

# Home Learning Booklet



Supporting your child at home

Year 4

2025-2026

**'Strengthening the partnership between home and school.'**

At Becontree we are proud of our partnership between home and school. We work hard to ensure that all school experiences are positive for all of our children and their families, whilst ensuring that the needs of all children are met.

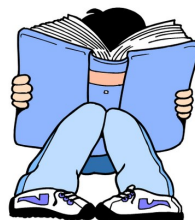
This policy was developed following a consultation with Parents/Carers and our teaching staff, as well as looking at current research related to the value of home learning in primary school.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Becontree we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Becontree is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict, it ceases to be a constructive aspect of teaching and learning.

**We will be:**

- expecting children to be reading for at least 10 minutes daily;
- expecting parents to have frequent conversations with children to support their language and speaking skills;
- expecting children to practise spellings using Spelling Shed online 2-3 times a week;
- making available to purchase, CGP workbooks, for an additional home learning resource if needed;
- sharing planning and schemes of work on our school website;
- assigning a family project over half terms and holidays;
- sharing information about suggested activities to do at home if further home learning ideas and guidance are needed.



## Language and communication

Listening and communication is one of the most important skills for primary school children to master, but it doesn't always come easily, especially in the early years of school. But with a bit of work, you can help your child develop their listening and speaking ability, with knock-on improvements in their achievement at school.

### **The National Curriculum states that children should be taught to:**

listen and respond appropriately to adults and their peers;  
ask relevant questions to extend their understanding and knowledge;  
use relevant strategies to build their vocabulary;  
articulate and justify answers, arguments and opinions;  
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;  
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;  
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;  
speak audibly and fluently with an increasing command of Standard English;  
participate in discussions, presentations, performances, role play, improvisations and debates;  
gain, maintain and monitor the interest of the listener;  
consider and evaluate different viewpoints, attending to and building on the contributions of others;  
select and use appropriate registers for effective communication.

Considering that children spend only 30 of the 168 hours per week in school, parents/families play a significant part in developing children's language and communication.



## Top Tips for Supporting your Child's Language and Communication

Get your child's attention before you talk.

Pay attention when your child talks to you.

Praise your child when they tell you something. Show that you understand their words.

Pause after speaking. This gives your child a chance to respond.

Keep helping your child learn new words. Say a new word, and tell them what it means, or use it in a way that helps them understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle to the shop. I am too tired to walk."

Help your child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."

Ask your child to give directions. Follow their directions as they instruct you.

Play word games with your child such as Pictionary and Scrabble.

Watch movies together on TV or a tablet. Talk about what your child is watching. Have them guess what might happen next. Talk about the characters. Are they happy or sad? Ask them to tell you what happened in the story. Act out a scene together, or make up a different ending.

Use everyday tasks to learn language. For example, talk about the foods on the menu and their colour, texture, and taste when in the kitchen. Go grocery shopping together. Talk about what you will buy, how many things you need, and what you will make. Talk about sizes, shapes, and weight.

Discuss vocabulary you come across as you are reading with your child.



There are also specific activities you can do with your child to help them develop their listening skills.

**These include:**

games like Simon Says and Traffic Lights, which help your child listen and follow instructions;  
listening walks, where you take time to stop and pay attention to the sounds you can hear;  
clapping a rhythm for your child to repeat;  
playing Chinese Whispers;  
describing a picture to your child, which they have to draw based on your description;  
playing 'What's That Sound?', using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

The way you talk to your child matters.

Children generally struggle to multi-task, so rather than expecting them to follow a long sequence of instructions ('Can you brush your teeth, comb your hair, put your homework in your school bag and get your shoes on, please?'), break it down, giving them one or two at a time.

It's also important to use your child's name to attract their attention, make eye contact, speak clearly and give them plenty of thinking time before expecting a response. These techniques are used to great effect by teachers in the classroom.

Although many children struggle to listen attentively at times, some children have particular difficulties. If you think your child's listening is a problem, get their hearing tested in case there's a medical issue. Some children, particularly those who have lots of colds and snuffles, have intermittent hearing loss which can affect listening skills.

