# Years 5 and 6 Maths Workshop

Friday 5th October 2018

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# The National Curriculum

- A huge focus on written and mental arithmetic, particularly through instant recall and rote
- Can be divided into different areas; fluency, problem solving and reasoning
- Children are expected to reason more about their Maths – this is a huge focus for the school this year

# Building for SATs

If your child is currently in Year 6, they will sit the following Maths examinations in May 2019:

- Written Arithmetic Paper 1 (40 marks)
- Reasoning Paper 2 (35 marks)
- Reasoning Paper 3 (35 marks)

If your child is currently in Year 5, they will sit the same exams as above in May 2020. However, these things change all of the time!

**2016** – 70% of children met the expected standard

**2017** – 75% of children met the expected standard

**2018** – 76% of children met the expected standard

# Fluency and Arithmetic

**Written Arithmetic**

- Recalling times table multiplication and division facts (e.g. 9x7, 12x8, 77÷7)
- Written sums for addition, subtraction, multiplication and division (e.g. £43.67 + £17.15, 5686 – 1579, 19 x 7, 184 ÷ 8) – including decimals for smaller numbers (e.g. 3.2 + 0.005, 6.72 x 4)
- Finding percentages of numbers (e.g. 35% of £720)
- Finding fractions of numbers (e.g. ⅝ of 104)
- Adding and subtracting fractions (e.g. ⅝ – ⅜, 1⅞ + ⅞)
- Multiplying and dividing fractions (e.g. ⅝ ÷ 2, ⅜ x 5, ¾ x ½)
- Square numbers, cube numbers and the square root of numbers (e.g. $7^2$, $8^3$, $\sqrt{144}$)
- Simple algebra (e.g. $4y + 3 = 15$, so what is y?)
- Multiply and dividing numbers by 10, 100 and 1,000 (e.g. 7,256 ÷ 100, 0.072 x 100)

# Building for SATs – Arithmetic

**14** $50 + (36 \div 6) =$

1 mark

**15** $\frac{4}{6} \times \frac{3}{5} =$

1 mark

**17** $581 \div 7 =$

1 mark

**22**

$$\begin{array}{r} 4\,7\,8\,1 \\ \times \quad\quad 2\,3 \\ \hline \end{array}$$

Show your method

2 marks

**26** $\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$

1 mark

**27** $\frac{4}{5} \div 4 =$

1 mark

# Problem solving and reasoning

**Problem Solving**

- Application through word problems, both 2 and 3-step
  - money
  - the number system and place value
  - applying number facts from arithmetic
  - more algebra and fractions, percentages, decimals!
- Data Handling
- Shape, Space and Measure
- Roman Numerals

**Reasoning**

Can your child identify what they need to do to solve a problem?

Can they apply all of their numerous Maths skills to help them out?

Can they explain/show how they got an answer?

Can they check that their answer is realistic?

Can they spot patterns?

# Building for SATs – Reasoning

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

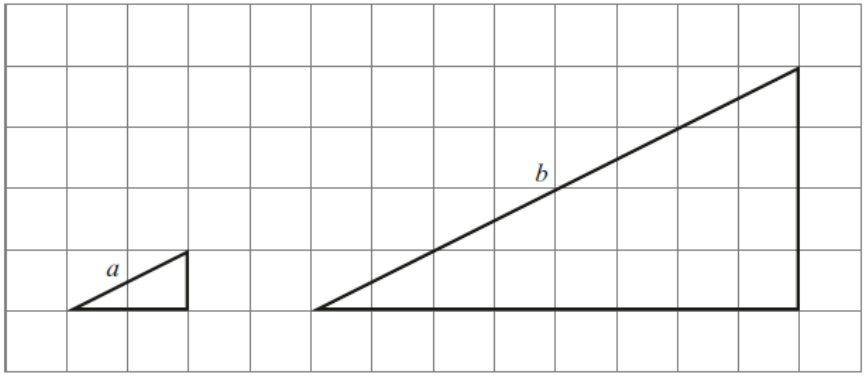
| Pack of 12 stickers<br>£10.49 | 12 stickers<br>99p each |
|---|---|

Ally buys a pack of 12 stickers for £10.49

Jack buys 12 single stickers for 99p each.

How much more does Jack pay than Ally?

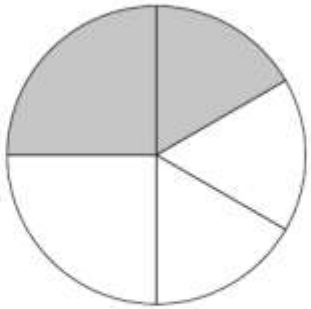
Here are two similar right-angled triangles.




