NORTHBURN
PRIMARY SCHOOL

Student Planner 2022/23

Horton Drive
Cramlington
Northumberland
NE23 3QS

Tel: 01670 739111

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Please treat your planner with respect.
Bring it to every lesson. If you damage or lose your planner you will have to pay for a new one.

My Timetable

Monday		Morning Break		Lunch		
Tuesday						
Wednesday						
Thursday						
Friday						

Parents' Guide to *Accelerated Reader*

In Year 5 and Year 6, your child will continue to participate in the *Renaissance Accelerated Reader* program. This guide is designed to answer your questions about *Accelerated Reader*. If you have additional questions, please contact your child's English teacher or visit the Renaissance website at: **www.renlearn.co.uk**

What Is *Accelerated Reader*?

Accelerated Reader is a computer program that provides teachers with information required to monitor your child's reading practice.

Initially, your child will take an online assessment (STAR assessment) at the start of the year which will inform teachers of their reading level. Using this pre-determined reading level, your child will be given a book to read at his/her own pace.

When your child finishes reading a book, they will take a short quiz (measuring comprehension, vocabulary growth and development of literacy skills) on the computer/iPad and will be given immediate feedback. A pass mark of 65% or above is an indication that your child understood what they read.

Using *Accelerated Reader* your child will be given a book to read from his/her reading level.

The STAR assessment is repeated once every half term to ensure your child is reading a book at a level that is appropriately challenging for them.

How much will my child read during the school day?

Your child will have at least 20 minutes of independent reading during each school day.

How can I help my child become a better reader?

Regular reading will improve performance, fluency and comprehension. Encourage your child to read at home and discuss books that each of you have read. When reading with your child, stop and ask questions to check their understanding of the text.

Book Title	Book Level	Quiz Score

Book Title	Book Level	Quiz Score

Year 5 and Year 6 Statutory Spellings

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

My frequent spelling errors:

e.g. whith - with

Parents' Guide to *Times Tables Rock Stars*

https://play.ttrockstars.com/auth/school

When it comes to times tables, speed and accuracy are important - the more facts your child remembers, the easier it is for them to do harder calculations.

Times Tables Rock Stars is a fun and challenging programme designed to help students master the times tables!

To be a times table rock star, your child needs to answer any multiplication fact up to 12x12 in less than 3 seconds.

Game Modes

Single Player 

Garage - the questions will only come from the times tables the teacher has set for the week. It will include multiplication *and* division questions.

As your child starts to answer questions, *TT Rock Stars* works out which facts they take longer on and will give them more of these questions to answer. The Garage is best for getting quicker at a few facts. Players get 10 coins per question.

Studio - the questions in the Studio can be anything from 1 x 1 up to 12x12.

TT Rock Stars calculates the mean response time from your child's last 10 games in the Studio and translates that time into a Rock Status.

Rock Status

- ≤ 1 sec/qu = Rock Hero
- ≤ 2 secs/qu = Rock Legend
- ≤ 3 secs/qu = Rock Star
- ≤ 4 secs/qu = Headliner
- ≤ 5 secs/qu = Support Act
- ≤ 6 secs/qu = Breakthrough Artist
- ≤ 7 secs/qu = Unsigned Act
- ≤ 8 secs/qu = Gigger
- ≤ 9 secs/qu = Busker
- ≤ 10 secs/qu = Garage Rocker
- > 10 secs/qu = Wannabe

If your child doesn't play in the studio, he/she will not get a rock status.

Your child earns 1 coin per question and the Studio is the place for them to set their best time across all the tables.

Soundcheck - When your child plays, Soundcheck, they get 20 questions each with a 5-second time limit. The questions are multiplication only and evenly weighted in terms of difficulty. Each time your child plays your child earns 5 coins per correct answer.

Multiplayer 

Rock Arena - The Rock Arena allows players to compete against all other members of their Band (their Bandmates would need to join the same game in order to compete together).

A new Rock Arena game starts every 15 seconds. Once the clock starts, they race to answer more questions than the others. In the Rock Arena, questions will only come from the times tables the teacher has set for the week, similar to the Garage. They earn 1 coin per correct answer.

Rock Festival - The Rock Festival games are open to players from around the world. Like the Arena, there is no limit to the number of players who can join a game; however, unlike the Arena, questions are selected at random from 1 x 1 to 12 x 12.

Your child might choose the Rock Festival if they were playing at home (and therefore couldn't easily synchronise playing against a classmate) or wanted to compete against others not in their Band. They earn 1 coin per correct answer.

Times Tables Rock Stars Game Modes (continued)

Stats

If you click on your child's avatar icon in the top right of the screen and then click My Stats, a heatmap like the one below will load. It shows how successful your child is at each of the facts.

Contact your child's maths teacher if ...

- You have username or password issues.
- Something isn't working or you're not sure how it works.
- You have something nice to say about ttrockstars.com!

Parents' Guide to *Purple Mash*

Purple Mash is an online platform that allows your child to use *2 simple* programmes in an easy to manage area. Work can be assigned to your child so that staff can communicate through the work submitted. Your child also has a greater scope to try out any other areas of interest. *Purple Mash* embeds computing and digital skills across the whole curriculum with award-winning teaching and learning software.

Website: **https://www.purplemash.com/sch/cnps**

Notes

HOLIDAY DATES 2022/2023

	School closes	School opens
Summer	Friday 22 July 2022	Tuesday 6 September 2022
October half term	Thursday 20 October 2022	Monday 31 October 2022
Christmas	Friday 23 December 2022	Tuesday 10 January 2023
Spring half term	Friday 17 February 2023	Monday 27 February 2023
Easter	Friday 31 March 2023	Monday 17 April 2023
May Day	Monday 1 May 2023	
Summer half term	Friday 26 May 2023	Monday 5 June 2023
Summer	Friday 21 July 2023	Tuesday 5 September 2023

Teacher Training Days

Monday 5 September 2022
Friday 21 October 2022
Monday 9 January 2023
Monday 4 September 2023

The Zones of Regulation

Northburn Primary School recognises that children who are aware of their own emotions and behaviour are better at self-regulating and are able to deploy coping skills. This self-regulation allows pupils to learn and practise social, emotional and learning skills and, as a direct result, children become more motivated and determined to succeed in their own learning.

What are The Zones of Regulation?
The Zones of Regulation are used to label the different ways we feel and states of alertness we experience. The Zones provide children with strategies to become more aware of their emotions, improve control of their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Once these strategies have been successfully developed and strengthened, they turn into essential life skills and help children to become motivated and determined to succeed.

Categorised into colours, the Zones help children recognise how they are feeling, and understand how to control their emotions and improve their ability to problem solve conflicts.

Blue: sad, tired, sick, or bored.

Green: happy, focused, content, or ready to learn.

Yellow: frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red: anger, rage, explosive behaviour, or devastation.

Through discussion, your child will become familiar with the Zones and enable them to identify their feelings, recognise their level of alertness and control their behaviour. This essentially provides children with a toolkit that allows them to independently regulate their own emotions and behaviour, as well as develop skills such as identifying the impact of their behaviour on those around them.

Different emotions (which can sometimes be categorised into more than one Zone) maybe experienced at different points throughout the day by your child. All emotions in the Zones are natural and we endeavour to support your child in self-regulation. In using the Zones of Regulation framework, your child will learn to recognise and manage how they are feeling and how it affects those around them.

