



# Literacy and Numeracy

*How you can help*

# Welcome *to The BESG*

This booklet has been compiled to inform parents about how they can help with Literacy and Numeracy .It outlines some of the focus areas in these core subjects and offers suggestions for follow up work which could be done at home.

We are confident that your children will have an exciting, challenging and educationally rewarding time here, no matter how long their stay. Some children will join us in the Foundation Stage (Nursery and Reception) and stay with us through to the end of Year 6. Some children will arrive and spend two or three years with us. Our expectation is that children accepted into BESG speak or have the potential to communicate in English in order that they can access our curriculum. Some children will need extra learning support and some will be racing ahead into new realms of learning. We will do our best to make all our children become confident high achieving learners who participate in a diverse and caring community.

It is important that we, the adults, in your children's lives, work together to promote their learning and do everything we can to help them settle into school routines as soon as possible. Children need appropriate challenges as well as knowledge of the boundaries of behaviour and expectations. It is vital that we share a common understanding of these expectations in order that children may thrive in their learning environment.

Please keep this booklet handy for reference. We look forward to welcoming you and your children to our school community.

# Foundation Stage Curriculum



In the Nursery and Reception Classes the children follow the Early Years Foundation Curriculum before they commence the English National Curriculum at Key Stage One. Activities in the classroom are planned for the children's individual interests and abilities taking into account the six areas of learning defined in the Early Learning Goals.

They provide an important foundation for future learning.

## **Personal, Social and Emotional**

Includes skills such as dressing/undressing without help, working alone or in groups, being confident in new situations.

## **Communication, Language and Literacy**

This area covers speaking and listening, reading and writing.

## **Mathematics**

Counting, number recognition, mathematical language and expressions, shapes, positional language (in front of/behind etc.)

## **Knowledge and Understanding of the World**

Includes, Science, Geography, History, Design/Technology/ICT

## **Creative Development**

Music and Art and Craft.

## **Physical Development**

Includes Games and Gymnastics.

## **Outdoor Learning**

We also use the outdoor environment for our learning.

# How you can help *Your child*



## **Mathematics**

Counting and using mathematical vocabulary and expressions (shapes, positional language). Count at every opportunity .

Use mathematical vocabulary, such as; more than/less than, bigger/smaller. Use positional language; in front of, behind, etc.

Use maths skills and vocabulary in everyday activities, such as when shopping, setting the table or, cooking. Look at and talk about shapes; for instance, on signs, in buildings, etc.

## **Personal, Social and Emotional**

Includes dressing and undressing unaided, working alone or in groups, being confident in new situations

You can encourage your child to;

- Mix with other children and adults
- Share and take turns (board games are great)
- Talk to and listen to others
- Get dressed and undressed independently
- Flush the toilet and wash their hands
- Tidy up
- Hang up their coats themselves

## **Knowledge and Understanding of the World**

Science, Geography, History, and including Physical Development and Creative Development

You can help by:

- Talking about family, looking at family photos: “How have we changed?”
- Growing seeds and bulbs
- Looking at the environment
- Encouraging your child to use his or her senses
- Making opportunities for indoor and outdoor play



## **Communication, Language and Literacy**

Covers speaking, listening, reading and writing

### **Speaking and Listening**

- Talk to, listen to and speak with your child about their likes and dislikes,
- Favourite programmes, stories, etc.
- Encourage him or her to ask questions and to answer them.
- Allow him or her to join in family or group discussions
- Read stories and rhymes together
- Encourage him or her in imaginative play / stories

### **Reading**

- Read stories to, and with, your child
- Use pictures to tell stories
- Talk about letters and the sounds they make
- Practise “Jolly Phonics” sounds and actions
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### **Writing**

Encourage your child to:

- Use pencils, crayons, chalk or any other mark-making tools
- Write with their preferred hand
- Help with letter formation
- Make patterns and shapes in the air
- Use lower case letters, not capitals
- To strengthen arms, hands and fingers
- (e.g. use climbing frames, throw & catch balls, play with Frisbees, Lego & malleable materials).
- Please note that a correct grip is developmental and can occur any time between 4 and 7 years of age.



## **Creative Development**

This area covers Music and Art and Craft Activities using all the senses and exploring colour, texture, shape etc. Helping your child to use scissors. Listening to all kinds of music. Playing 'let's pretend' games. Singing action rhymes. If possible play with paints or chalk .

## **Physical Development**

This area covers Physical Education & Music and Movement Making opportunities for indoor and outdoor play. Playing with balls, running, climbing, etc.



# English *in Years 1 & 2*

**Teaching and learning in English is based upon the British ‘National Literacy strategy’.**

Speaking and listening, drama, reading, grammar, spelling and handwriting are all covered.