Write the ratio of side $a$ to side $b$.

$a : b =$ ☐ :

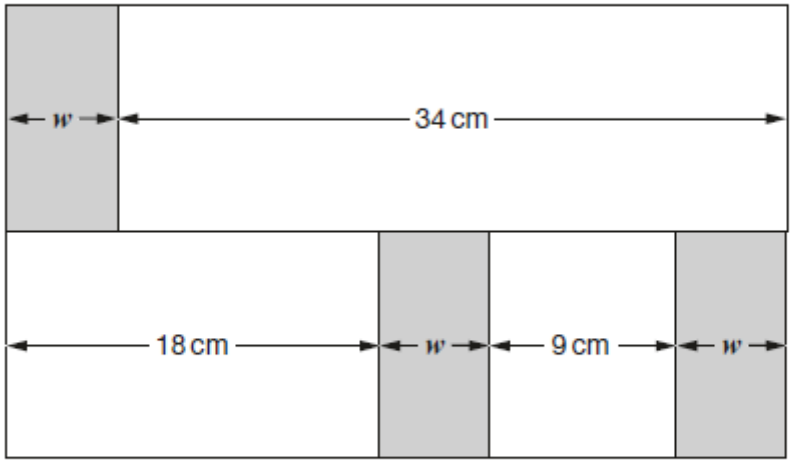
In this circle, $\frac{1}{4}$ and $\frac{1}{6}$ are shaded.



What fraction of the whole circle is **not** shaded?

# Building for SATs – Reasoning

In this diagram, the shaded rectangles are all of equal width ($w$).




**Not to scale**

Calculate the width ($w$) of one shaded rectangle.

William wants to travel to Paris by train.

He needs to arrive in Paris by **5:30 pm**.

Circle the **latest time** that William can leave London.

| Leaves London | Arrives Paris |
|---|---|
| 12:01 | 15:22 |
| 12:25 | 15:56 |
| 13:31 | 16:53 |
| 14:01 | 17:26 |
| 14:31 | 17:53 |
| 15:31 | 18:53 |
| 16:01 | 19:20 |

A **square** number and a **prime** number have a total of 22

What are the two numbers?

$\square + \square = 22$

square number

prime number

# Reasoning at school and home

## What does it involve?

- **Thinking behind mathematics**
- **Making connections / Looking for patterns**
- **Application of facts and knowledge**
- **Ability to convince yourself and others**
- **Justifying**

The ‘glue’ behind the different elements of maths…

# Reasoning at school and home

Why is it important?

- It requires us to evaluate
- It is a useful when choosing a problem-solving strategy
- It helps us draw logical conclusions
- To develop, describe and reflect on solutions
- Important real life skills
- Learning to think about thinking (practice thinking skills)
- To increase our arithmetic/knowledge/fluency skills

# Question stems to help

- Explain how…
- Why does…
- Prove that…
- How do you know that…
- Is it true that…
- What else do you know…
- Can you convince me that…

# ANSWER SCAFFOLDS TO HELP

- I think this because ...
- If this is true then ...
- I know that the next one is ... because ...
- This can’t work because ...
- When I tried xxxx I noticed that…
- The pattern looks like ...
- All the numbers begin with ...
- Because xxxx then I know xxxx
- This won’t work because ...

# In the Classroom

Andy says 'I can use my three times table to work out 180 ÷ 3'. Show what Andy could do to work out this calculation.

**Convince me**, that 8 will be in the following sequence

0, 0.4, 0.8, 1.2, 1.6, 2.0, 2.4

Marcia scored 45 out of 80 in a test. Johnathon scored 45%. Marcia says she scored more. Is she correct? Can you prove it?

Is it true that if you add three consecutive numbers the answer is a multiple of 3. Explain why

1 + 2 + 3 = 6
2 + 3 + 4 = 9
3 + 4 + 5 = 12

# In the Classroom

**Convince me,** *that 8 will be in the following sequence.*

0, 0.4, 0.8, 1.2, 1.6, 2.0, 2.4

**All the numbers** *increase by 0.4 each time.* **When I tried** *writing out the whole sequence by adding 0.4 each time,* **I noticed** *that the number 8 is in it.*

**Can you prove that** *without writing it out?*

# In the Classroom

**Because I know** *that 80 is a multiple of 4 (20 x 4*)**, I can use this information to say** *8 is a multiple of 0.4. As the sequence increases by 0.4, I know 8 will feature.*

**I noticed that** *the sequence starts at 0 and includes 2. This means every second whole number will feature in it.* ***If this is true***, ***then I know*** *every even number appear in it. Therefore 8 will appear.*