The Zones of Regulation framework dovetails with Northburn Primary School's *Rewards and Behaviour Policy*.

Blue	Yellow	Green	Red
Tools:	**Tools:**	**Tools:**	**Tools:**

Information for Parents

Attendance:

It is very important that your child attends school regularly. If they cannot attend school then you should notify the office by phone or email. If we do not receive notification of their absence by 9.30am, the school will contact you to find out where they are.

Punctuality:

UKS2 doors open at 8.45am prompt. If your child arrives after the doors have closed, they need to enter school by the main doors and will be marked as late in the register.

Holidays:

We ask that you avoid booking holidays during term time. If you go on holiday during term time, you will need to complete a leave of absence form which can be collected from the main entrance.

Clubs and Activities:

If your child attends an after school club, please ensure you know that your child will be home late or that you will be collecting them.

Valuables:

Please do not allow your child to bring expensive items into school. Personal entertainment equipment (ipods etc) should never be brought into school. All belongings must be named.

Mobile Phones:

Mobile phones MUST be left in the classroom.

Snacks:

Your child may bring a piece of fresh or dried fruit for morning break. They are encouraged to bring a bottle of water to school each day. Remember water bottles can be purchased from the school office.

Travel to School:

We encourage your child to cycle or walk to school and use the cycle shelter. Pupils are advised to wear a safety helmet, reflective clothing and bike lights when visibility is poor.
Your child should have a suitable lock for their bicycle.

School Uniform

Uniform list

School sweatshirt/cardigan in blue
(available from school with the school logo)
White polo shirt
Grey trousers or skirt
Blue gingham dress
Grey shorts
Grey or black socks/tights
School caps
Black school shoes

Indoor PE Kit

White tee shirt
Black shorts

Outdoor PE Kit (Winter and Summer)

White tee shirt
Black shorts
Tracksuit (plain), dark jogging suit or dark sweatshirt and trousers (to be worn over shorts and tee shirts on **cold days**)
Training shoes (Winter & Summer)
Shin pads and football boots
Football shirts cannot be worn except on non-uniform days

Shoes

Shoes should not have any height to the heels as these are not suitable for playtimes. No canvas fashion shoes should be worn. If your child wears boots or wellingtons to come to school during the winter, then they should have their school shoes to change into on arrival at school. If your child wears sandals in the summer, they should be substantial and support the child's feet. We appreciate that it is not always possible to buy black sandals.

Most PE in the hall is done in bare feet.

Jewellery:

The only jewellery permitted is a wrist watch (no fitbits/Apple iwatches/smart watches). If your child has their ears pierced, they must leave their earrings at home.

Jewellery can be dangerous when worn in technology or PE. Some jewellery brought into school is expensive and we cannot be responsible for its safe keeping. The school will not accept any responsibility for loss of jewellery or injury caused by wearing it. If your child wears more than the permitted jewellery, they will be asked to remove it and it will be kept in school or alternatively they will be asked to cover their earrings with tape.

Make Up:

If your child wears any make up (including false tan and / or nail polish), they will be asked to remove it.

Hair:

Extreme hairstyles and hair accessories are **not** to be worn in school. Distinctively styled hair or shaved heads have proven to be a distraction to some children and has an effect on attitudes which is not conducive to effective learning. Designs shaved into the hair and unnatural dyed hair should also **not** be worn during term time. Long hair (boys and girls) should be tied back for school at all times.

Please ensure your child looks after their uniform and make sure all items of clothing, including PE kit, are clearly named.

Home School Agreement

The School will try to:

- Provide a safe and stimulating environment.
- Provide a balanced, differentiated curriculum within the guidelines of the National Curriculum.
- Encourage children to do their best at all times.
- Ensure every child is valued and reaches their full potential.
- Help children to be "I can" children who are positive about themselves and others, able to cooperate with others while retaining an independence of thought.
- Provide regular information and opportunities for parents and staff to consult.

Signed: .....Teacher

.....Headteacher

As parent(s) or guardian(s) I/we will try to:

- Ensure that children are at school on time and inform the school if this is not possible.
- Avoid taking holidays in term time, particularly during the time of statutory testing (April – June).
- Ensure children follow the school dress code including PE.
- Support children's educational progress by helping with homework and ensuring that it is handed in on time.
- Keep the school informed of any change of address or telephone numbers.

- Support the school policy on behaviour and discipline.
- Attend parents' evenings and other meetings whenever possible to discuss children's education.
- Support the school by abiding to Health and Safety requests.
- Value the work and effort made by children.
- Inform the school of any problems or concerns, which might affect children's work or behaviour in a calm and reasonable manner.

Signed: .....Parent/Guardian

As a pupil I will try to:

- Work hard and do my best at all times.
- Follow instructions given by adults in school.
- Take care of my school
- Talk quietly in class and move around the school quietly.
- Listen to others when they talk.
- Not call other children names or use unpleasant language.
- Behave well, setting a good example to younger children.
- Care for other people.
- Be honest at all times.
- Be polite, friendly and helpful.

Signed: .....Pupil

Northburn Primary School
Online Safety For Pupils

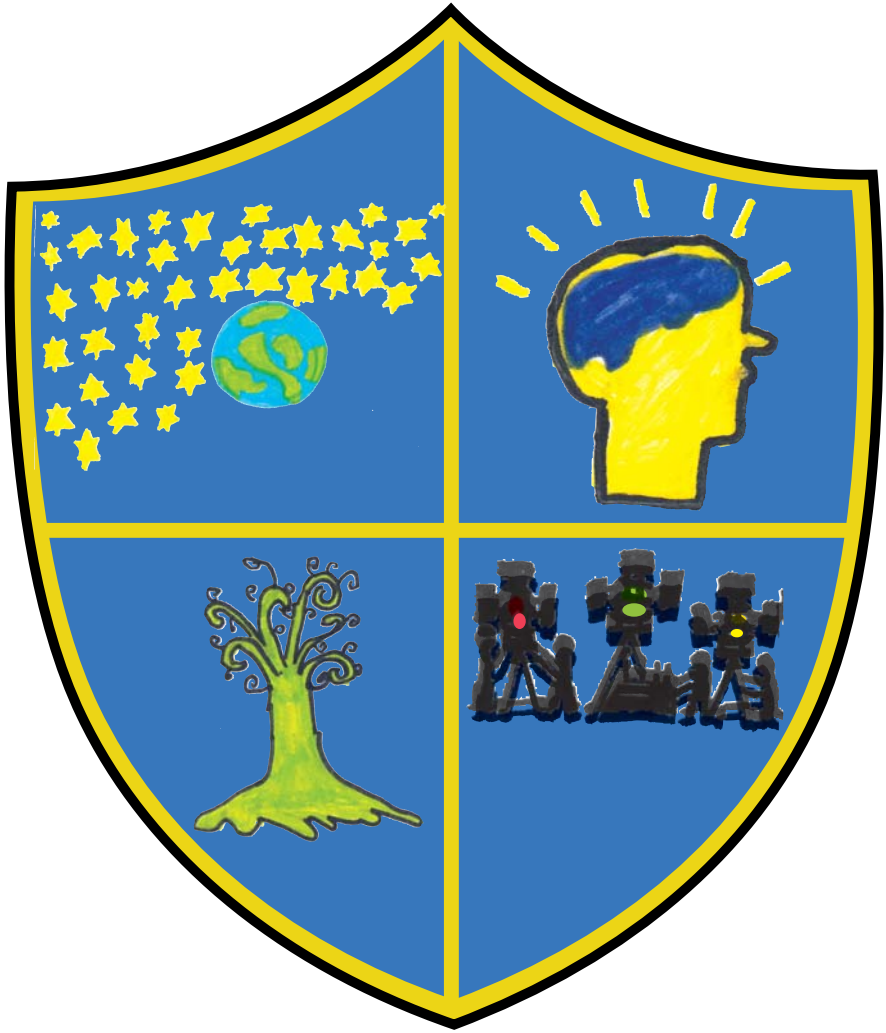
These rules help us to keep everyone safe.

