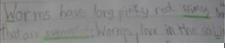


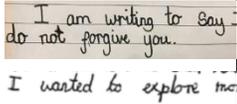
Bere Regis Primary and Pre School - Key Skills Progression

	Reading fluency (incl phonics)	Spelling & Punctuation	Handwriting	Typing	Times Tables	Number Bonds (pairs of numbers that total another number)	Physical Development	PSHE (relationships & conduct)
Pre-school	<p>Know a bank of nursery rhymes (8 by heart).</p> <p>Listen to stories with increasing attention and length of time.</p> <p>Pretend to 'read' notices or 'read' a well-known story.</p> <p>Join in with repeated phrases e.g. 'I'll huff and I'll puff'.</p> <p>Handle books carefully and 'pretend' to track print as adults read to them.</p> <p>Know the difference between a letter and a number.</p> <p>Recognise some letters and know the sounds they make.</p> <p>Recognise familiar words and signs e.g. Tesco or own name</p>	<p>Hear the units of sounds throughout a whole word and reproduce them e.g. c/ oa /t - coat (oral blending and segmenting)</p> <p>Understand the pattern of syllables in words and copy rhythm and beat e.g. Pe/ter (2 syllables – 2 claps)</p>	<p>Use paintbrushes, crayons, chalks etc. to make marks.</p> <p>Use marks/own symbols/numerals and can explain.</p> <p>Has a dominant hand. Can hold a pencil with a tripod grip near the tip.</p> <p>Trace patterns on paper using pencils, crayons and pens.</p> <p>Copy some letters from my name.</p>	<p>Recognise some capital letters.</p> <p>Use a mouse to play online games.</p>	<p>Separate a group of three or four objects in different ways and recognise that the total is still the same.</p>	<p>Recite numbers to 10. Counts backwards "5,4,3,2,1,0," e.g. countdown to rocket take off or a number song.</p> <p>Recognise numerals 1-4.</p> <p>Know that the last number in the count gives the total number of objects 1-10 (cardinality). Count (up to) to 10 objects accurately.</p> <p>Recognise small quantities, e.g. the number of lego figures in a boat (subitising).</p>	<p>Use one-handed tools like scissors e.g. make snips and start to cut a line.</p> <p>Use hammers and nails, whisks, pour from jugs, stirs, mixes paint etc.</p> <p>Use a fork and spoon effectively.</p> <p>Hit a ball with a bat and kick a ball</p> <p>Do buttons and zips with very little support.</p> <p>Make large circles and lines in the air.</p> <p>Join in PE activities.</p>	<p>Play in a group, initiating play & offering cues to peers to join them.</p> <p>Be friendly and chat with people we know well about home and community.</p> <p>Choose activities and resources with help.</p> <p>Take praise.</p> <p>Enjoy responsibility for small tasks.</p> <p>Adapt to and tackle new social situations with growing confidence.</p> <p>Ask familiar adults for help.</p> <p>Help children understand the feelings of others by labelling emotions such as</p> <p>Understand and name my feelings and those of others (eg sadness, happiness, feeling cross, lonely, scared or worried) and know and knows that some actions and words can hurt others' feelings.</p> <p>Share and take turns, with support. Wait a short while until needs are met.</p> <p>Say 'please' and 'thank you' with support.</p>

