

Home Learning Booklet



Supporting your child at home

Year 5

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 by the end of year 5, children need to...

- have a positive attitude to reading;
- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- recommend books that they have read to their peers, giving reasons for their choices;
- make comparisons within and across books;
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- ask questions to improve my understanding;
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predict what might happen;
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

(2014 National Curriculum for year 5 and 6)



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.

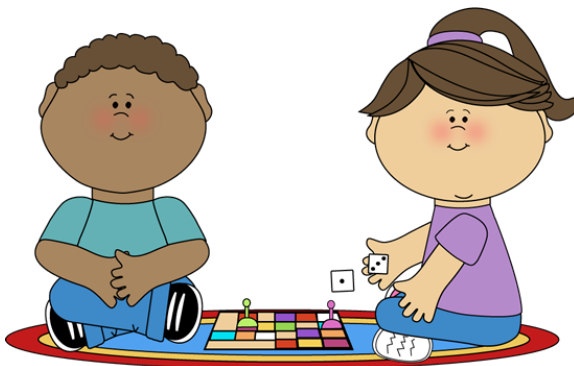
Buy your child a book as a gift.

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.

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.lovereading4kids.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.lovereading4kids.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 5, 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 5

These are the government-set spellings that year 5 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 5.

parliament
marvellous
restaurant
bargain
persuade
definite
dictionary
language
environment
foreign
government
rhythm
leisure
soldier
neighbour
thorough
achieve
variety
profession
explanation
pronunciation
accommodation
criticise
ancient
nuisance
cemetery

sincere
sincerely
category
communicate
recognise
recommend
disastrous
determined
develop
desperate
individual
interfere
immediate
immediately
appreciate
apparent
community
committee
correspond
conscience
lightning
frequently
conscious
mischievous
opportunity
according



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) or a recipe you tried (www.allrecipes.com).

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

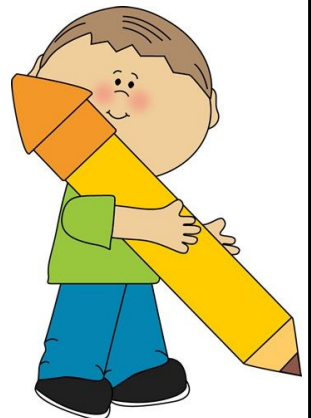
Encourage your child to keep a personal diary or a baby book for a younger sibling.

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 1/2 Spelling lists?

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
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

Does your child know how to spell the year 3/4 Spelling lists?

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

surprise
popular
potatoes
promise
purpose
sentence
special
strange
suppose
woman
women
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



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/zhrrd2p> - The BBC website offers spelling and grammar practise and support.



Maths

By the end of year 5 , children need to be able to...

Number – number and place value

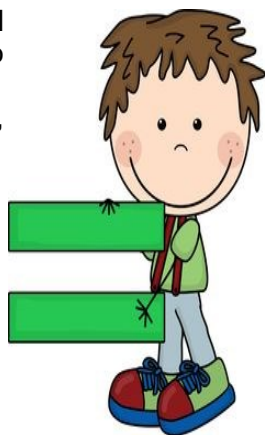
read, write order and compare numbers to at least 1,000,000 and determine the value of each digit;
count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000;
interpret negative numbers in context;
count forwards and backwards with positive and negative whole numbers, including through zero;
round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000;
solve number and practical problems that involve all of the above;
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – addition and subtraction

add and subtract numbers with more than 4 digits using the formal written methods of columnar addition and subtraction;
add and subtract numbers mentally with increasingly large numbers;
use rounding to check answers to calculations;
determine, in the context of a problem, levels of accuracy with rounding;
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division

identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers;
know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers;
establish whether a number up to 100 is prime and recall prime numbers up to 19;
multiply numbers up to 4 digits by a one- or two-digit number using a formal written method;
use long multiplication for multiplying numbers up to 4 digits by two-digit numbers;



multiply and divide numbers mentally drawing upon known facts; divide numbers up to 4 digits by a one-digit number using a formal written method

solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes; of the equals sign; solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning written method of short division and interpret remainders appropriately for the context;

multiply and divide whole numbers and those involving decimals by 10, 100 and 1000;

recognise and use square numbers and cube numbers, and the notation for squared and cubed.

Number – fractions (including decimals and percentages)

compare and order fractions whose denominators are all multiples of the same number;

identify, name and write equivalent fractions of a given fraction, represent visually, including tenths and hundredths;

recognise mixed numbers and improper fractions and convert from one form to the other;

write mathematical statements >1 as a mixed number (e.g. $2/5 = 4/5 = 6/5 = 1 \frac{1}{5}$);

add and subtract fractions with the same denominator;

add and subtract fractions with denominator that are multiples of the same number;

multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams;

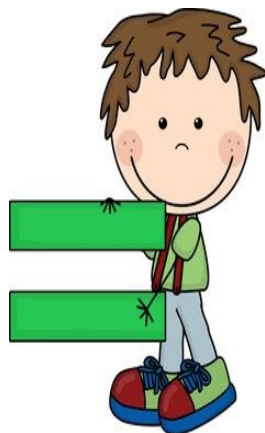
read and write decimal numbers as fractions (e.g. $0.71 = 71/100$);

recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents;

round decimals with two decimal places to the nearest whole number, and to one decimal place;

read, write, order and compare numbers with up to three decimal places;

solve problems involving number up to three decimal places;