- I will only use the internet and email with permission from a teacher or member of staff.
- I will only look at or delete my own files.
- I must not bring software or disks into school without permission.
- I will only e-mail people I know, or with my teacher's permission.
- The messages I send will be polite and sensible.

- I must never give my home address or telephone number, or arrange to meet someone.
- I will ask permission before opening an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I understand that the school may check my computer files; the Internet site I have visited and e-mails I have sent and received.
- I understand that if I deliberately break these rules, I may not be allowed to use the Internet or computers.

Signed: .....Pupil

Date: .....



My Challenge – UKS2

Our World

Religion

- Create a poster detailing a religious festival or ceremony that has importance to you.
- Compare your belief to another religion.

Tolerance

- Explain what tolerance means to you. (Discussion)
- Active role in a debate about equality in society (past or present).

Democracy

- Write a letter about why you should be a Reading Buddy/Sports Leader/OPAL Ranger.
- Join in a debate about the purpose of the government.
- Independent presentation about the purpose of the government.
- Write a letter to an MP about a subject that concerns you.
- Be able to explain who our leaders are and why they are important.

Prevent

- Show understanding of British values and give possible consequences to not upholding them.
- Discuss what values are important to yourself.
- Discuss what behaviour/attitudes demonstrate Northburn's key values of: respect, resilience, inquisitiveness and ambition.

Great Outdoors

Environment

- Grow a plant and record its lifecycle
- Alter a habitat to encourage specific wildlife.
- Write/draw a proposal to change our local environment for the better.
- Describe the possible consequences of not looking after the environment using a specific example.

Impact globally

- find out about a worldwide charity and present your findings.
- Recycling – Write a list of what you can recycle in your home.
- Research climate change and present your findings.

Weather

- Monitor and record weather over an extended period.
- Explain why weather is different across the globe at different times.

Outdoor Survival

- Hawkhirst
- Write a 'survival' guide to Hawkhirst aimed for next Y6 children based on weather.
- Design a coat for all weathers.
- Forest School - Make a contribution to a group fire, collecting wood and helping to light it.

My Challenge – UKS2

Staying Healthy

Exercise

- Fun run (Not school based)
- After school club
- Certificate or medal for an achievement outside of school in a sport.

Food Choices

- Prepare a balanced meal.
- Persuasion campaign for healthy eating - poster

Staying Safe

- Take an active part in discussion about staying safe in the community.
- Create a poster listing online safety tips.
- Successfully complete a quiz about keeping safe.
- Take part in Bikeability.

Creativity

Music

- Learn an instrument.
- Write a biography about a musician you admire.
- Read and write music using notation.
- Lead a group of children playing a musical piece.

Performance

- Perform using an instrument to an audience (including voice).
- Write a review of a performance (musical, theatre, film).

Design

- Build a structure
- Create a presentation about an architect or engineer who has had an impact on everyday life.

Visual arts

- Critique a piece of artwork such as sculpture or paintings.
- Create a piece of artwork at home and present with reasons for choices of materials/media etc.

Awards

- Be awarded a Headteacher's certificate.
- Be awarded a TTRS certificate.
- Be awarded a certificate for a sporting/musical achievement.

Notes

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NORTHBURN
PRIMARY SCHOOL

Diary
&
Weekly Planner

2022/2023

Diary & Weekly Planner - Aug/September 2022

Monday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 31 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - September 2022

Monday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - September 2022

Monday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - September 2022

Monday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - September 2022

Monday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - October 2022

Monday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 4 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - October 2022

Monday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 11 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - October 2022

Monday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 18 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - October 2022

Week 43

Monday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 25 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - Oct/November 2022

Week 44

Monday 31 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 4 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - November 2022

Week 45

Monday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 11 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - November 2022

Monday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 18 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - November 2022

Week 47

Monday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 25 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - Nov/December 2022

Week 48

Monday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - December 2022

Week 49

Monday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - December 2022

Week 50

Monday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - December 2022

Monday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - December 2022

Monday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - January 2023

Monday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 4 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - January 2023

Monday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 11 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - January 2023

Monday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 18 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - January 2023

Monday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 25 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - January/February 2023

Monday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 31 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - February 2023

Monday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - February 2023

Monday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - February 2023

Monday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - February/March 2023

Monday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - March 2023

Monday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - March 2023

Monday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - March 2023

Monday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - March 2023

Monday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 31 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - April 2023

Monday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 4 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - April 2023

Monday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 11 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - April 2023

Monday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 18 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - April 2023

Monday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 25 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - May 2023

Monday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 4 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - May 2023

Monday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 11 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - May 2023

Monday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 18 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - May 2023

Monday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 25 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - May/June 2023

Monday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 31 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 1 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 2 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - June 2023

Monday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 8 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 9 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - June 2023

Monday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 15 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 16 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - June 2023

Monday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 22 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 23 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - June 2023

Monday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 29 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 30 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - July 2023

Monday 3 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 4 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 5 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 6 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 7 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - July 2023

Monday 10 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 11 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 12 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 13 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 14 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - July 2023

Monday 17 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 18 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 19 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 20 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 21 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Parent/Carer & Teacher Comments / Other Activities	☐ Letter Home	☐ Received

Diary & Weekly Planner - July 2023

Week 30

Monday 24 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Tuesday 25 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Wednesday 26 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Thursday 27 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

Friday 28 Remember:		Date Due	Done ✔
Subject			
	Time Taken		

LITERACY

Words to Talk about Language

The following terms will help you understand and discuss the skills you use in your reading and writing.

TERM	DEFINITION	EXAMPLE
Subject	The main focus of a sentence	**The boy** dreamed of owning a shop in London.
Noun	A word used to identify a person, place, object or idea	The **boy** dreamed of owning a **shop** in **London**.
Pronoun	A word used in the place of one or more nouns	**She** said **they** would never find **it**.
Verb	A word or phrase that indicates an action or state of being	She **waited** beside the lift, **hoping** he **would see** her.
Phrase	Two or more linked words in a sentence that don't make full sense on their own	I avoid **dangerous situations**.
Clause	Part of a sentence containing a verb	From the window, in the distance, **you can see the hills**.
Main Clause	A clause that can exist on its own as a simple sentence	**You can see the hills**.
Subordinate Clause	A clause that needs to be attached to a main clause to make full sense	He enjoyed his meal **until he saw the chef**.
Adjective	A word or phrase that modifies a noun or pronoun	An **old** man shouted from a **terraced** house.
Adverb	A word or phrase that modifies a verb, adjective or another adverb	The man spoke **very loudly**.