In Year One and Year Two the focus is on developing children’s early reading and writing skills. Children gain experience of many different forms of reading and writing. This includes:

## **Fiction:**

- traditional stories
- stories with familiar settings
- stories from different cultures
- stories with rhymes and patterned language
- adventure stories

## **Poetry:**

- traditional rhymes
- poems
- humorous verse

## **Non-fiction:**

- signs, labels and captions
- lists
- instructions
- information texts
- simple dictionaries



## How can you help?

- Encourage your child's imagination through telling and discussing stories
- Talk about topics of interest and encourage your child to express their feelings or opinions
- Be aware of the ways you use reading and writing in your daily life (reading signs, writing lists etc.) and encourage your child to join in.
- Give your child plenty of praise and encouragement when they read and write at home



# Maths *in Years 1 & 2*

## **In Year One most children will:**

- Count at least 20 everyday objects
- Count forwards and backwards in ones, starting from a small number
- Count forwards and backwards in tens: 0, 10, 20, 30...
- Read and write numbers to at least 20
- Put the numbers 0 to 20 in order
- Use the words first, second, third...
- Given a number from 10 to 20, say the number that is one more, one less, 10 more, 10 less
- Use the words add, sum, total, take away, subtract, difference between in practical situations
- Know by heart all pairs of numbers that make 10, such as  $3 + 7$ ,  $8 + 2$
- Add and subtract any two numbers under 10
- Compare two objects or containers, and say which is longer or shorter, heavier or lighter, or which holds more
- Name and describe simple flat and solid shapes, for example "It's got 3 corners"



## **In Year Two most children will:**

- Count to at least 100, and read and write numbers up to 100
- Given any six numbers up to 100, put them in order
- Count forwards and backwards in ones or tens from any two-digit number, for example, 26, 36, 46...
- Recognise odd and even numbers
- Mentally add and subtract numbers under 20
- Know pairs of 'tens' numbers that make 100, for example  $30 + 70$
- Double and halve small numbers, for example, double 9 is 18, and half of 18 is 9
- Know by heart the 2 and 10 times tables
- Find the total value of a handful of coins up to £1
- Use a ruler to draw and measure lines to the nearest centimetre
- Tell the time to the half and quarter hour
- Name and describe common 2-D and 3-D shapes
- Solve simple number problems, and explain how to work them out

It is expected that some children may work at a level below or above this.

**Mathematics is based upon the British 'National Numeracy strategy'**

### **How can you help?**

- Adults use lots of maths at home, in everyday activities such as cooking, shopping and DIY.
- We use a range of maths when spending money, measuring, calculating, and so on.
- You can talk with your child about things like planning the meals for the week and making a shopping list.
- Using money is good for counting and doing mental maths, and measuring is good for estimating.



# English *in Years 3 & 4*

Speaking and listening, drama, reading, grammar, spelling and handwriting are all covered.

## **In Year Three the focus is on the following:**

- Traditional stories
- Performance poetry and poetry from different cultures
- Information texts
- Instructions
- Letters for a range of purposes
- Non-chronological reports
- Using dictionaries and thesauruses

## **In Year Four the focus is on the following:**

- Historical stories and stories that raise issues
- Play scripts
- Classic and modern poetry and a range of poetry in different forms
- Reports and articles for newspapers and magazines
- Instructions
- Explanations
- Information texts
- Persuasive writing

**English is based upon the British National Literacy Strategy.**

## **How can you help?**

- Encourage your child's imagination through telling and discussing stories
- Talk about topics of interest and encourage your child to express the feelings or opinions



# Maths *in Years 3 & 4*

## **In Year Three most children will:**

- Read and write numbers up to 1000 and put them in order
- Know what each digit is worth in numbers up to 1000
- Count on or back in tens or hundreds from any number
- under 1000, for example, '462, 472, 482..' or '662, 562, 462..'
- Know by heart addition and subtraction facts up to 20 for example,  $4 + 16 = 20$ , or  $12 - 8 = 4$
- Work out mental calculations such as  $56 + 30$  and  $42 - 12$
- Know by heart the 2, 5 and 10 times tables
- Do simple divisions with remainders, such as  $27 \div 5$
- Identify simple fractions, such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ , or  $\frac{3}{4}$ , of shapes and numbers.
- Tell the time to the nearest 5 minutes
- Use £ and p, for example, know that £2.04 is £2 and 4p
- Solve simple number problems and explain how to work them out
- Recognise right angles and lines of symmetry in simple shapes



## **In Year Four most children will:**

Know the 2, 3, 4, 5 and 10 times tables by heart, for example know facts such as  $7 \times 5$  and  $36 \div 4$