# In the Classroom

When you add 3 consecutive numbers, **is it true** that result is always a multiple of 3? **Why do you think that is?**

**I think this this rules works because** *you are adding 3 numbers: one number is one less than the middle number, one number is one more.* **Therefore**, *it is like adding the middle number 3 times. In other words, multiplying the middle number by 3.*

# In the Classroom

- **2 bananas, 1 apple and 1 orange cost £1.00**

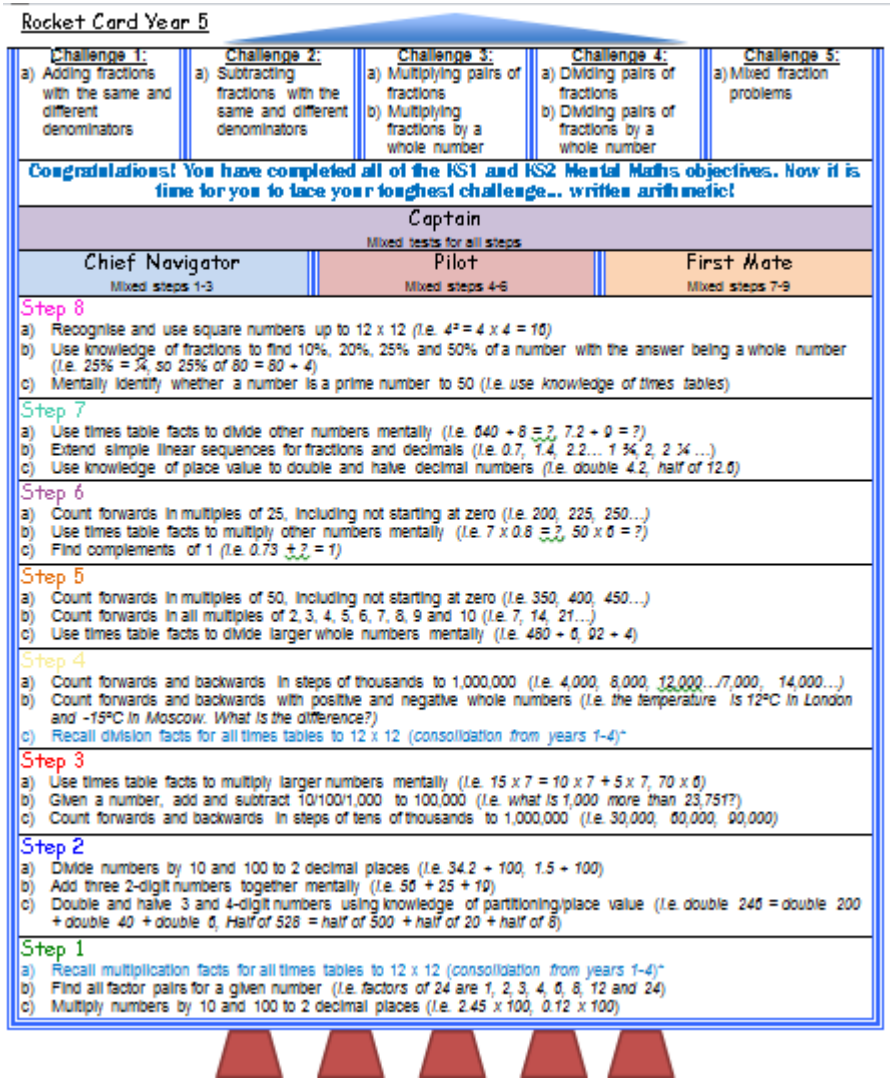
  **Bananas cost 30p each. Apples and oranges cost the same.**

- **What else do we know?**

# The Reasoning Culture

- Take risks, children not afraid to make ‘mistakes’
- Time to talk throughout maths
- Encouraging children to persevere
- Open ended questions, with less limits

# Maths Rockets



Rocket Card Year 5

| Challenge 1: | Challenge 2: | Challenge 3: | Challenge 4: | Challenge 5: |
|---|---|---|---|---|
| a) Adding fractions with the same and different denominators | a) Subtracting fractions with the same and different denominators | a) Multiplying pairs of fractions<br>b) Multiplying fractions by a whole number | a) Dividing pairs of fractions<br>b) Dividing pairs of fractions by a whole number | a) Mixed fraction problems |

**Congratulations! You have completed all of the KS1 and KS2 Mental Maths objectives. Now it is time for you to face your toughest challenge... written arithmetic!**