Words to Talk about Texts

These terms will help you understand and discuss the skills you use in your reading and writing

TERM	DEFINITION
Fact	Information that can be proved to be correct
Opinion	A personal viewpoint which is not necessarily based on fact
Purpose	The reason why a text has been written
Target Audience	The group of people a text aims to communicate with
Layout	Positioning material on the page to create the best effect
Presentation	The use of techniques such as headings, changes in font or graphics to add extra meaning to the text
Word Choice	The word selection a writer makes to influence the reader's response
Sentence Structure	The ways in which the writer changes sentence organisation to influence the reader
Imagery	The use of techniques such as similes, metaphors and personification to create pictures in the reader's mind
Phonology	Techniques using the effects of the sounds of words such as onomatopoeia, alliteration and assonance

The PEE Principle for Commenting on Texts

This method of organising a paragraph will help you to make your ideas clear.

Point

What's your point?

First make a simple statement about what the writer does:

- The writer suggests that...
- The writer shows this by using ...
- The writer describes... as...

Evidence

Give evidence from the text to support your point.

- For example...
- For instance, in the third paragraph ...
- The writer states:

Explanation

Explain how the writer's methods affect the reader.

Explain how key words and techniques from the evidence help to get these effects.

- The effect of this is...
- This makes the reader feel that...
- This suggests that...

Here is an example of a PEE paragraph. It is part of an answer to this question:

"How does the advert use language to encourage people to buy the product?"

The writer suggests that a lot of consumers prefer this product. For example, the advert states: "You won't be alone! In fact, nine out of ten people say they can feel the difference just two weeks after switching brands." The use of this statistic makes the reader feel reassured that the product is effective. Also, the word "You" aims the text at each individual reader so that they believe it applies directly to them.

Try using the PEE principle to organise all your writing about texts.

Key Reading Skills

All these skills will be needed each time you read a new text.

TYPE OF READING	DEFINITION
Reading for Meaning	The slow, careful first reading of a new text
Scanning	Looking swiftly from the top left to the bottom right of a text to form a first general impression
Skimming	Moving the eyes quickly over each line of a text to pick out key words or phrases
Reading 'Between the Lines'	Using clues in a text to work out what a writer is implying (hinting at) in order to explain their viewpoints or to comment on the methods they use
Reading 'With a Writer's Eye'	Analysing and appreciating the techniques a writer has used to achieve their purpose or to engage their target audience

LITERACY

Writing Sentences

You can influence the response of your readers by using a variety of sentence structures.

The Simple Sentence has:

- one main idea
- one subject
- one verb
- and of course...clear punctuation.

A simple sentence can be very simple. Our example: The dog barked.

Your example:

Or you can modify a simple sentence by adding **adjectives** and **adverbs** for extra information.

Our example: The **big black** dog moved **swiftly** and barked **loudly**.

Your example:

The Compound Sentence has:

- two or more main ideas joined with the connective 'and', 'but', 'or'

Our example: David likes music and Susan likes shopping.

Your example:

The Complex Sentence has:

- one main idea and one or more additional ideas
- connectives to link ideas
- and of course... clear punctuation.

Complex sentences can be organised in a variety of ways to achieve different effects.

- Extra information can be added **after** the main idea:

Our example: Sweets are very nice **although they are bad for your health**.

Your example:

- Or extra information can be placed **before** the main idea:

Our example: **Although they are bad for your health**, sweets are very nice.

Your example:

- Or extra information can even be embedded **within** the main idea, between the subject and the verb.

Our example: Sweets, **although they are bad for your health**, are very nice.

Your example:

Subordinate Clauses

Using subordinate clauses can add a range of ideas to your sentences.

Common subordinators:

- Time (after, when, as, before, since, while, until)
- Place (where, wherever)
- Reason (because, since, as)
- Concession (although, though)
- Condition (unless, if, supposing)
- Contrast (whereas, whilst)
- Describing (who, which, that, whose)

Try using these connectives to build more complex sentences of your own.

LITERACY

Punctuation

When you write, it is punctuation that helps you to make the meaning clear.

Reading your work aloud, to see how your voice pauses or falls, will help you to find points where punctuation is needed.

Full Stop Place a full stop at the end of a sentence that is not a direct question or exclamation.

Our example: The door was closed.

Your example:

Comma Use a comma to indicate a natural pause in direct speech and to separate three or more items in a list or series.

Our examples: I bought a CD, several books, a pen and a watch. "Yes, the game will be played today."

Your example:

Semi-colon Use a semi-colon to connect independent clauses in a compound sentence.

Our example: She came hurtling round the corner; the accident wasn't a surprise.

Your example:

Colon Place a colon before a list of items and preceding an explanation or example. Several have been used on this page.

Our example: I like the following colours: purple, pink and yellow.

Your example:

Inverted commas Use inverted commas to enclose direct speech.

Our example: "We've made a mistake," she said, "we must go back."

Your example:

Apostrophes Apostrophes are used where letters have been omitted, or to indicate possession.

Our example: I'll (I shall) try to get finished. He can't (cannot) run very fast. Men's clothes are on sale today. These are the girls' toys.

Your example:

Exam Focuses

These are some of the main skills needed for exams that test reading.

EXAM SKILL	TYPE OF READING NEEDED
Identify relevant points or information.	**Skimming** quickly through a text to pick out the material needed to form an answer to a question.
Follow arguments & explain the writer's viewpoints.	**Reading 'between the lines'** to find the clues, then using your own words to summarise or explain the writer's ideas.
Comment on the effects of layout, structure and presentation.	**Scanning** to form an impression of how the text as a whole affects the reader. 'Reading with a writer's eye' to analyse the effects of individual devices used.
Comment on the effects of language techniques.	**Reading 'with a writer's eye'** to analyse the different techniques a writer uses and explain the effect that they have on the reader.

KS2: Useful tips for parents to support maths at home

In 2011, Ofsted stated that parental engagement has a clear impact of achievement in school for pupils. They also noted how children have higher attainment levels and are more likely to achieve academically when parents are involved with their education.

This resource contains some ideas of how you, the parent, can help: engage the children with maths at home, and improve their outlook on mathematics in general.

We know it can be difficult to know, as a parent, how to start supporting your child with maths at home. We understand that the way the maths curriculum is structured and taught may differ from what some parents remember from their own school experience. Consequently, some parents may not feel confident about how best to support their child with maths at home. We encourage a positive mindset towards maths which helps to foster engagement in the subject.

Teachers often link maths learning back to the real-world, when it is appropriate. There are many opportunities to develop your child's maths skills in real-life. For example, in the supermarket, ask them which item is cheaper and to explain how they know. When asking your child about their day, use vocabulary such as earlier, later, before and after to help develop their sense of time.

We hope this resource is helpful and gives some useful ideas about how to support your child's maths learning at home. If you would like to discuss your child's maths learning, please contact your child's maths teacher.

Tips to engage with your child's maths learning:

- A positive mindset
  Do you ever hear yourself saying, "I'm really bad at maths," or, "I just didn't get maths at school"? Children can pick up on any negativity towards particular subjects from the adults in their lives. Unfortunately, this can be a real barrier to learning. We encourage parents to try and use positive language around their children when discussing maths. If your child makes a mistake, it can be turned into a learning opportunity:
  *Where did you make the mistake?
  *How can you improve it?
  *What will you do instead next time?