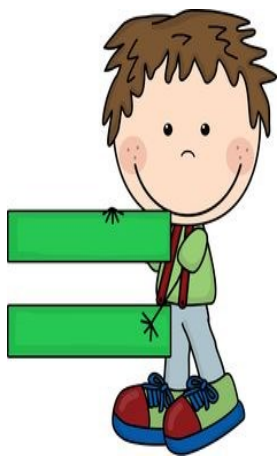
recognise the percent symbol (%) and understand that percent relates to 'number of parts per 100'
and write percentages as a fraction with denominator 100 and as a decimal;
solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ and $\frac{4}{5}$;
solve problems which require knowing percentage and decimal equivalents of those fractions with a denominator of a multiple of 10 or 25.

Measurement

convert between different units of metric measure (e.g. kilometre and metre, centimetre and millimetre, gram and kilogram, litre and millilitre);
understand and can use appropriate equivalences between metric units and common imperial units such as inches, pounds and pints;
measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres;
calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres and square metres, and estimate the area of irregular shapes;
estimate volume (e.g. using 1cm³ blocks to build cuboids – including cubes) and capacity (e.g. using water);
solve problems involving converting between units of time;
use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.

Geometry – properties of shapes

identify 3-D shapes, including cubes and other cuboids, from 2-D representations;
know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles;
draw angles, and measure them in degrees;
identify: Angles at a point and one whole turn;
identify: Angles at a point on a straight line and $\frac{1}{2}$ turn;
identify: Other multiples of 90 degrees;



use the properties of rectangles to deduce related facts and find missing lengths and angles;
distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry – position and direction

identify, describe and represent the position of a shape following a reflection or translation,
using the appropriate language, and know that the shape has not moved.

Statistics

solve comparison, sum and difference problems using information presented in a line graph;
complete, read and interpret information in tables, including timetables.

(2014 National Curriculum for year 5)



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.

Decimal number plates

Choose 2 digits from a car registration plate. (FD56 UPN) Make the smallest and largest numbers you can, each with 1 decimal place, e.g. 5.6 and 6.5. Now find the difference between the two decimal numbers, e.g. $6.5 - 5.6 = 0.9$. Whoever makes the biggest difference scores 10 points. The person with the most points wins. Play the game again, but this time score 10 points for the smallest difference, or 10 points for the biggest total. (If you add the numbers)

Guess my number

Choose a number between 0 and 1 with one decimal place, e.g. 0.6. Challenge your child to ask you questions to guess your number. You may only answer 'Yes' or 'No'. For example, he could ask questions like 'Is it less than a half?' See if he can guess your number in fewer than 5 questions. Now let your child choose a mystery number for you to guess. Extend the game by choosing a number with one decimal place between 1 and 10, e.g. 3.6. You may need more questions.

How much?

While shopping, point out an item costing less than £1. Ask your child to work out in their head the cost of 3 items. Ask them to guess first. See how close they come. If you see any items labelled, for example, '2 for £3.50', ask them to work out the cost of 1 item for you, and to explain how they got the answer.

Telephone challenges

Challenge your child to find numbers in the telephone directory where the digits add up to 42. Find as many as possible in 10 minutes. On another day, see if they can beat their previous total.



Finding areas and perimeters

Perimeter = distance around the edge of a shape

Area of a rectangle = length x breadth (width)



Collect 5 or 6 used envelopes of different sizes. Ask your child to estimate the perimeter of each one to the nearest centimetre. Write the estimate on the back. Now measure. Write the estimate next to the measurement. How close did your child get? Now choose 5 or 6 adverts from newspapers or magazines. You could do something similar using an old newspaper, e.g. Ask your child to estimate the area of each advert to the nearest centimetre squared – write these down. Now measure and calculate. How close did your child get ?

Fun activities to do at home

Line it up You need a ruler marked in centimetres and millimetres. Use the ruler to draw 10 different straight lines on a piece of paper. Ask your child to estimate the length of each line and write the estimate on the line. Now give them the ruler and ask them to measure each line to the nearest millimetre. Ask them to write the measurement next to the estimate, and work out the difference. A difference of 5 millimetres or less scores 10 points. A difference of 1 centimetre or less scores 5 points. How close to 100 points can she get?

Dicey subtractions

Take turns to roll a dice twice. Fill in the missing boxes. 400 - 399 e.g. 4002 – 3994 Count on from the smaller to the larger number, e.g 3995, 3996, 3997, 3998, 3999, 4000, 4001, 4002. You counted on 8, so you score 8 points. Keep a running total of your score . The first to get 50 or more points wins.

Dicey division

For this game you need a 1–100 board (a snakes and ladders board will do), a dice and 20 coins or counters. Take turns. Choose a two-digit number. Roll a dice. If you roll 1, roll again. If your two-digit number divides exactly by the dice number, put a coin on your chosen two-digit number. Otherwise, miss that turn. The first to get 10 counters on the board wins.



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

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.