**Captain** — Mixed tests for all steps

| Chief Navigator | Pilot | First Mate |
|---|---|---|
| Mixed steps 1-3 | Mixed steps 4-6 | Mixed steps 7-9 |

**Step 8**
a) Recognise and use square numbers up to 12 x 12 (*i.e. $4^2 = 4 \times 4 = 16$*)
b) Use knowledge of fractions to find 10%, 20%, 25% and 50% of a number with the answer being a whole number (*i.e. 25% = ¼, so 25% of 80 = 80 ÷ 4*)
c) Mentally identify whether a number is a prime number to 50 (*i.e. use knowledge of times tables*)

**Step 7**
a) Use times table facts to divide other numbers mentally (*i.e. 640 ÷ 8 = ?, 7.2 ÷ 9 = ?*)
b) Extend simple linear sequences for fractions and decimals (*i.e. 0.7, 1.4, 2.2… 1 ¾, 2, 2 ¼ …*)
c) Use knowledge of place value to double and halve decimal numbers (*i.e. double 4.2, half of 12.6*)

**Step 6**
a) Count forwards in multiples of 25, including not starting at zero (*i.e. 200, 225, 250…*)
b) Use times table facts to multiply other numbers mentally (*i.e. 7 x 0.8 = ?, 50 x 6 = ?*)
c) Find complements of 1 (*i.e. 0.73 + ? = 1*)

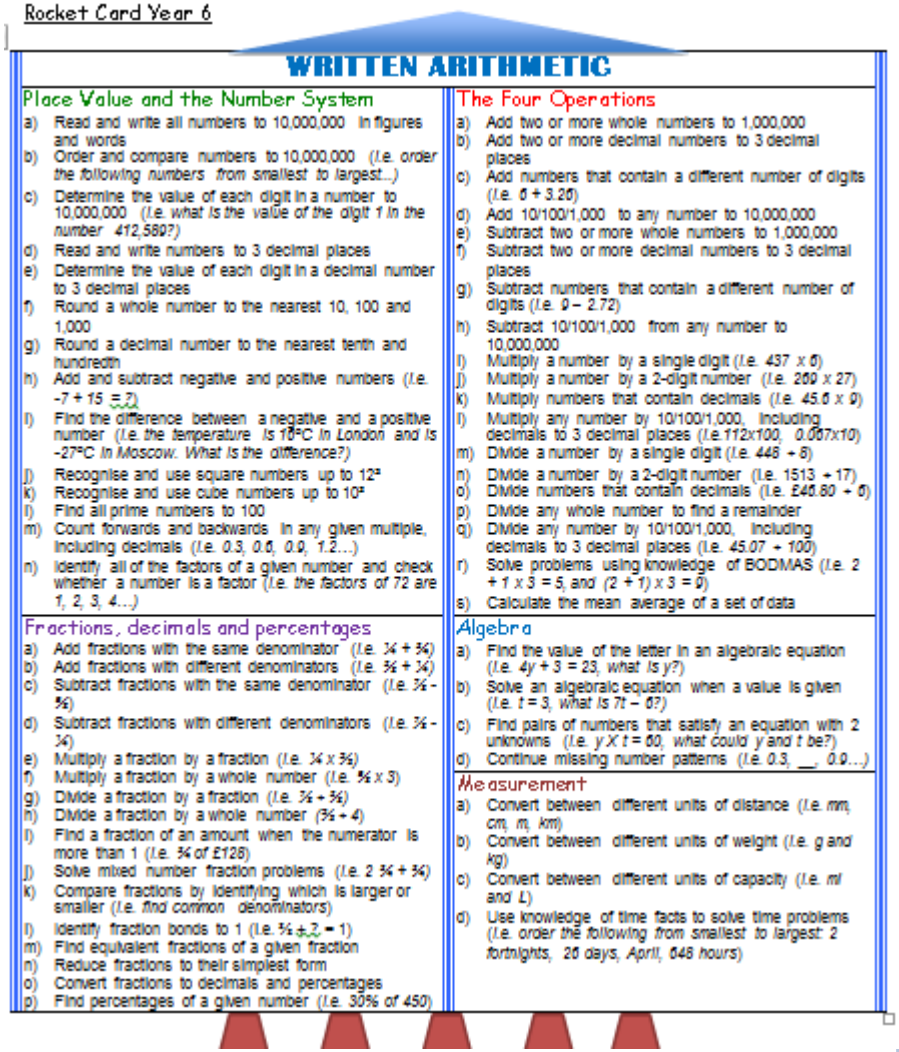
**Step 5**
a) Count forwards in multiples of 50, including not starting at zero (*i.e. 350, 400, 450…*)
b) Count forwards in all multiples of 2, 3, 4, 5, 6, 7, 8, 9 and 10 (*i.e. 7, 14, 21…*)
c) Use times table facts to divide larger whole numbers mentally (*i.e. 480 ÷ 6, 92 ÷ 4*)