	Reading fluency (incl phonics)	Spelling & Punctuation	Handwriting	Typing	Times Tables	Number Bonds (pairs of numbers that total another number)	Physical Development	PSHE (relationships & conduct)
Reception	<p>Track print left to right, across a page and top to bottom with eyes and finger.</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to blend (put together) regular words for reading.</p> <p>Read the first 100 h/f words by sight (without sounding out).</p> <p>Find information in non-fiction texts with pictures.</p> <p>Begin to know some forms of punctuation and how they affect the reader (e.g. exclamation mark, question mark).</p> <p>Show understanding when talking with others about what they have read.</p>	<p>Write simple sentences that can be read by myself and others.</p> <p>Use phonic knowledge to segment (break up) regular words for spelling incl cvc (e.g dog, ship), ccvc (crab) and cvcc (nest) words.</p> <p>Spell most of the first 100 h/f words.</p> <p>Use some punctuation correctly e.g. full stops and capital letters, question marks.</p> <p>Begin to recite alphabet. Identify letters of the alphabet, know most letter names.</p>	<p>Write my own name correctly.</p> <p>Form each letter correctly, starting in the right place.</p>  <p>Write numerals 0-9.</p>	<p>Turn on a computer, log in open a document, find some letters.</p> <p>Recognise capital letters on the keyboard (use a letter-line to help).</p>	<p>Within 20, solve problems, including doubling, halving and sharing e.g. combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>Within 20, give a number that is one more or one less.</p> <p>Count up in twos.</p> <p>Count up in 10s.</p>	<p>Count read and order numbers to 20.</p> <p>Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Estimate several objects and check quantities by counting.</p> <p>Use vocabulary of addition and subtraction and 'more' and 'fewer'.</p> <p>Find the total number of items in two groups by counting all of them.</p>	<p>Play simple board games and outdoor games learning to share and play in a team.</p> <p>Use a knife and fork correctly.</p> <p>Use scissors to cut paper</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways e.g. run, hop, jump.</p> <p>Safely negotiate space.</p> <p>Balance on one leg or bottom for at least 10 seconds.</p>	<p>Initiates conversations, listens well, asks appropriate questions and explains own point of view.</p> <p>Begins to resolve conflicts and negotiate with other children, without aggression, e.g. finding a compromise.</p> <p>Talk confidently to familiar adults and friends about needs, wants, interests and opinions.</p> <p>Takes pride in self and behaviour, using positive terms.</p> <p>Understands that their actions affect other people and reacts appropriately; says 'sorry'.</p> <p>Meet behaviour expectations set.</p> <p>Say 'please' and 'thank you' without prompting.</p>

	Reading fluency (incl phonics)	Spelling & Punctuation	Handwriting	Typing	Times Tables	Number Bonds (pairs of numbers that total another number)	Physical Development	PSHE (relationships & conduct)
Year 1	<p>Speedily give correct sound to graphemes (e.g. ng, ou, air) for all 40+ phonemes, inc. alternative sounds for (e.g. oo/oo).</p> <p>Read speedily the first 100 h/f words and the Year 1 common exception words.</p> <p>Read words of more than one syllable (e.g. an/i/mals), and with suffixes (e.g. ing, ed)</p> <p>Read contractions (e.g. I'm, we'll)</p> <p>Recognise when reading does not make sense and begin to self-correct.</p> <p>Read an age appropriate text at a speed of 90 words per minute with little or no errors.</p> <p>Learn 5 simple poems by heart and retell at least 4 traditional tales (e.g. Goldilocks)</p> <p>Explain their understanding of what has been read to them.</p>	<p>Spell more than half of the Year 1 and 2 statutory spellings (see link below).</p> <p>Spell phonically regular words of more than one syllable (e.g. jell/y/bean).</p> <p>Use prefix 'un' (e.g. unpack) and word endings (suffixes) ing, ed, er and est, where no change is needed to the root word(e.g. quickest).</p> <p>Use s and es for plurals.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Write simple (Hold it in your head) sentences from memory dictated by an adult.</p> <p>Use full stops and capital letters correctly. T .</p> <p>Use a question mark and exclamation mark correctly. ? !</p>	<p>Form capital letters correctly.</p> <p>Write on lines and control letter size (eg capitals larger, some letters hang under a line and other stand on the line).</p> <p>Begin to join letters using RWI guidance below.</p> <p>Leave spaces between words.</p>	<p>Type name and some words, writing simple sentences.</p> <p>Know where to position fingers and type keys from the 'home row'.</p>	<p>Identify odd and even numbers.</p> <p>Count up and down in multiples of 2, 5 and 10 (eg 5,10,15,20).</p> <p>Give one or ten more or less than any number.</p> <p>Count up in 2s, 5s and 10s from any number (eg 13, 23, 33, 43)</p> <p>Rapidly recall facts from the 10 times table (eg 5 x 10).</p> <p>Solve problems involving multiplication and division by using objects, pictures and creating arrays.</p> <p>e.g.</p> 	<p>Read and write numbers 1-20 in numbers and words.</p> <p>Read numbers to 100; count to and past 100, forwards and backwards, from any given number.</p> <p>Recall speedily all number bonds within 10 (e.g. 6+4=10, 4+3 =7).</p> <p>Within 20, use objects to show number bonds (pairs of numbers that total a given number) e.g.  and  make 11 and related subtraction facts e.g.  take away  = 15</p>	<p>Tell the time to the hour and half past.</p> <p>Ride a bike without stabilisers.</p> <p>Hop and skip in time to music.</p> <p>Roll and receive balls.</p> <p>Throw and catch larger balls (e.g. balloons, football)</p> <p>Do star, pencil and tuck jumps.</p> <p>Perform simple rolls e.g. log roll.</p> <p>Participate in simplified team games.</p> <p>Use scissors to cut accurately along pre-drawn lines.</p> <p>Cross the road safely, with support.</p>	<p>Understand a range of feelings and how they might make us feel physically (eg butterflies in the tummy) and behave.</p> <p>Use simple strategies for 'making up'.</p> <p>Show some good listening skills.</p> <p>Explain the difference between unkindness, teasing and bullying.</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p>Explain some of the school and class rules, and how those rules help to keep everybody safe.</p>