If you're still concerned, speak to your child's teacher. If they have noticed problems too, the school's special educational needs coordinator ([SENCO](#)) might suggest an assessment with a speech and language therapist to see if your child would benefit from extra help.

## Reading

Reading practice at home is one of the most valuable forms of home learning and we encourage children to read daily. Our goal is to motivate children to want to read so they will practise reading independently and, thus, become confident readers.

Reading and sharing stories can help your child to get to know sounds, words and language and develop early literacy skills. It can spark your child's imagination and stimulate curiosity. It can help your child's brain, social skills and communication skills develop too.

### **To be a successful reader, children need to...**

develop a positive attitude to reading, and an understanding of what they read;

listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;

discuss words and phrases that capture their interest and imagination;

read fluently;

understand what they read and read independently;

ask questions to improve their understanding of a text;

make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;

predict what might happen next;

identify main ideas drawn from more than 1 paragraph and summarise these.

*(2014 National Curriculum for year 3 and 4)*



## **What are the Signs of Poor Reading Fluency?**

Here are some clues that your child may have problems with fluency:

your child knows how to read words but seems to take a long time to read a short book or passage silently;

your child reads a book with no expression;

your child stumbles a lot and loses his or her place when reading something aloud;

your child reads aloud very slowly;

your child moves his or her mouth when reading silently (sub-vocalising);

your child struggles to recall information of a text they have just read.

## **What can Parents do to Help Develop Reading Fluency?**

Support and encourage your child. Realise that he or she is likely frustrated by reading.

If your child can decode words well, help him or her build speed and accuracy by:

reading aloud and having your child match his or her voice to yours;

having your child practice reading the same list of words, phrases, or short passages several times;

reminding your child to pause between sentences and phrases;

read aloud to your child to provide an example of how fluent reading sounds;

use recorded books and have your child follow along in the print copy.



## How to Make More of a Book

Choose a time when you can both relax and enjoy the activity. The last few minutes before bedtime is ideal!

Before you start to read, you can talk to your child about the book:

- Look at the cover together. Ask your child, “What do you think the story is going to be about?”
- Point to the author’s and illustrator’s name; make sure your child knows what these words mean. Discuss whether you have read books by this author before.

While you are reading the book, occasionally ask questions. You might ask:

- “What do you think will happen next?”
- “What do you think about that?” ( about something which has happened in the story which might arouse emotions ).

Make comments about similar situations/characters in other books you have read together.

When you have finished the book, ask your child for their opinion: “Which was your favourite part?” for example.

You will need to be aware of your child’s mood. Sometimes he/she will respond to questions. At other times it’s best to allow them to just listen.

Give your child time to ask and answer questions.

More confident readers: They will be doing more reading independently now. It is still good to ask them to read to you at times and encourage them to tell you about their reading.



## Fun Reading Activities to do at Home

Show your child that reading is important. Be positive about it! It is especially good if you are a reader yourself.

Join a library and visit frequently.

Talk about reading.

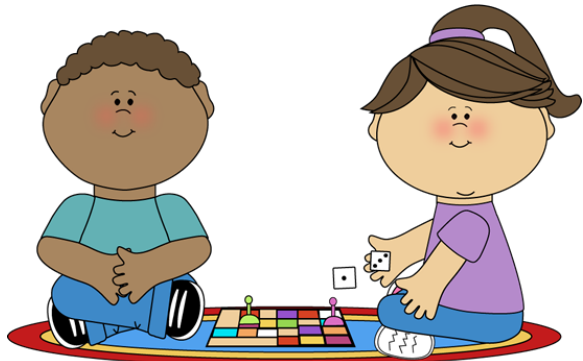
Buy your child a book as a gift.

Spend regular quality time together – 10 minutes a day sharing a book.

Write a book review on a book they have just read and publish it on sites like [www.amazon.co.uk](http://www.amazon.co.uk).

Play word games.

Play board games.



## Types of Books

Ensure that your child is exposed to a range of books.

If English is not your family's main language, buy or borrow dual text books.

Look for books on topics you know your child is interested in, e.g. dragons, cookery, insects, sport,



## Good Websites to Support Reading

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for reading.