**Step 4**
a) Count forwards and backwards in steps of thousands to 1,000,000 (*i.e. 4,000, 8,000, 12,000…/7,000, 14,000…*)
b) Count forwards and backwards with positive and negative whole numbers (*i.e. the temperature is 12°C in London and -15°C in Moscow. What is the difference?*)
c) Recall division facts for all times tables to 12 x 12 (*consolidation from years 1-4*)*

**Step 3**
a) Use times table facts to multiply larger numbers mentally (*i.e. 15 x 7 = 10 x 7 + 5 x 7, 70 x 6*)
b) Given a number, add and subtract 10/100/1,000 to 100,000 (*i.e. what is 1,000 more than 23,751?*)
c) Count forwards and backwards in steps of tens of thousands to 1,000,000 (*i.e. 30,000, 60,000, 90,000*)

**Step 2**
a) Divide numbers by 10 and 100 to 2 decimal places (*i.e. 34.2 ÷ 100, 1.5 ÷ 100*)
b) Add three 2-digit numbers together mentally (*i.e. 56 + 25 + 19*)
c) Double and halve 3 and 4-digit numbers using knowledge of partitioning/place value (*i.e. double 246 = double 200 + double 40 + double 6, Half of 528 = half of 500 + half of 20 + half of 8*)

**Step 1**
a) Recall multiplication facts for all times tables to 12 x 12 (*consolidation from years 1-4*)*
b) Find all factor pairs for a given number (*i.e. factors of 24 are 1, 2, 3, 4, 6, 8, 12 and 24*)
c) Multiply numbers by 10 and 100 to 2 decimal places (*i.e. 2.45 x 100, 0.12 x 100*)



Rocket Card Year 6

**WRITTEN ARITHMETIC**

**Place Value and the Number System**
a) Read and write all numbers to 10,000,000 in figures and words
b) Order and compare numbers to 10,000,000 (*i.e. order the following numbers from smallest to largest…*)
c) Determine the value of each digit in a number to 10,000,000 (*i.e. what is the value of the digit 1 in the number 412,580?*)
d) Read and write numbers to 3 decimal places
e) Determine the value of each digit in a decimal number to 3 decimal places
f) Round a whole number to the nearest 10, 100 and 1,000
g) Round a decimal number to the nearest tenth and hundredth
h) Add and subtract negative and positive numbers (*i.e. -7 + 15 = ?*)
i) Find the difference between a negative and a positive number (*i.e. the temperature is 10°C in London and is -27°C in Moscow. What is the difference?*)
j) Recognise and use square numbers up to $12^2$
k) Recognise and use cube numbers up to $10^3$
l) Find all prime numbers to 100
m) Count forwards and backwards in any given multiple, including decimals (*i.e. 0.3, 0.6, 0.9, 1.2…*)
n) Identify all of the factors of a given number and check whether a number is a factor (*i.e. the factors of 72 are 1, 2, 3, 4…*)

**Fractions, decimals and percentages**
a) Add fractions with the same denominator (*i.e. ¾ + ¾*)
b) Add fractions with different denominators (*i.e. ⅝ + ¼*)
c) Subtract fractions with the same denominator (*i.e. ⅞ - ⅝*)
d) Subtract fractions with different denominators (*i.e. ⅞ - ¼*)
e) Multiply a fraction by a fraction (*i.e. ¾ x ⅗*)
f) Multiply a fraction by a whole number (*i.e. ⅝ x 3*)
g) Divide a fraction by a fraction (*i.e. ⅞ ÷ ⅗*)
h) Divide a fraction by a whole number (*⅗ ÷ 4*)
i) Find a fraction of an amount when the numerator is more than 1 (*i.e. ¾ of £128*)
j) Solve mixed number fraction problems (*i.e. 2 ¾ + ¾*)
k) Compare fractions by identifying which is larger or smaller (*i.e. find common denominators*)
l) Identify fraction bonds to 1 (*i.e. ⅝ + ? = 1*)
m) Find equivalent fractions of a given fraction
n) Reduce fractions to their simplest form
o) Convert fractions to decimals and percentages
p) Find percentages of a given number (*i.e. 30% of 450*)