	Reading fluency (incl phonics)	Spelling & Punctuation	Handwriting	Typing	Times Tables	Number Bonds (pairs of numbers that total another number)	Physical Development	PSHE (relationships & conduct)	
Year 2	<p>Read speedily the Year 1 and 2 common exception words.</p> <p>Read most words quickly (by sight) and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>In books for Year 2s (e.g. The Smartest Giant in Town – Julia Donaldson or Winter’s Child – Angela McAllister), read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</p> <p>Confidently recite at least 8 poems and retell 8 familiar stories.</p> <p>Discuss their understanding of texts listened to and those read. Make inferences, answer questions and predict endings.</p>	<p>Spell all the Year 1 and 2 statutory spellings (see link below)</p> <p>Recognise all vowels (and know that if a letter isn’t a vowel, it’s a consonant).</p> <p>Spell some homophones (words that sound the same but have a different meaning) e.g. where/wear, rain/reign.</p> <p>Add suffixes: ment, ness, ful less and ly to spell longer words (e.g. quickly, careful).</p> <p>Recognise and write statements, questions, commands and exclamation sentences, using ? and ! Where appropriate.</p> <p>Use commas , in lists.</p> <p>Use apostrophes to show where letters are missing (eg don’t, I’m).</p> <p>Use apostrophes for possession (eg the girl’s name, Miss Gibbs’ hat, the cat’s bowl).</p>	<p>Write with all letters on the line, join all lower-case letters and make letters (including capitals) the correct relative size.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><i>It is true that the cat loves fish</i></p>	<p>Confidently type ‘home row’ letters and begin to use the other keys, with fingers in the correct positions.</p>	<p>Rapidly recall multiplication and division facts for the 2, 5 and 10 times tables.</p> <p>Count up and down in multiples of 2, 3, 5 and 10 from any number e.g. 3, 8, 13, 18, 23, 28.</p> <p>Begin to count in multiples of 4.</p> <p>Read and calculate multiplication and division statements, using $\times \div$ and $=$ symbols.</p> <p>Find $\frac{1}{2}$, or $\frac{1}{4}$, of a quantity.</p>	<p>Fluently recall all number bonds up to 20 (eg $18 + __ = 20$, $__ + 13 = 15$) and use these to create related subtractions (eg $20 - 8 = __$, $16 - 9 = __$).</p> <p>Use known number bonds to work out bonds to 100 e.g. ($6+4=10$ so $60+40 = 100$).</p>	<p>Read, compare and order and write (in numbers and words) numbers to at least 100.</p>	<p>Tell the time to 5 minutes, including quarter to/past.</p> <p>Tie own shoelaces.</p> <p>Throw and catch smaller balls e.g. tennis ball.</p> <p>Hit a ball with a racquet.</p> <p>Skip and jump with a skipping rope.</p> <p>Perform a range of rolls e.g. log, teddy bear, forward.</p> <p>Perform, with control, a range of balances e.g. V sit.</p> <p>Participate in team games, developing simple tactics.</p>	<p>Recognise and know how to deal with bullying and unkind behaviour.</p> <p>Explain where a friend could get help to deal with someone else’s behaviour.</p> <p>Suggest kind words and actions they could show to others.</p> <p>Show fully active listening techniques (making eye contact, nodding head, making positive noise, not being distracted).</p> <p>Begin to enjoy sincere friendships and identify some of the ways that good friends care for each other.</p> <p>Understand and label a range of nuanced emotions, begin to understand reasons for them and ways we can help.</p> <p>Identify situations which might be safe or unsafe, and know how to ask for help.</p>