<https://www.lovereadings4kids.co.uk/> - LoveReading4Kids is a recommendation site for children's books. They offer a variety of FREE services for parents interested in buying the best books for boys and girls of all ages. It has a kid zone (<https://www.lovereadings4kids.co.uk/#kidszone>), an area designed specifically for children, with competitions, quizzes and additional book related content. By signing up, it also gives you to access first chapters to many books and can create book recommendations based on your child's taste in books.

<https://www.carnegiegreenaway.org.uk/> - this website allows you to shadow the Kate Greenaway Medal, an award for books aimed at young children, and the Carnegie Medal, an award for books aimed at older children.

<http://cbca.org.au/> – Children's Book Council of Australia has some good recommendations under Book of the Year– Short Lists and also Winners.

<https://www.booktrust.org.uk/> – a site full of book lists under categories, e.g., authors from different cultures, graphic novels; books about themes, e.g., love, environment, books featuring characters with disabilities, books for children with autism etc.

<https://www.nationalgeographic.org/education/> - National Geographic provides access to non-fiction texts on diverse subjects from the ring of fire to icebergs in the North Atlantic. These can be accessed for free under the Education tab and by using the search bar.

<https://www.storynory.com>  
Storynory features a collection of original, fairy-tale and classic children's audio stories.



## Writing

**To be a successful writer by the end of year 4, children need to be able to ...**

spell common, high frequency words;  
spell the year 3 and 4 list of words;  
use prefixes such as un, dis, in, ir, re, sub, inter, super, anti and suffixes such as ation, ly, le, er, sure, ture, sion, ous, tion, cian;  
distinguish and correctly spell homophones. e.g. their, there, they're, loose/lose, to/two/too;  
use handwriting that is legible, consistent in size and joined;  
in narrative pieces, develop settings, characters and plot;  
in non-narrative pieces, use key features of different genres and some organisational devices. e.g. headings and sub-headings;  
produce writing that flows and makes sense;  
use a range of sentence types. e.g. simple, compound and Complex;  
use paragraphs to group similar information;  
link paragraphs across a piece of writing;  
experiment with ambitious vocabulary;  
use a range of conjunctions. e.g. when, if, because, although, as;  
use appropriate nouns/pronouns for cohesion;  
use tenses consistently;  
use fronted adverbials. e.g. Early one morning,...;  
use appropriate determiners. e.g. a, an, the, some, one;  
use expanded noun phrases, preposition phrases and adjectives. e.g. The strict math teacher with red hair...;  
use adverbs and prepositions to show time and cause;  
correctly punctuate direct speech;  
use capital letters and full stops;  
use question and exclamation marks;  
use commas in a list and after fronted adverbials;  
use the possessive apostrophe, including words with regular and irregular plurals. e.g. regular plural: e.g. girls' boys' animals', irregular plurals e.g. women's sheep's;  
use apostrophes to mark where letters are missing e.g. hasn't, can't.

*(2014 National Curriculum and Becontree Writing*

*Rubric)*



## Spelling List for Year 4

These are the government-set spellings that year 4 are expected to know by the end of the year. Children will be tested on these each half term as part of Becontree's Spelling Challenge.

Evidence of these spellings in children's writing also contributes to children meeting the expected standard in writing in year 4.

continue  
describe  
different  
difficult  
earth  
enough  
eight  
eighth  
experience  
perhaps  
experiment  
extreme  
February  
forwards  
grammar  
height  
imagine  
increase  
interest  
knowledge  
medicine  
naughty  
occasion  
occasionally  
mention  
island

opposite  
ordinary  
particular  
peculiar  
exercise  
position  
possess  
possession  
pressure  
probably  
quarter  
question  
recent  
regular  
reign  
remember  
various  
separate  
straight  
weight  
strength  
therefore  
though  
although  
thought  
through



## Fun Writing Activities to do at Home

There is an infinite list of activities which could be done at home to teach and reinforce writing skills. Here are just a few suggestions.

Have your child write instructions for taking care of the family pet.