**The Four Operations**
a) Add two or more whole numbers to 1,000,000
b) Add two or more decimal numbers to 3 decimal places
c) Add numbers that contain a different number of digits (*i.e. 6 + 3.26*)
d) Add 10/100/1,000 to any number to 10,000,000
e) Subtract two or more whole numbers to 1,000,000
f) Subtract two or more decimal numbers to 3 decimal places
g) Subtract numbers that contain a different number of digits (*i.e. 9 – 2.72*)
h) Subtract 10/100/1,000 from any number to 10,000,000
i) Multiply a number by a single digit (*i.e. 437 x 6*)
j) Multiply a number by a 2-digit number (*i.e. 269 x 27*)
k) Multiply numbers that contain decimals (*i.e. 45.6 x 9*)
l) Multiply any number by 10/100/1,000, including decimals to 3 decimal places (*i.e.112x100, 0.067x10*)
m) Divide a number by a single digit (*i.e. 448 ÷ 8*)
n) Divide a number by a 2-digit number (i.e. 1513 ÷ 17)
o) Divide numbers that contain decimals (*i.e. £45.60 ÷ 6*)
p) Divide any whole number to find a remainder
q) Divide any number by 10/100/1,000, including decimals to 3 decimal places (*i.e. 45.07 ÷ 100*)
r) Solve problems using knowledge of BODMAS (*i.e. 2 + 1 x 3 = 5, and (2 + 1) x 3 = 9*)
s) Calculate the mean average of a set of data

**Algebra**
a) Find the value of the letter in an algebraic equation (*i.e. 4y + 3 = 23, what is y?*)
b) Solve an algebraic equation when a value is given (*i.e. t = 3, what is 7t – 6?*)
c) Find pairs of numbers that satisfy an equation with 2 unknowns (*i.e. y X t = 60, what could y and t be?*)
d) Continue missing number patterns (*i.e. 0.3, __, 0.9…*)

**Measurement**
a) Convert between different units of distance (*i.e. mm, cm, m, km*)
b) Convert between different units of weight (*i.e. g and kg*)
c) Convert between different units of capacity (*i.e. ml and L*)
d) Use knowledge of time facts to solve time problems (*i.e. order the following from smallest to largest: 2 fortnights, 26 days, April, 648 hours*)

# Fractions of quantities

Divide by the bottom and then times by the top.

Question: What is ¾ of £48?

£48 ÷ 4 = £12

£12 x 3 = £36

¼ of 160 =

¾ of £96 =

⅝ of 256 =

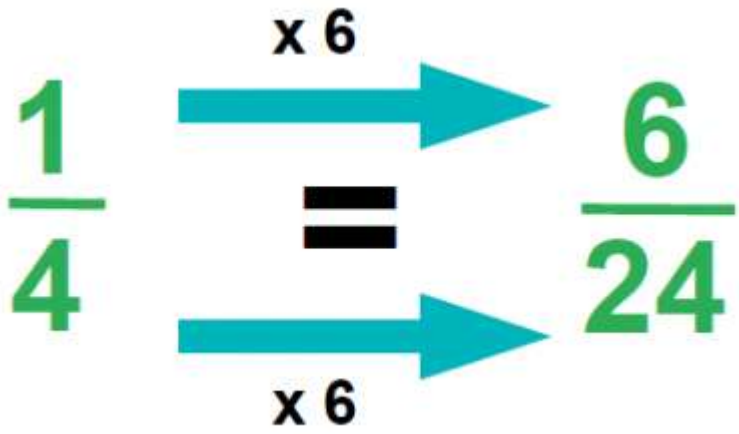
$$\frac{3}{5}$$ ← numerator ← denominator

# Equivalent Fractions

What you do to the bottom you do to the top.

(Always ÷ or x)

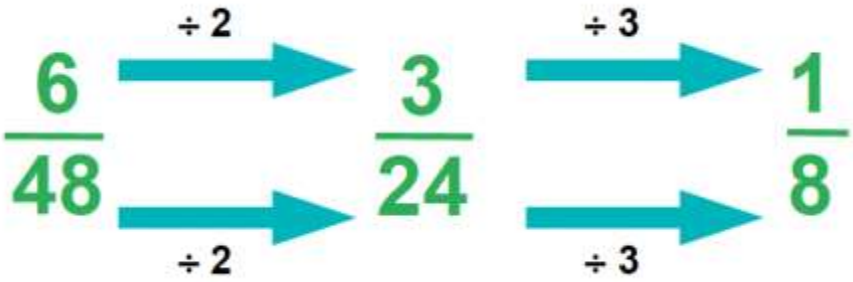
| | |
|---|---|
| $\frac{2}{10}$ | $\frac{\quad}{5}$ |
| $\frac{2}{8}$ | $\frac{\quad}{4}$ |
| $\frac{9}{12}$ | $\frac{\quad}{8}$ |
| $\frac{5}{15}$ | $\frac{\quad}{3}$ |
| $\frac{10}{12}$ | $\frac{\quad}{6}$ |



