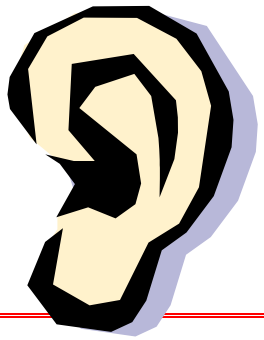
'Take away' and 'subtract' also mean: minus, find the difference, decrease

Subtraction

Mad Word Pictures

Colour in:

heard

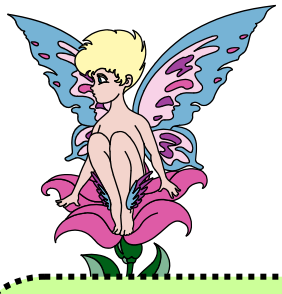


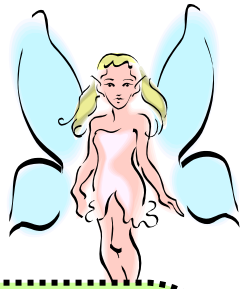
The following words are members of the ear family

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.

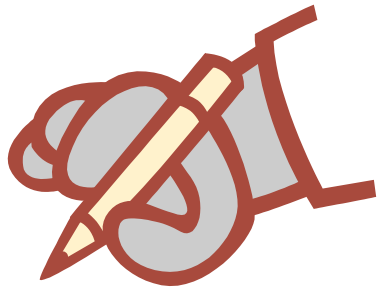
Look at … above.
Colour … that you
can spe…

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 **learn**ing 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



Always use a pencil for this exercise.

Name _____

1. Trace over and then write the word:

day day day

2. N

Sa

Fr

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

Handwriting

While handwriting 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.

Mental Mathematics

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

① $\frac{1}{4}$ of 40 = _____

②

③

④

⑤ 1/3 hour = _____ mins

⑥ Half of 18cm = _____

⑦ Eight groups of 4 = _____

⑧ What is the product of 6 and 4? _____

⑨ $\frac{1}{2}$ of 14 = _____

⑩ 8 + 6 = 7 + _____

⑪ Subtract 6 from 18 _____

⑫ How many minutes are there between

veen 1/3 of 12

_____

⑮ How many FIVES are worth 60p? _____

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

_____

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

⑱ 8 x 5 = 50 - _____

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

_____ _____

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

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.

Marks /20

MM36

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.
- cat

Grammar

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

Exer

Add **ival**
phra

sive

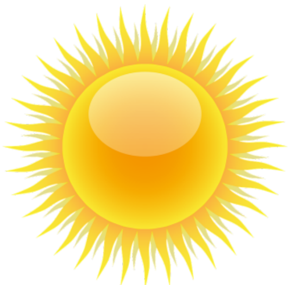
intelligent funny hot beautiful

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? _____

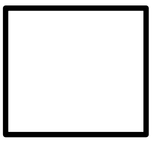
② Jane saves £5 per week for two years. How much did Jane save? _____

③ 48
They
many

Personal Words List

*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.*

④ 8cm



What is the total length of the four sides of this square? _____

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

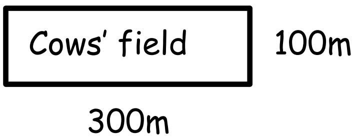
⑥ In a section of a football stand there are 896 seats, 32 people don't show up. How many seats are full rounded to the nearest ten? _____

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? _____

tre long
e and has
v many
_

onships
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



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

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

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

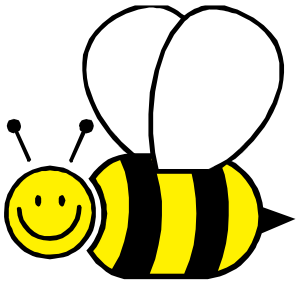
1	X	5	=		2	X	5	=	
4	X	5	=		5	X	5	=	
7	X	5	=		8	X	5	=	
10	X	5	=		11	X	5	=	

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'.

11 x 5	21 x 5	12 x 5	20 x 5
14 x 5	16 x 5	18 x 5	23 x 5

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.