Children love to make their own birthday cards, make place cards for the table or send emails or letters to a friend. Keep birthday cards and holiday postcards to recycle as home-made cards.

Write a letter or thank you note to a relative. Talk through what your child wants to say before the writing begins.

Make a shopping list before going shopping.

Write an online review of a book or an item you recently purchased ([www.amazon.co.uk](http://www.amazon.co.uk)) or a recipe you tried ([www.allrecipes.com](http://www.allrecipes.com)).

Find a picture in the newspaper and write an article to accompany it.

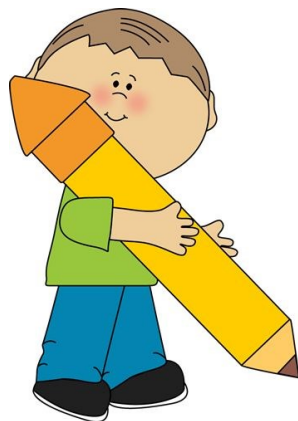
Encourage your child to keep a personal diary or a baby book for a younger sibling.

Try rhyming games starting with one word such as 'mat'. Say and write down all the words that rhyme, like 'cat', 'hat', 'fat' and 'splat'. You'll be surprised how fast your child's word list grows.

Create a word book at home and have your child add words as they learn them. Ask them to write the words they use often and talk about why.

You could write and leave notes for your child in different places, like their lunchbox. Ask them to write a reply or write something new.

Play word games like Scrabble or Pictionary.



# Supporting Children who Struggle with Writing

Can your child make up a sentence, say it aloud and then write it down?

Can your child form letters correctly. (lower-case and uppercase) Class teachers can provide an example sheet if needed.

Is your child using a capital letter to start a sentence and a full stop at the end of a sentence?

Can your child identify and write all of the 40+ graphemes (letters and letter combinations)? Class teachers can provide an example sheet if needed.

Can your child use phonemes (sounds) to help with the spelling of unfamiliar words?

**Does your child know how to spell the year 1 Spelling list?**

a  
of  
I  
my  
or  
the  
are  
our  
you  
put  
was  
has  
here  
push  
your  
ask  
they  
love  
today  
were  
school

be  
he  
me  
we  
to  
do  
is  
his  
come  
some  
there  
where  
pull  
full  
one  
once  
said  
says  
friend



## Does your child know how to spell the year 2/3 Spelling lists?

### Year 2

because  
children  
father  
parents  
wild  
climb  
most  
only  
both  
poor  
even  
pretty  
after  
plant  
hour  
sure  
could  
should  
would  
every  
everybody  
sugar  
eye  
who  
whole  
clothes  
busy  
people  
water  
again  
half  
money  
Christmas  
beautiful  
door  
floor  
find  
kind  
mind

behind  
many  
old  
cold  
told  
hold  
gold  
great  
break  
steak  
fast  
last  
past  
class  
grass  
pass  
path  
bath  
move  
prove  
improve  
Mr  
Mrs  
any

### Year 3

accident  
accidentally  
actual  
actually  
address  
after  
answer  
appear  
arrive  
believe  
breath  
breathe  
build  
business

busy  
calendar  
caught  
centre  
century  
certain  
complete  
consider  
early  
famous  
favourite  
fruit  
group  
guard  
guide  
heard  
heart  
history  
important  
learn  
length  
library  
material  
minute  
natural  
notice  
popular  
potatoes  
promise  
purpose  
sentence  
special  
strange  
suppose  
surprise  
woman  
women

## Good Websites to Support Writing

<https://play.edshed.co/login> - Spelling Shed is the scheme we follow to teach your child spelling. This link takes you to the children's zone, which provides access to games that link to your child's weekly spelling lists.

<https://www.oxfordowl.co.uk/welcome-back-for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for English.

<http://www.crickweb.co.uk/ks2literacy.html> - Crickweb offers access to free education resources and online games.

<http://learnenglishkids.britishcouncil.org/read-write> - This website offers activities for children to practice writing skills. Although it is aimed at children, who speak English as a second language, there are many useful activities that allow children to practise the skills taught at school.