- Play maths games together
  Games are a great way to bond with your child; many games use mathematical and logical skills that your child will need later in life. A jigsaw puzzle helps children to develop logical and spatial awareness. Connect 4 also supports logic in terms of where the best position is to place the disc and to think strategically ahead. Board games with dice, scrabble and chess also support the development of your child's maths skills.

- Develop memory skills
  Children now have little need to memorise things such as phone numbers. Try to encourage your child to memorise your phone number/their own phone number/car number plate/postcode to help develop their memory skills. This can be turned in to a game:
  *The second number is three more than 5. What is the number?
  *What is the sum of all of the digits added together?
  *Write the number so that digits are descending/ascending.

  Encouraging your child to know their date of birth, family birthdays and ages helps them to understand time:
  *Who is older/younger?
  *By how many years is ____ older/younger than ____?
  *How old will you be in two years?
  *How old were you three years ago?

- Practise reading the time

  As the world becomes increasingly digital, many children are growing up less exposed to reading analogue clocks. Reading analogue clocks is part of the maths curriculum so opportunities to read them at home will benefit your child.

  *What time is it now?

  *What time will it be in 20 minutes?

  *I'm going to give you 25 minutes to finish that. What time will be it be when you finish?

  *We need to be at _____ at 12:30pm. What time should we leave?

  *The film starts at 3:45pm and is 1 hour 40 minutes long. What time will it finish?

  *Write quarter to four in the afternoon as it would be written using the digital clock.

- Use fractions in daily life

  There are many opportunities to use fractions in real-life:

  *If your family are sharing a pizza or cake, what fraction is everyone going to receive?

  *By pouring water in to a glass/jug, what fraction of the glass/jug has been filled?

  *See a window split into four coloured panels? Ask your child, "What fraction of the window is coloured blue?"

  *Colour in flagstones in your garden using chalk and ask, "What fraction of the flagstones are red?"

  When practising fractions in this way, it is important that the separate parts of the fraction are the same size.

- Multiplication tables practice

  It's essential for children to learn their multiplication tables to access all areas of maths so that they can make conceptual links between the different areas: regular multiplication tables practice will help with this.

  Children also need to know the division facts for multiplication tables so ask, "What is 42÷7?" as well as, "What is 6x7?" Can your child say the multiplication tables backwards?

  It is an expectation in the national curriculum that, by the end of year 4, children can recall multiplication and division facts for multiplication tables up to 12x12.

  All KS2 children have a log-in for Times Tables Rockstars: https://ttrockstars.com/

- Involve them with problem solving

  Opportunities arise in day-to-day life at home where you could involve your child in problem solving.

  Encourage your child to help you work out which is the best deal: buy one get one free or three for two. If an item is reduced by 30%, what is the sale price? Which internet provider is offering the best value? Opportunities to use maths skills in real-life will support their learning and understanding of those skills.

- Use open questions

  Explaining why a certain method is more efficient than an alternative method to solve a problem, or being able to explain how an answer was calculated mentally, are just some of the elements that help children to develop their reasoning skills in maths. It also supports their use of mathematical language.

  *Why did you use that method?

  *How did you calculate that answer?

  *How do you know the answer is correct?

  *Show me another way that you could have solved that problem.

  *What did you already need to know to help you answer that question?

  Questioning supports your child's use of mathematical language.

Year 5

Red words are non-statutory but desirable.

Number and Calculation

millions
Roman Numerals to 1,000 (M)
linear sequence
power(s)
prime
complement
composite
prime factor
square(d)^2
cube(d)^3
equivalence

Fractions

mixed number(s)
thousandths
percent
percentage(s)

Measurements

composite
metric
imperial
inch
foot
yard
mile
pound (lb)
pint
cm^2
cm^3
m^2
m^3

Geometry

orientation
degree(s)
right angle
perpendicular
parallel
diagonal
horizontal
vertical
quadrilateral
polygon
polyhedron
polyhedra
acute
obtuse
reflex
point
reflection
180°
360°
X-axis
Y-axis

Statistics

interpret
data
catergory(ies)
scale

Year 6

Red words are non-statutory but desirable.

Number and Calculation

interval
long division
multi-step
common factors
common multiples

Fractions

simplify
degrees of accuracy
recurring

Ratio and proportion

relative size
scale factor
proportion
ratio as a:b

Algebra

symbol
letter
formula(e)
sequence
algebraic(ally)
equation
unknown
variable
constant
generalise

Measurement

mm^3
km^3
speed
volume
mph
m/s
km/h

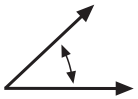
Statistics

pie chart
mean
average
data set

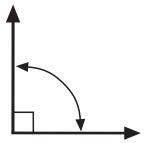
Geometry

quadrant(s)
dissect(ion)
net(s)
radius
diameter
circumference
vertically opposite
complementary angles
Pi

MATHEMATICS - SHAPE & SPACE



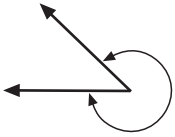
An **acute angle** is less than 90°



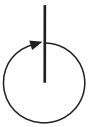
A **right angle** is 90°

An **obtuse angle** is more than 90° and less than 180°

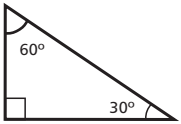
A **straight line** is 180°



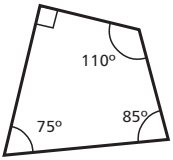
A **reflex angle** is more than 180°



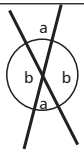
Around a point is 360°



The angles in a triangle add up to 180°

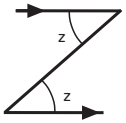


Angles in a quadrilateral add up to 360°



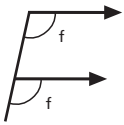
Vertically opposite angles are equal

Parallel Lines



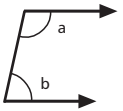
Alternate angles (z) are the same

Parallel Lines



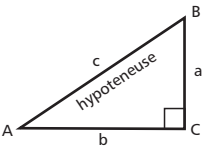
Corresponding angles (f) are the same

Parallel Lines



Supplementary angles (a & b) add up to 180°

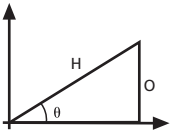
Trigonometry



Pythagoras' theorem

$AB^2 = BC^2 + AC^2$

$c^2 = a^2 + b^2$

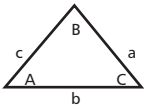


$\sin\theta = \frac{O}{H} = \frac{\text{opposite}}{\text{hypotenuse}}$ SOH

$\cos\theta = \frac{A}{H} = \frac{\text{adjacent}}{\text{hypotenuse}}$ CAH

$\tan\theta = \frac{O}{A} = \frac{\text{opposite}}{\text{adjacent}}$ TOA

Remember! SOH CAH TOA



Sine Law

$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Law

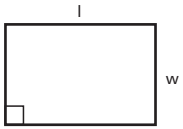
$a^2 = b^2 + C^2 - 2bc\cos A$

$b^2 = a^2 + C^2 - 2aC\cos B$

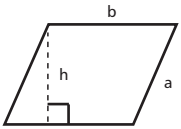
$c^2 = a^2 + b^2 - 2ab\cos C$

Area of a triangle $= \frac{1}{2}ab\sin C$

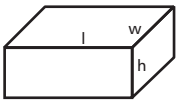
Perimeter, Area & Volume



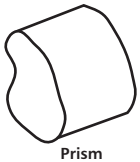
Rectangle
Perimeter = 2 (l+w)
Area = l x w



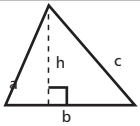
Parallelogram
Perimeter =2 (a+b)
Area=b x h



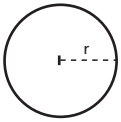
Cuboid
Volume = l x w x h



Prism
Volume = cross section area x l



Triangle
Perimeter = a+b+c
Area = $\frac{b \times h}{2}$



Circle
Circumference = πr
Area = πr^2

REMEMBER!