Cor

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_____

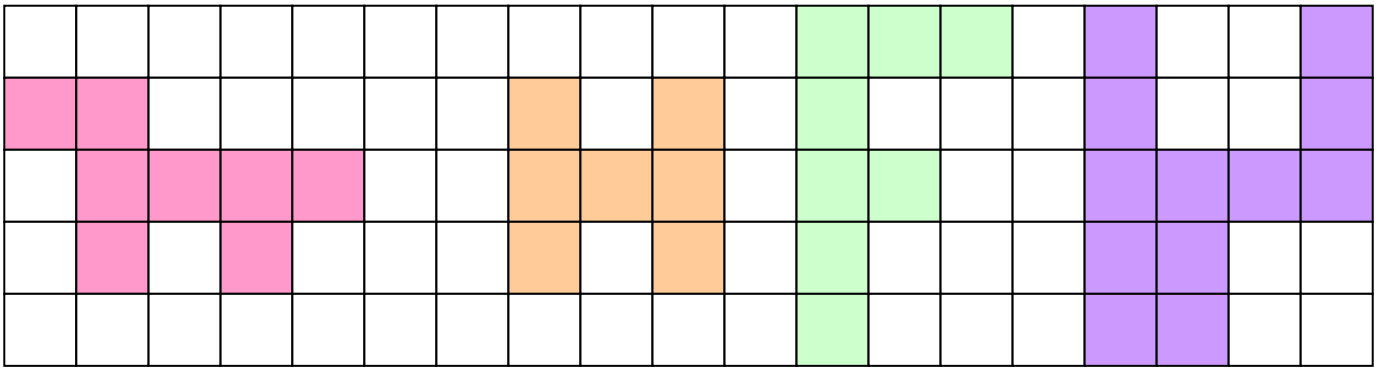
Now complete this exercise by writing there or their in each space:

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

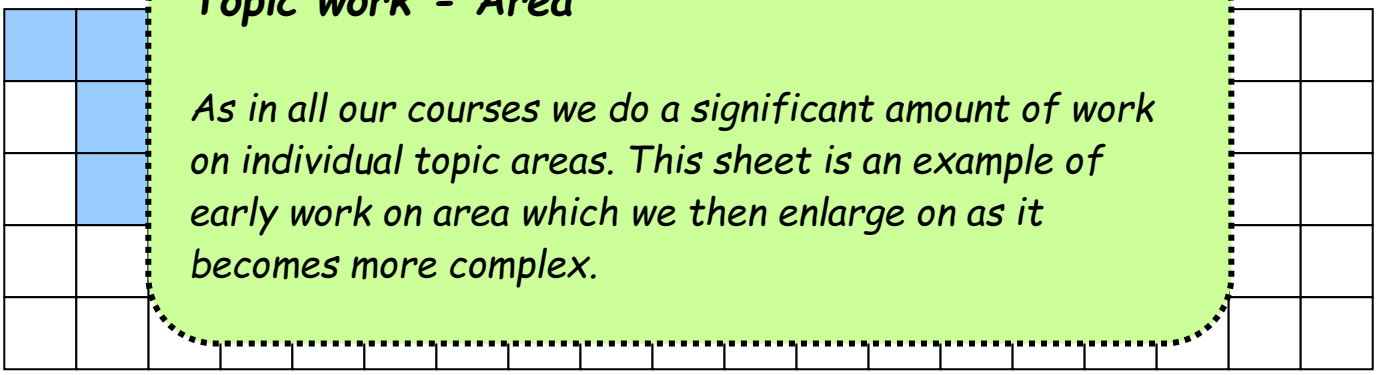
Counting squares

Write down the area of each shape



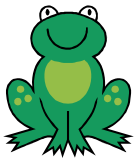
Here is a shape with an area of 5 squares.

Dr



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 norghty younger brover 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 ansers. He never tells the truthe.

"They wo'nt never cach me," he says, but they always do.

I am expecting the head teacher to expell 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:

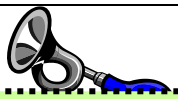
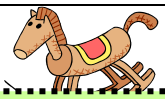
ds:

1230p = _____

Money

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

Total these:

1.	£1.20 	85p 	Total for the 2 toys £_____
2.	90p 	75p 	
3.			
4.			
5.			
6.			£_____

Money

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.

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

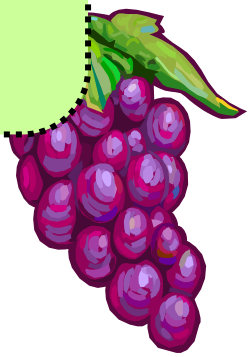
Collective Nouns Test

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.

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

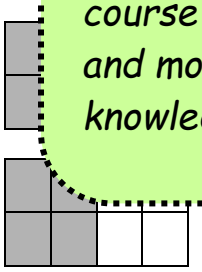
$\frac{1}{3}$ is the same as $\frac{2}{6}$

Fractions

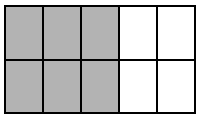
We start to look at fractions towards the end of this course and children will then do plenty of further work and more complex work to further develop their knowledge.