<https://www.bbc.com/bitesize/topics/zhrd2p> - The BBC website offers spelling and grammar practise and support.



# Maths

By the end of year 4 , children need to be able to...

## Number – number and place value

count in multiples of 6, 7, 9, 25 and 1000;  
find 1000 more or less than a given number;  
count backwards through zero to include negative numbers;  
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones);  
order and compare numbers beyond 1000;  
round any number to the nearest 10, 100 or 1000;  
solve number problems and practical problems involving these ideas with increasingly large positive numbers;  
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

## Number – addition and subtraction

add numbers with up to 4 digits, using formal written methods of columnar addition where appropriate;  
subtract numbers with up to 4 digits, using formal written methods of subtraction where appropriate;  
estimate and use inverse operations to check answers to a calculation;  
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## Number – multiplication and division

recall and use multiplication and division facts up to  $12 \times 12$ ;  
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers;  
recognise and use factor pairs and commutativity in mental calculations;  
multiply two-digit and three-digit numbers by a one-digit number using formal written layout;  
solve problems involving multiplication and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects;



## Number – fractions (including decimals and percentages)

recognise and show, using diagrams, families of common equivalent fractions;

count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten;

solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g.  $\frac{2}{5}$  of 25=10.

add and subtract fractions with the same denominator e.g.  $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$ ;

recognise and write decimal equivalents of any number of tenths or hundredths;

recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ ;

find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths;

round decimals with one decimal place to the nearest whole number;

compare numbers with the same number of decimal places up to two decimal places;

solve simple measure and money problems involving fractions and decimals to two decimal places.

## Measurement

convert between different units of measure (e.g. kilometre to metre, hour to minute);

measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres);

find the area of rectilinear shapes by counting squares;

estimate, compare and calculate different measures, including money in pounds and pence.;

read, write and convert time between analogue and digital 12- and 24-hour clocks;

solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.



## **Geometry – Properties of Shape**

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes;  
identify acute and obtuse angles;  
compare and order angles up to two right angles by size;  
identify lines of symmetry in 2-D shapes presented in different orientations;  
complete a simple symmetric figure with respect to a specific line of symmetry.

## **Geometry – position and direction**

describe positions on a 2-D grid as coordinates in the 1st quadrant;  
describe movements between positions as translations of a given unit to the left/right and up/down;  
I can plot specific points and draw sides to complete a given polygon.

## **Statistics**

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs;  
solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  
*(2014 National Curriculum for year 4)*



## **Fun Maths Activities to do at Home**

A good understanding of everyday maths will help your child with important tasks, such as making decisions and understanding information. It will also help them develop essential lifelong skills. Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves. Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

There is an infinite list of activities which could be done at home to teach and reinforce maths skills. Here are just a few suggestions.

### **Can you tell the time?**

Whenever possible, ask your child to tell you the time to the nearest 5 minutes. Use a clock with hands as well as a digital watch or clock. Also ask: What time will it be one hour from now? What time was it one hour ago? Time your child doing various tasks, e.g. getting ready for school; tidying a bedroom; saying the 5 times, 10 times or 2 times table...

Ask your child to guess in advance how long they think an activity will take. Can they beat their time when they repeat it?

### **Mugs**

You need a 1 litre measuring jug and a selection of different mugs, cups or beakers. Ask your child to fill a mug with water. Pour the water carefully into the jug. Read the measurement to the nearest 10 millilitres. Write the measurement on a piece of paper. Do this for each mug or cup. Now ask your child to write all the measurements in order

### **Pairs to 100**

This is a game for two players. Each draw 10 circles. Write a different two-digit number in each circle – but not a 'tens' number (10, 20, 30, 40...). In turn, choose one of the other player's numbers. The other player must then say what to add to that number to make 100, e.g. choose 64, add 36. If the other player is right, she crosses out the chosen number. The first to cross out 6 numbers wins.

### **Measuring**

Use a tape measure that shows centimetres. Take turns measuring lengths of different objects, e.g. the length of a sofa, the width of a table, the length of the bath, the height of a door. Record the measurement in centimetres, or metres and centimetres if it is more than a metre, e.g. if the bath is 165 cm long, you could say it is 1m 65cm (or 1.65m). Write all the measurements in order.