# Simplifying Fractions

Look at the numbers in your fraction. What can you divide both numbers by? Keep on doing so until you can no longer make the fraction smaller.

| | |
|---|---|
| $\frac{5}{20}$ | |
| $\frac{6}{9}$ | |
| $\frac{9}{12}$ | |
| $\frac{4}{8}$ | |
| $\frac{8}{10}$ | |



# Comparing Fractions

| | < > or = | |
|---|---|---|
| $\frac{1}{3}$ | | $\frac{4}{6}$ |
| $\frac{3}{6}$ | | $\frac{1}{2}$ |
| $\frac{3}{10}$ | | $\frac{1}{5}$ |
| 1 whole | | $\frac{5}{5}$ |
| $\frac{3}{4}$ | | $\frac{5}{8}$ |
| $\frac{5}{6}$ | | $\frac{11}{12}$ |

When deciding which fraction is bigger, you need to make the number at the bottom the same first.

# Adding Fractions

$\frac{2}{3} + \frac{1}{6} =$ ☐

$\frac{1}{2} + \frac{1}{4} =$ ☐

$\frac{1}{4} + \frac{3}{8} =$ ☐

$\frac{1}{3} + \frac{1}{6} =$ ☐

$\frac{1}{8} + \frac{1}{2} =$ ☐

Before solving, you need to make both fractions have the same number at the bottom by either x or ÷.

$$\frac{2}{15} + \frac{3}{5} = ?$$

$$\frac{2}{15} + \frac{3 \times 3}{5 \times 3}$$

$$\frac{2}{15} + \frac{9}{15} = \frac{2+9}{15} = \frac{11}{15}$$

Same

# Subtracting Fractions

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

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

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

$\frac{3}{4} - \frac{1}{2} = \square$

$\frac{5}{6} - \frac{1}{3} = \square$

Before solving, you need to ensure both fractions have the same number at the bottom by either x or ÷.

$$\frac{11}{15} - \frac{3}{5} = ?$$

$$\frac{11}{15} - \frac{3 \times 3}{5 \times 3}$$

$$\frac{11}{15} - \frac{9}{15} = \frac{11 - 9}{15} = \frac{2}{15}$$

Same

# Multiplying Fractions – 1

| | |
|---|---|
| $\frac{1}{4} \times \frac{1}{2} =$ | |
| $\frac{1}{2} \times \frac{1}{3} =$ | |
| $\frac{1}{5} \times \frac{1}{2} =$ | |
| $\frac{2}{8} \times \frac{1}{2} =$ | |

Times the top numbers together and times the bottom numbers together.

Multiply the numerators

$\frac{2}{5} \times \frac{3}{4} = \frac{6}{\quad}$

Multiply the denominators

$\frac{2}{5} \times \frac{3}{4} = \frac{6}{20}$

Reduce the fraction if necessary

$\frac{6}{20} = \frac{3}{10}$

# Multiplying Fractions – 2

**Example:**

$$3 \times \frac{2}{9}$$

Multiply tops and bottoms:

$$\frac{3}{} \times \frac{2}{9} = \frac{3 \times 2}{9} = \frac{6}{9}$$

Simplify:

$$\frac{6}{9} = \frac{2}{3}$$

Times the whole number by the top number of the fraction and then simplify.

| | |
|---|---|
| **1 a.** $\frac{1}{4} \times 5 =$ | **1 b.** $\frac{2}{4} \times 2 =$ |
| **2 a.** $\frac{2}{6} \times 6 =$ | **2 b.** $3 \times \frac{2}{12} =$ |

# Dividing Fractions – 1

$$\frac{2}{3} \div \frac{4}{5} = \frac{2}{3} \times \frac{5}{4}$$

$$= \frac{2 \times 5}{3 \times 4}$$

$$= \frac{10}{12}$$

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



Flip the second fraction and then change the sum into a multiplication problem.

Multiply the top 2 numbers and then the bottom 2 numbers together.

Simplify.

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

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

$\frac{3}{8} \div \frac{3}{4} =$

# Dividing Fractions – 2

| |
|---|
| $\frac{3}{4} \div 3 =$ |
| $\frac{1}{4} \div 2 =$ |
| $\frac{4}{6} \div 2 =$ |
| $\frac{2}{3} \div 4 =$ |

$¼ \div 2 =$

$$\frac{1}{4x2} = \frac{1}{8}$$

Move the number that you are dividing by to the bottom of the fraction and change the ÷ to x.