	Reading fluency (incl phonics)	Spelling & Punctuation	Handwriting	Typing	Times Tables	Number Bonds (pairs of numbers that total another number)	Physical Development	PSHE (relationships & conduct)
Year 3	<p>Select a favourite author and give reasons.</p> <p>Read, compare and contrast age appropriate stories by the same author (eg Roald Dahl, Dick King Smith, Jill Murphy, Enid Blyton, Anne Fine, Kenneth Graham, Shirley Hughes).</p> <p>Read an age appropriate text (above authors) at a speed of 90 words per minute with little or no errors.</p> <p>Use dictionaries to check the meaning of words read.</p>	<p>Spell more than half of the Year 3 and 4 statutory spellings (see link below) and use them in sentences.</p> <p>Use inverted commas to show direct speech (eg "I miss the children being in school," said Mrs Brown, sadly.)</p> <p>Continue to use ! ? . , ' confidently.</p> <p>Use the first two or three letters in a word to check its spelling in a dictionary.</p>	<p>Write in a fluent, joined style, ensuring lower case letters are similarly sized.</p> 	<p>Confidently type all letters, with fingers in the correct positions.</p>	<p>Rapidly recall multiplication and division facts from the 3 and 4 times tables.</p> <p>Rapidly recall multiplication and division facts from the 6 and 8 times tables.</p> <p>Rapidly recall multiplication and division facts from the 7 and 9 times tables.</p>	<p>Recall all number bonds to 10, to 20 and to 100 (eg 100-63 = ____, 72+ __ = 100)</p>	<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight and know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events eg. Which will take longer?</p> <p>Throw, bounce and catch any ball (eg tennis ball, bouncy ball)</p> <p>Cross the road safely, without support.</p>	<p>Understand that actions can unintentionally hurt others, and volunteer an apology immediately.</p> <p>Express opinions and listen to those of others, understanding differences.</p> <p>Explain the thinking behind their own and their peers' feelings ideas and views.</p> <p>Recognise that repeated name calling is a form of bullying.</p> <p>Explore that people have prejudiced views and understand how to challenge them.</p> <p>Give examples of how to challenge another's view respectfully.</p>

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Year 4	<p>Read, compare and contrast age appropriate stories by the same author (eg Malorie Blackman, Jacqueline Wilson, David Walliams, Adam Blade (Beast Quest), SF Said).</p>	<p>Spell all of the Year 3 and 4 statutory spellings (see link below) and use them in sentences.</p> <p>Fully punctuate speech, with inverted commas and a pause (eg "I miss the children being in school," said Mrs Brown sadly, "It's no fun without them!").</p> <p>Use apostrophes for plural possession (the girls' names where there is more than one girl).</p> <p>Use commas after fronted adverbials (ISPACE).</p>	<p>Write with fluency and speed, maintaining a joined style.</p> <p><i>Ever suggested Cardiovascular disease? Did you know that there has always been a cure for it? The cure is! Aerobic exercise!</i></p> <p>Choose different sizes, capital letters and styles for effect.</p>	<p>Touch type (not looking at the keys) all letters and other keys, increasing speed.</p> <p>Touch type (not looking at the keys) at least 30 words per minute.</p>	<p>Rapidly recall multiplication and division facts from the 11 and 12 times tables.</p> <p>Apply times tables recall to larger numbers (eg 60×4, $540 \div 9$).</p>	<p>Recall <i>all</i> number bonds to any multiple of ten up to 100 (eg $_ + 54 = 70$, $13 + _ = 60$).</p>	<p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Run for 6 mins without stopping (about a kilometre).</p> <p>Ride a bike safely, while unsupervised.</p>	<p>Explain the thinking behind the feelings, ideas and views of others, including characters and people they have never met (eg historical figures, book characters).</p> <p>Describe good and not so good feelings and how they can affect our physical state.</p> <p>Use different words to express the intensity of feelings.</p> <p>Knowing when it is okay to say 'no'.</p>