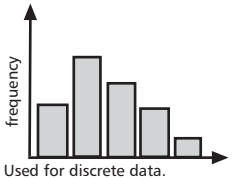
Perimeter is the 1-D length around a shape: m, cm
Area is the 2-D space inside a shape: m^2, cm^2
Volume is the 3-D space inside a solid: m^3, cm^3
Capacity is the amount something can hold: l, ml
Remember to start with the same UNITS!

MATHEMATICS - DATA

Averages

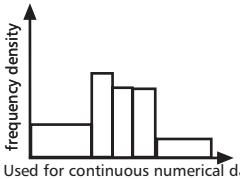
Mean is average
Mean is average
Mode is most
Mode is most
Median's in the middle
Median's in the middle
Range, high - low
Range, high - low
(sing this to the tune of 'Frere Jacques'?

Bar Graph



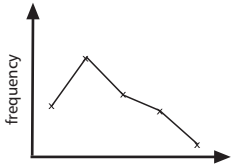
Used for discrete data.
Bars are all the same width.
Bar height represents frequency.

Histogram



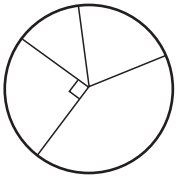
Used for continuous numerical data which has been classified into groups. Bars may be different widths. The area of the bar represents frequency.

Frequency Polygon



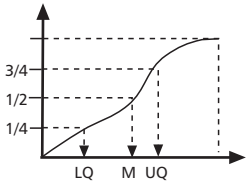
May be used for both discrete & continuous data.
Points should be plotted in the middle of corresponding bars (bar chart or histogram)

Pie Chart (Pie Graph)



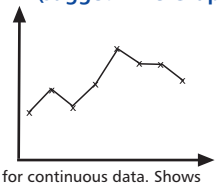
Size of angle = $\frac{\text{frequency}}{\text{total frequency}}$ x 360°
the angles should add up to 360°
Used to show proportions of an identifiable whole.

Cumulative Frequency Graph



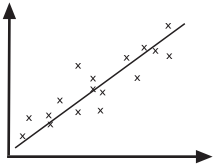
Useful for estimating median & quartiles for grouped data. Plot at the top end of the groups.

Line Graph (Jagged Line Graph)



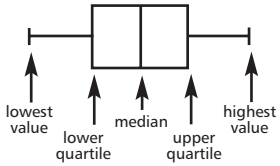
Used for continuous data. Shows relationship between two variables.

Scatter Graph



Used to show correlation. Drawing a line of best fit allows estimation of values of one variable from values of the other variable.

Box and Whisker Plot



Clearly identifies the middle 50%

Calculator Skills

Always check how your calculator works

Try the calculation 2 + 3 x 5 ...

If your result is 25
Your calculator works every step out in order before performing the next step.
You should work each bit of a calculation out in turn, write each result down and bring all the bits together in a final calculation.

If your result is 17
Your calculator uses BIDMAS/BODMAS
Brackets
Indices
Division
Multiplication
Addition
Subtraction

This is the best calculator

Standard index form

Use the 'exp' or 'x10^x' button

Calculator display

$6.2 \times 10^6 = 6.2 \times 1\,000\,000 = 6\,200\,000$
$6.2 \times 10^{-6} = 6.2 \times 0.000\,001 = 0.\,000006\,2$

Useful Buttons

+/-	can make a number positive or negative
x^2	squares a number
x^y	raises x to the power of y
√	finds the square root
π	gives pi accurately
$a^b/_c$	gives fractions
shift/inv/2ndF	Gets the inverse function over the button to work

MATHEMATICS - NUMBER

Grid method for multiplication

Split the numbers you are multiplying into units, tens, hundreds ... and multiply each part separately.
E.g. **243 x 17**

x	200	40	3
10	2000	400	30
7	1400	280	21

Then add together all the products.
2000+1400+400+280+30+21
=4131

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

Directed Numbers

Adding a negative number is the same as subtracting the positive.

Subtracting a negative is the same as adding the positive.

Types of Number

Odd Numbers: 1, 3, 5, 7, 9, 11 ...

Even Numbers: 2, 4, 6, 8, 10 .

Square Numbers: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

Cubed Numbers: 1, 8, 27, 64. 125, 216, 343, 512, 729, 1000

Multiples of a number are numbers that belong to its multiplication table. E.g. the multiples of 4 are 4. 8. 12...

Factors of a number are numbers that divide exactly into a number. FACTORS FIT!!!

E.g. the factors of 20 are 1,2,4.5.10.20.

Prime numbers are numbers that have TWO factors only. E.g. 2, 3, 5, 7, 11, 13, 17, 19...

Percentages/ Decimals/ Fractions

50%	0·5	1/2
25%	0.25	1/4
75%	0·75	3/4
10%	0.1	1/10
20%	0.2	2/10 =1/5
30%	0·3	3/10
60%	0.6	6/10 =3/5
12.5%	0.125	1/8
$33\frac{1}{3}$	0.3	1/3

etc

Multiplying and dividing negative numbers

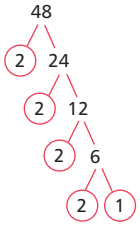
When multiplying and dividing negative numbers DEAL WITH THE DIGITS THEN SLIDE IN THE SIGNS.

x/÷	+	-
+	+	-
-	-	+

Prime factors

Prime Factors of a number are its factors that are prime. Use a Prime Factor Tree!

Circle the Prime number and stop.



$=2 \times 2 \times 2 \times 2 \times 3$

$=2^4 \times 3$

Time

To find the difference between two times

1. Draw a time line
2. Count in minutes to the next hour
3. Count in hours until you can't count a whole hour
4. Count in minutes to the given time.

E.g. How long is a journey starting at 11:30 and ending at 14:15?

11.30 ››››› 12.00 ››››› 14.00 ››››› 14.15
30mins 2hrs 15mins

= 2 hours and 45 minutes

MATHEMATICS - ALGEBRA

3 + s means "3 plus s" or "s more than 3

a - 5 means "take 5 from a" or "5 less than a"

4b means "4 multiplied by b" or "4 lots of b"

k/2 means "k divided by 2"

v2 means "v x v" or "v squared"

Simplifying by collecting like terms

e.g. 3a + 4b - 2a + b - 3c

Circle the first type of like terms. Collect them together.

= **3a** + 4b **-2a** + b - 3c

= **3a** **-2a** +4b +b -3c

Underline the next set of like terms. Collect them together.

= 3a -2a **+4b** **+b** -3C

= a **+5b** -3c

Continue and tidy up!

= a +5b -3c

Indices (Powers)

p^2 means p x p

p^3 means p x p x p

p^n means p x p x ... x p (n times)

p^1 = p

p^0 = 1

p^{-n} means $1/p^n$
e.g. $3^{-2} = 1/3^2 = 1/9$

$p^{1/n}$ means $\sqrt[n]{p}$
e.g. $27^{1/3} = \sqrt[3]{27} = 3$

Remember - common mistake!