# Expectations…

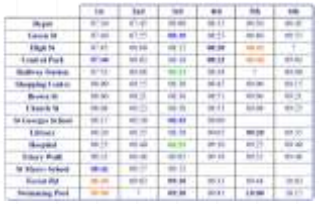
| 5WT | 5ME | 5EE |
|---|---|---|
| Count forwards and backwards in steps of powers of 10 for any given number to 1,000, 000 in steps of 1,000 and 10 000. | Add and subtract numbers mentally with increasingly large numbers The pupil can work out mentally 23,712 – 1600 = 22,112 | The pupil can solve problems continuing a set of positive and negative numbers including through 0 e.g. does the sequence -11,-6,-1…pass through 91? |
| Count in multiples 6s, 9s, 3s, 8s, 2s and 4s. | Round any number up to 1,000,000, to the nearest 10, 100, 1000, 10,000 and 100 000 including decimals to two decimal places and to answer calculation questions in context. | Divide whole numbers using formal methods of division including by 2 digit numbers |
| Find equivalent fractions for ½, ¼, ¾, in sequence. | Understand percent means number of parts per 100, e.g. 25% 50% | Decide the best way to present given data |
| To solve calculation problems involving factors, multiples, squares and cubes e.g. I am thinking of a two-digit number. It is a square number. It is a multiple of 12. What number is it? | Recall square numbers and cube numbers and the notation for them e.g. The pupil can identify whether a given number is a square number or cube number up to 100, interpret $6^2$ as 6 x 6 = 36 and $2^3$ as 2 x 2 x 2 = 8. | Recall square numbers and cube numbers and the notation for them e.g. The pupil can sort the numbers below 200 into a Venn diagram with two sets: square numbers and cube numbers. The pupil can also interpret $3^4$ as 3 x 3 x 3 x 3 = 81 and extend the idea to higher powers. |

| 6WT | 6ME | 6EE |
| --- | --- | --- |
| To add and subtract numbers mentally with increasingly large numbers including decimals to 2 places | To multiply whole numbers up to 4 digits (including decimals) by a one- or two- digit number using compact long multiplication. | To divide numbers up to 4 digits (including decimals) by a two-digit number using the formal written method of long division (with remainders interpreted as fractions and decimals). |
| **Can count backwards and forwards in steps of 100,000, 10,000, 1000, 100, 10** | To use knowledge of the order of operations e.g. 3 – 5 x 8 + 1 = -36 | Associate a fraction with division and calculate decimal fraction equivalents (0.375 = 3/8) |
| To solve multi-step addition and subtraction problems in contexts, deciding on appropriate operations and methods. | To divide numbers up to 4 digits by a two-digit number using the formal written method of short or long division | To investigate possibilities of combinations of two variables (If you have 2x+5y, what could the possible answers be?) |
| Add and subtract fractions with the same denominator | **Find percentages of amounts e.g. 10%, 20%, 50%, 75%** | Illustrate and name parts of circles (radius, diameter, and circumference) and know that the diameter is twice the radius. |

# Helping at Home…

**Developing children's confidence end enjoyment of maths!!**

- **Real life maths –** shopping, money, time, building and making things (e.g. cooking or crafts )
- **Practicing /playing games** with number facts (times tables, number bonds , Rocket Card Test)
- Explaining – encourage children to explain their answer




I II III
IV V VI
VII VIII IX
X XI XII

# Resources and support

| Website | Summary |
|---|---|
| http://uk.mathletics.com/signin/ | All children have a Mathletics login. It covers all areas of Maths that the children need to know in Years 5 and 6 |
| http://www.crickweb.co.uk/ | Curriculum games and activities |
| http://www.topmarks.co.uk/ | Curriculum games and activities. Click on 'Learning Games' and then '7-11' |
| http://resources.woodlands-junior.kent.sch.uk/maths/ | Maths games and activities. |
| http://sats.highamstjohns.com/ | A few Maths worksheets/questions that can be used as practice. See the 'Numeracy' and 'Past Papers' sections. |
| www.tes.com/ | A large range of FREE curriculum resources once registered. |

Please note: You can find sample SATs papers and general resources online by typing 'KS2 SATs papers' into Google

Further SATs and general curriculum resources can be found on twinkl

# Resources and support

**Recommended reading**

- There are numerous study guides available that are suitable in helping to support home study. Please ensure that they are aligned with the National Curriculum 2014.
- You can find revision guides online through Amazon/WHSmith/Waterstones etc. or through any good book shop.
- There is also an abundance of ready made resources for FREE online if you take time to research.

Also, ask me!!!