- Round three-digit numbers such as 672 to the nearest 10 or 100
- Work out that a simple fraction such as  $\frac{2}{6}$  is equivalent to  $\frac{1}{3}$
- Work out mental calculations such as  $26 + 53$  and  $68 - 37$
- Work out calculations by writing them in columns using pencil and paper, such as  $234 + 479$  and  $791 - 223$
- Multiply numbers such as 38 by 10 or by 100, and divide numbers such as 4200 by 10 or by 100
- Multiply and divide numbers up to 100 by 2, 3, 4 or 5, and find remainders, for example,  $36 \times 3$  or  $87 \div 4$
- Change pounds to pence and metres to centimetres, and vice versa, for example, work out that £3.45 is the same as 345p, and that 3.5 metres is the same as 350 centimetres
- Tell the time to the nearest minute and use a simple timetable
- Pick out shapes with similar features, for example, shapes with sides the same length, or with right angles, or symmetrical shapes
- Use +, -,  $\times$  and  $\div$  to solve problems and decide whether it is best to calculate mentally or using paper and pencil

## **How can you help?**

- Adults use lots of maths at home, in everyday activities such as cooking, shopping and DIY.
- We use a range of maths when spending money, measuring, calculating, and so on.
- You can talk with your child about things like planning the meals for the week and making a shopping list.
- Using money is good for counting and doing mental maths, and measuring is good for estimating.



# English *in Years 5 & 6*

Speaking and listening, drama, reading, grammar, spelling and handwriting are all covered.

## **In Year Five the focus is on the following:**

- Characters and story beginnings
- Play scripts
- Shakespeare
- Creation stories
- Concrete and performance poetry
- Recounts of events and visits
- Instructions
- Non-chronological reports
- Explanations
- Persuasive writing

## **In Year Six the focus is on the following:**

- Classic stories
- Short stories
- A range of poetry
- Autobiography and biography
- Journalistic writing
- Non-chronological reports
- Discussion texts
- Formal writing
- Explanations

## **How can you help?**

Talk about topics of interest and encouraging them to express their feelings or opinions

Praise the good aspects of their writing

# Maths *in Years 5 & 6*



## **In Year Five most children will:**

- Multiply and divide any whole number up to 10 000 by 10 or 100.
- Know what the digits in a decimal number stand for; for example, the 6 in 2.63 stands for 6 tenths and the 3 for 3 hundredths.
- Round numbers with one decimal place to the nearest whole number; for example, 9.7 rounds up to 10, 147.2 rounds down to 147.
- Use division to find a fraction of a number; for example, find one fifth by dividing by 5.
- Work out mentally the difference between two numbers such as 3994 and 9007.
- Use pencil and paper to add and subtract big numbers such as  $5792 + 8436$ ,  $13912 - 5829$ .
- Know by heart all multiplication tables up to  $10 \times 10$ .
- Mentally double numbers up to 100.
- Use pencil and paper for multiplication and division calculations such as  $328 \times 4$ ,  $72 \times 56$  and  $329 \div 6$ .
- Draw and measure lines to the nearest millimetre.
- Work out the perimeter and area of a rectangle such as a book cover measuring 25cm by 20cm.
- Solve word problems and explain methods used.



**In Year Six most children will:**

- Know by heart all times tables facts up to  $10 \times 10$ , especially for division, for example  $63 \div 7 = 9$ , and work out remainders.
- Mentally multiply and divide decimals by 10 or 100, for example  $2.61 \times 10$ ,  $53.2 \div 100$ .
- Put numbers, including decimals, in order of size, for example, 0.099, 0.25, 1.06, 1.67.
- Add and subtract decimals using pencil and paper, for example,  $3.91 + 8.04 + 24.56$ , or  $13.3 - 1.27$ .
- Multiply and divide using pencil and paper, for example,  $387 \times 46$ ,  $21.5 \times 7$ ,  $539 \div 13$ ,  $307.6 \div 4$ .
- Cancel fractions, for example, reduce  $4/20$  to  $1/5$ .
- Work out which of two fractions is bigger, for example,  $7/12$  or  $2/3$ .
- Work out simple percentages of whole numbers, for example, 25% of £90 is £22.50.
- Estimate angles and use a protractor to measure them.
- Work out the perimeter and area of simple shapes that can be split into rectangles.
- Solve word problems and explain method.
- Use coordinates to plot the position of points.
- Understand and use information in graphs, charts and tables.



## How can you help?

There are many ways you can help your child in maths. Adults use lots of maths at home, in everyday activities such as cooking, shopping and DIY.

- You can talk with your child about things like planning the meals for the week and making a shopping list.
- Using money is good for counting and doing maths in your head, and measuring is good for estimating.

## *A Last Word About Homework*

In addition to the weekly homework set, your child should read every night if possible and practise their tables and mental maths skills regularly.

Your child should generally try to carry out their homework independently but some activities will need your involvement.

Please encourage your child to take pride in the presentation of their homework and to return it to school on time.