$a^2 = a \times a$ *and* $2a = 2 \times a$

so

$a^2 + 2a$ cannot be simplified further as a^2 *is not LIKE* a!!!

Rules of Indices

$a^x \times a^y = a^{x+y}$

$a^x \div a^y = a^{x-y}$

$(a^x)^y = a^{xy}$

Simplifying Expressions

DEAL WITH THE DIGITS AND THEN WITH THE INDICES!!!

e.g. $6a^2b \times 3ab^3$

= **6 x 3** x **a^2xa** x **bxb^3**

= 18 x $a^{(2+1)}$ x $b^{(1+3)}$

= $18a^3b^4$

e.g. $6a^2b \div 3ab^3$

= **6÷3** x **$a^2 \div a$** x **$b \div b^3$**

= 2 x $a^{(2-1)}$ x $b^{(1-3)}$

= $2ab^{-2}$

Multiplying brackets grid method

Multiplying brackets Grid method a(b+c)

x	b	c
a	ab	ac

= ab + ac

Multiplying brackets Grid method a(b-c)

x	b	-c
a	ab	-ac

= ab - ac

Multiplying Double Brackets (a+b)(a+c)

x	a	b
a	a^2	ab
c	ac	cb

=a^2 + ab + ac + bc

An example of multiplying to get a quadratic equation (a+2)(a-3)

x	a	-3
a	a^2	-3a
2	2a	-6

= a^2 -3a + 2a -6

= a^2 -a-6

Quadratic formula

For solving $ax^2+bx+c = 0$

$$x = \frac{-b \pm \sqrt{b^2-4ac}}{2a}$$

Other useful websites:

_____

_____

_____

_____

12 hour and 24 hour

12am	00:00
1am	01:00
2am	02:00
3am	03:00
4am	04:00
5am	05:00
6am	06:00
7am	07:00
8am	08:00
9am	09:00
10am	10:00
11am	11:00
12pm	12:00
1pm	13:00
2pm	14:00
3pm	15:00
4pm	16:00
5pm	17:00
6pm	18:00
7pm	19:00
8pm	20:00
9pm	21:00
10pm	22:00
11pm	23:00

THE BRITISH ISLES: Great Britain – United Kingdom

Largest Cities (Millions)

London	7.20
Birmingham	0.99
Leeds	0.72
Glasgow	0.56
Sheffield	0.51
Brdford	0.47
Edinburgh	0.45
Liverpool	0.44
Manchester	0.42
Bristol	0.38

EUROPE


Europe
International Boundary
Road
River
National Capital
City or Town
0 250 500 KM
0 250 500 Miles
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Reykjavik
Thjorsa
ICELAND
Norwegian Sea
Faroe Islands
Shetland Islands
Trondheim
Bergen
NORWAY
Oslo
Stockholm
Goteborg
U.K.
Glasgow
Edinburgh
Belfast
IRELAND
Dublin
Cork
Liverpool
Manchester
Birmingham
Bristol
London
North Sea
DENMARK
Arhus
Copenhagen
Malmo
NETHERLANDS
Amsterdam
BELGIUM
Antwerp
Brussels
Atlantic Ocean
GERMANY
Berlin
Gdansk
POLAND
Paris
Prague
CZECH REP.
Nantes
LUXEMBOURG
SWITZERLAND
LIECHTENSTEIN
Vienna
AUSTRIA
Bay of Biscay
FRANCE
Bern
Lyon
Gijon
Bilbao
Oporto
Valladolid
Toulouse
Milan
Turin
SLOVENIA
Ljubljana
Zagreb
CROATIA
Genoa
SAN MARINO
Florence
MONACO
Marseille
Duero
Zaragoza
PORTUGAL
ANDORRA
Madrid
Lisbon
Barcelona
Corsica
ITALY
Rome
Sevilla
SPAIN
Valencia
Naples
Bari
Malaga
Murcia
Sardinia
Cagliari
GIBRALTAR
Mediterranean Sea
Palermo
Casablanca
Rabat
Algiers
Constantine
Tunis
Catania
Sicily


Barents Sea
Pechora
Ob'
Irtysh
RUSSIA
Vychegda
Kama
Tobol
FINLAND
Lake Onega
Sukhona
Perm'
Yekaterinburg
Chelyabinsk
Lake Ladoga
Turku
Helsinki
St. Petersburg
Ufa
Tallinn
Kostroma
Yaroslavl'
Kazan'
ESTONIA
Ural
Nizhniy Novgorod
Volga
Riga
LATVIA
Moscow
Daugavpils
Ryazan'
LITHUANIA
Tula
Vilnius
KAZAKHSTAN
Minsk
RUSSIA
BELARUS
Voronezh
Ural
Warsaw
UZBEKISTA
Lodz
Don
Kharkiv
Kiev
Volga
Krakow
UKRAINE
Donets'k
L'viv
Dnipropetrovs'k
Rostov
Caspian Sea
Budapest
Chisinau
MOLDOVA
Odesa
TURKMENISTA
ROMANIA
Brasov
GEORGIA
Tiflis
Baku
Belgrade
Bucharest
Black Sea
ARMENIA
AZERBAIJAN
SERBIA
BULGARIA
Yerevan
Aras
Sofia
Skopje
Istanbul
Tabriz
MACEDONIA
Thessaloniki
Ankara
Murat
IRAN
Tehran
Bursa
TURKEY
Tigris
GREECE
Mosul
Izmir
Adana
Kermanshah
Athens
Aleppo
Euphrates
SYRIA
Nicosia
Baghdad
Ahvaz

WORLD MAP


Greenland (Denmark)
Prime Meridian
Beaufort Sea
Baffin Bay
Jan Mayen (Norway)
Arctic Circle
Alaska (USA)
Canada
Hudson Bay
Labrador Sea
Iceland
Faroe Islands (Denmark)
Gulf of Alaska
United Kingdom
North Sea
Ireland
France
San Marino
Monaco
Andorra
Spain
Portugal
NORTH PACIFIC OCEAN
United States of America
NORTH ATLANTIC OCEAN
Bermuda (U.K.)
Morocco
Canary Islands (Spain)
Algeria
Western Sahara
Mauritania
Mali
Senegal
Cabo Verde
The Gambia
Sierra Leone
Liberia
Côte d'Ivoire
São Tomé & Príncipe
Ascension (U.K.)
St Helena (U.K.)
Trindade (Brazil)
The Bahamas
Haiti
Dominican Rep.
Puerto Rico (U.S.)
St. Kitts & Nevis
Antigua & Barbuda
Dominica
St. Lucia
Barbados
Trinidad & Tobago
Suriname
French Guiana (Fr.)
Guyana
Tropic of Cancer
Mexico
Gulf of Mexico
Cuba
Belize
Jamaica
Caribbean Sea
Guatemala
Honduras
El Salvador
Nicaragua
Costa Rica
Grenada
Venezuela
Colombia
Ecuador
Galapagos (Ecuador)
Hawaii Islands (U.S.)
Kiribati
Equator
0°
French Polynesia
Tropic of Capricorn
Easter (Chile)
Peru
Brazil
Bolivia
Paraguay
Chile
Uruguay
Argentina
SOUTH PACIFIC OCEAN
SOUTH ATLANTIC OCEAN
Falkland Islands (U.K.)
South Georgia (U.K.)
South Sandwich (U.K.)
Prime Meridian
0 1,000 2,000 Miles
0 1,000 2,000 3,000 Kilometers