P

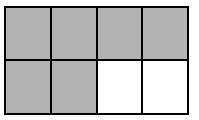
W



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



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



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

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

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

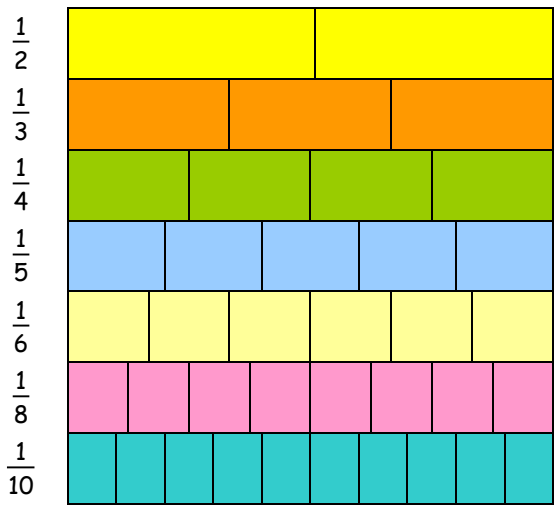
$\frac{2}{} = \frac{1}{4}$

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

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

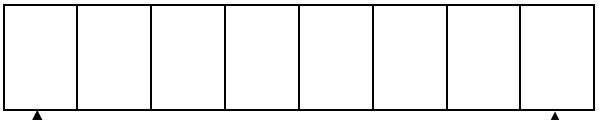
$\frac{1}{} = \frac{3}{12}$

Challenge



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

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



Smallest Largest

(Use the fraction board to help you)

Graphs

This graph shows the number of children in each team.

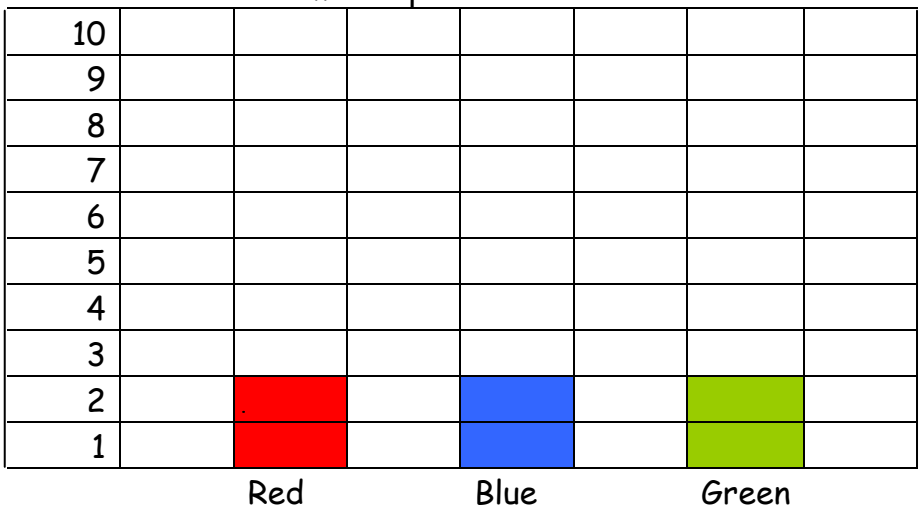
Red	
Blue	
Green	

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.

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

Column Graph



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
Totals						

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

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. W… f… …l on

5. A… …oned t… …cle!"

6. A… t…

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.

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.

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 norghty 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.
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wyres and the electricty in the hole
school knocked
scool was nocked out. He takes his

spelling text-book into exams so he can

Mental Mathematics

2034	48
4200mm	7
53min	80p
1990	3 ¾
825, 850	£1.10
55	81
6 rem 7	950ml
£	
2	
F	
M	
2	
7	
	12
500	
	56
£6.84	
	300
12	
	50p
3hr 20min	
	15p

Kilograms

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

Answers

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

8x11= 88
8x2= 16
8x1= 8
8x5= 40
8x4= 32
8x10= 80 Sunday lunch
8x6= 48
8x8= 64
8x9= 72

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)

1st- 8x6	2nd- 8x10	3rd- 8x2
4th- 8x11	5th- 8x4	6th- 8x8
7th- 8x1	8th- 8x12	9th- 8x7
10th- 8x9	11th- 8x5	12th- 8x3