## Looking around

Choose a room at home. Challenge your child to spot 20 right angles in it.

## Dicey division

You each need a piece of paper. Each of you should choose five numbers from the list below and write them on your paper. 5 6 8 9 12 15 20 30 40 50 Take turns to roll a dice. If the number you roll divides exactly into one of your numbers, then cross it out, e.g. you roll a 4, it goes into 8, cross out 8. If you roll a 1, miss that go. If you roll a 6 have an extra go. The first to cross out all five of their numbers wins.

## Tables

Practise the 3x, 4x and 5x tables. Say them forwards and backwards. Ask your child questions like: What are five threes? What is 15 divided by 5? Seven times three? How many threes in 21?

## Out and about

Choose a three-digit car number, e.g. 569. Make a subtraction from this, e.g.  $56 - 9$ . Work it out in your head. Say the answer. If you are right, score a point. The first to get 10 points wins.

## Left overs

Take turns to choose a two-digit number less than 50. Write it down. Now count up to it in fours. What number is left over? The number left is the number of points you score, e.g. Choose 27. Count: 4, 8, 12, 16, 20, 24. 3 left over to get to 27. So you score 3 points. The first person to get 12 or more points wins. Now try the same game counting in threes, or in fives. Can you spot which numbers will score you points?

## Sum it up

Each player needs a dice. Say: Go! Then each rolls a dice at the same time. Add up all the numbers showing on your own dice, at the sides as well as at the top. Whoever has the highest total scores 1 point. The first to get 10 points wins.

## Number game

You need about 20 counters or coins. Take turns. Roll two dice to make a two-digit number, e.g. if you roll a 4 and 1, this could be 41 or 14. Add these two numbers in your head. If you are right, you win a counter. Tell your partner how you worked out the sum. The first to get 10 counters wins. Now try subtracting the smaller number from the larger one.



## Money

At the shops ask your child to estimate how much 3 or 4 items will cost together.

Give them small amounts of pocket money. For example, give them 50p a week and ask them what they think they can buy with it or, if they want to save for something bigger, how long will it take to reach their goal.

Talk about the items you buy. Ask them which are more expensive, which are cheaper, which are heavier, and which are lighter etc.

Explore quantities by asking them to think about how many different ways they can make £1. For example how many 10p coins do you need to make £1.

When you buy something, get your child to hand you the correct money and check the change with them afterwards.

Create a budget. Budgeting can be an extremely important kitchen skill. While this doesn't typically happen right in the kitchen, it greatly affects what goes on in the kitchen. This is an amazing way to work on money (and food choices) in a very authentic way.

## Maths in the Kitchen

Work on one-to-one correspondence by having them pick out how many items to get if each person at the meal needs one of something (such as a spoon). A higher skill would be to work on needing to give two to each person and so on.

Introduce the concept of fractions by having children cut or break things into two pieces, and then label that for them as "halves." You can then work on breaking things into fourths.

Make simple recipes together, such as a fruit salad, where you can count the items added into it.

Prepare a favourite family recipe (with help).



# Good Websites to Support Maths

## Maths Active Learn

Maths Active Learn is connected to the Abacus maths scheme used at Becontree. Class teachers will set a range of suitable activities which children can do at home.

<https://www.activelearnprimary.co.uk/login?c=0>

## Rock Stars

Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. This format can very successfully boost times tables recall speeds.

<https://ttrockstars.com/login>

## Other

<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

<http://www.helpmykidlearn.ie/activities/8-9>

<https://www.bbc.com/bitesize>

[http://www.familylearning.org.uk/money\\_games.html](http://www.familylearning.org.uk/money_games.html)

## Improve your own maths (parents)

<https://www.nnchallenge.org.uk/home/index.html>



## Topic Projects

Your child will be asked to complete a topic project linked to a subject/ learning area or to help us celebrate a whole school event every half term. For example, a sporting challenge or a maths challenge. This is a great opportunity to work together as a family and to support the learning they do in school.