Franz Josef Land
October Revolution
Kotelny
Novaya Zemlya
Kara Sea
Laptev Sea
East Siberian Sea
Wrangel
Barents Sea
Arctic Circle
Sweden
Finland
Russia
Estonia
Latvia
Lithuania
Black Sea
Aral Sea
Caspian Sea
Sea of Okhotsk
Poland
Belarus
Ukraine
Kazakhstan
Mongolia
Romania
Georgia
Azerbaijan
Uzbekistan
Bulgaria
Kyrgyzstan
Tajikistan
North Korea
Sea of Japan (East Sea)
Italy
Greece
Turkey
Turkmenistan
Armenia
China
South Korea
Japan
PACIFIC OCEAN
Iran
Iraq
Kuwait
Afghanistan
Pakistan
Nepal
Bhutan
East China Sea
Libya
Israel
Jordan
Bahrain
Qatar
Egypt
Saudi Arabia
U.A.E.
India
Myanmar (Burma)
Taiwan
Red Sea
Oman
Bangladesh
Laos
Philippine Sea
Northern Mariana Islands (U.S.)
Sudan
Chad
Eritrea
Yemen
Arabian Sea
Bay of Bengal
Thailand
Vietnam
Guam (U.S.)
Marshall Islands
Djibouti
Brunei
Philippines
Ethiopia
Maldives
Sri Lanka
Malaysia
Palau
Federated States of Micronesia
Somalia
Uganda
Andaman & Nicobar Is. (India)
Papua New Guinea
Nauru
Kiribati
Kenya
Burundi
Sumatra
Indonesia
Tuvalu
Tanzania
Singapore
Java
Timor-Leste
Soloman Islands
Wallis & Futuna (Fr.)
Seychelles
Comoros
Mayotte (Fr.)
Cocos Is. (Aus.)
Christmas I. (Aus.)
Coral Sea
Vanuatu
Fiji
Angola
Zambia
Madagascar
Zimbabwe
Mauritius
Reunion (Fr.)
INDIAN OCEAN
Namibia
Mozambique
Botswana
eSwatini
New Caledonia (Fr.)
Australia
South Africa
Lesotho
Great Australian Bight
Tasman Sea
North Island
Tasmania
New Zealand
South Island
SOUTHERN OCEAN
Antarctic Circle
ANTARCTICA

FRENCH - FRANÇAIS

Masculine, Feminine, Plural

How to say: **the, a/an, some**

	the	a/an
masculine	**Le** **l'** (before vowel)	**un**
feminine	**La** **l'** (before vowel)	**une**
plural	**Les**	**des** (some)

Put these into French

the table

an exercise book

the pencil

a chair

some pens

some rulers

the pupil

the pupils

some pupils

Tenses

All tenses have different forms, depending on who is doing the action. Use this as a guide for all verbs and all tenses:

I	**je**	or 'j' before a vowel
you	**tu**	use for one person you know well
he	**il**	use also for 'it' if the word is masculine
she	**elle**	use also for 'it' if the word is feminine
we	**nous** or **on**	
you	**vous**	use for one person you don't know well or more than one person
they	**je**	if **they** refers to something masculine
	elles	if **they** refers to something feminine

Accents

'grave'	**à**	to make it different from '**a**', e.g. **has**
	è	opens up the sound, e.g. **père**, **mère**
'circumflex' â, ê, î, ô, û		used where in English a letter s comes e.g. **mât**
Acute	é	makes the sound 'ay', e.g. **joué** (joo - ay)
Trema - ë,ï		used if two vowels together to separate the sounds: **Noël** = no - el
Cedilla - ç		before vowels **a, o, u** if the **Ç** needs to be 'soft' e.g. **Ça va**?

Les Numéros
Numbers

1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
30	trente
40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingt-dix
100	cent

Les jours de la semaine - Days ofthe week

lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Les saisons - Seasons

le printemps Spring; ; l'été Summer ; l'automne Autumn ; l'hiver Winter

FRENCH - FRANÇAIS

Les mois de l'annee
Months of the year

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Useful Phrases - Questions

avez-vous ... ?	have you got ... ?
est-ce qu'il faut ... ?	do I need to / have to ... ?
est-ce que je peux ... ?	can I ... ?
est-ce que je peux vous aider?	can I help you ... ?
est-ce que je pourrais ... ?	could I ... ?
est-ce qu'il y a ... ?	is there? / are there ... ?
est-ce que vous pouvez ... ?	can you ... ?
où est ?	where is ... ?
où sont ?	where are ... ?
où est-ce qu'on peut ... ?	where can you ... ?
quand?	when?
qu'est-ce qu'il y a?	what is there?/what's wrong?
comment?	how?
comment dit-on ... en français?	how do you say ... in French?

Useful Phrases - Opinions

c'est délicieux	it's delicious	c'était chouette	it was great
ce sera sympa	it will be nice	ce serait magnifique	it would be great
à mon avis	in my opinion	Je pense que	I think that
Je crois que	I believe that	J'aime	I like
J'aimais	I used to like	Je déteste	I hate
Je detestais	I used to hate		

Useful Phrases - General

si vous plaît	please	merci	thank you
parlez plus lentement	speak more slowly	j'aime	I like
je ne comprends pas	I don't understand	je n'aime pas	I don't like
je dois	I have to / I must	je fais	I do / I make
je vais	I go	je veux	I want
je voudrais	I would like	je ne sais pas	I don't know
rien	nothing	je suis désolé	I'm sorry
j'ai	I've got	je n'ai pas de	I haven't got
je suis	I am	je ne suis pas	I'm not

There are some expressions in French using AVOIR where English would use the verb 'to be':

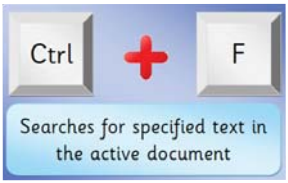
I'm 16 years old	j'ai seize ans	I'm hungry	j'ai faim
I'm thirsty	j'ai soif	I'm tired (sleepy)	j'ai sommeil
I'm hot	j'ai chaud	I'm cold	j'ai froid
I'm scared	j'ai peur	I'm lucky	j'ai de la chance
I'm right	j'ai raisonje suis	I'm wrong	j'ai tort

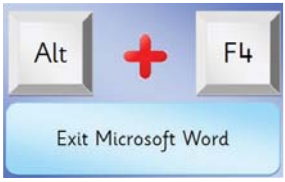
Virelangues - Try these tongue twisters

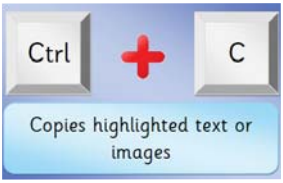
A l'heure où le loup lut au lit, le hibou hulula à la nuit.
At the hour when the wolf was reading in bed, the owl hooted in the night.

Maman m'a mis ma main sur mamie, mais mamie m'a mis ma mie dans ma main.
Mum put my hand on granny, but granny put my crumb in my hand.

Ses six chiens chassent ces six chats.
His six dogs are chasing these six cats.







Computer Shortcut Keys