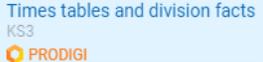
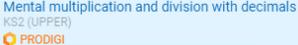
	Reading fluency (incl phonics)	Spelling & Punctuation	Handwriting	Typing	Times Tables	Number Bonds (pairs of numbers that total another number)	Physical Development	PSHE (relationships & conduct)
Year 5	<p>Read, compare and contrast age appropriate stories by the same author (eg Michael Morpurgo, Philip Pullman, Eva Ibbotson, Kate DiCamillo, Anthony Horowitz, JK Rowling, Lemony Snickett, CS Lewis).</p> <p>Comfortably read '60 second reads' (see resources below) within time, and answer questions.</p> <p>Use a thesaurus.</p>	<p>Spell all of the Year 5 and 6 statutory spellings.</p> <p>Use brackets () dashes – and commas to show parenthesis (an embedded clause) (eg Miss Quinn, who had already planned the maths task, moved on to English).</p>	<p>Use capitalisation, different fonts and styles for effect.</p> <p>Use bubble writing and shadows for presentation and effect.</p> <p>Use themes and colours to present in a coherent style.</p>  <p>The top image shows a student's work on 'Hola Mexico!' with a map of Mexico and descriptive text. The bottom image shows 'WELCOME TO THE JUNGLE' with a world map and text about rainforests.</p>	<p>Touch type (not looking at the keys) at least 40 words per minute.</p>	<p>Apply times table recall to smaller numbers (eg $1.2 \div 6$, $8 \div 0.2$).</p> <p>Decide whether any number up to 100 is prime and recall prime numbers up to 19.</p> <p>Use the vocabulary: prime number, prime factor, composite (non-prime) number</p> <p>Use the terms square number and cube number and give examples.</p>	<p>Calculate any number bond to any multiple of 100 eg ($__ + 373 = 400$, $289 + ____ = 1000$)</p>	<p>Run for 10 mins without stopping (about a kilometre)</p> <p>Solve problems including converting between units of time (eg Shopping takes $2\frac{1}{2}$ hours. I spend 13 minutes in the chemist and $1\frac{1}{4}$ hours in the supermarket. How much time is left?)</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Ride a bike safely, on the road.</p>	<p>Be an ambassador of behaviour and conduct, modelling standards to younger pupils.</p> <p>Explain the thinking behind the feelings, ideas and views of others (eg peers, historical figures, book characters), even those with who you entirely disagree.</p> <p>Talk about own friendship qualities and know how to make a friendship last.</p> <p>Begin to take a lead and be assertive.</p> <p>Work well within a group and describe the attributes need for successful collaboration.</p> <p>Identify the characteristics of passive, aggressive and assertive behaviours.</p>

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Year 6	<p>Summarise at least two Shakespeare stories; compare and contrast them.</p> <p>Read, discuss and review classics and modern classics (see school reading list in resources).</p> <p>Describe book and authors preferences, explaining reasons and seeking more.</p>	<p>Use each of the 5 and 6 spelling words in sentences.</p> <p>List synonyms for each of the 5/6 words.</p> <p>Use semi colons ; colons : hyphens - and bullet points.</p>		<p>Touch type (not looking at the keys) at least 50 words per minute.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number.</p> <p>Identify common factors of two numbers (eg 1 and 3 are common factors of 12 and 9).</p>	<p>Mentally calculate change for any amount, from a whole pound (eg £7 - £4.53).</p>	<p>Explain and discuss the rules of at least three team games (eg hockey, rugby, football, netball, cricket).</p> <p>Run at a consistent pace over longer distances for up to 20 minutes (about two kilometres).</p> <p>Use a range of swimming strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Recognise some of the challenges that can arise in friendships; recognise the need for a respectful yet assertive approach.</p> <p>Recognise the difference between a friend and an acquaintance, describing the qualities of a strong, positive friendship.</p> <p>Take a lead and encourage collaboration and the best from others within a group.</p> <p>Value collaboration and work well within a team.</p> <p>Describe peer pressure and how to avoid it.</p>

Resources

	Beginner	Intermediate	Competent	Advanced	Completed when...
Reading	<p>School reading books or any books you have at home (nursery rhymes, poetry, non-fiction, stories)</p> <p>Help with phonics at https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/ and free e-books available at https://home.oxfordowl.co.uk/books/</p> <p>Phonics: ReadWriteInc – phonic lessons on YouTube. https://www.youtube.com/channel/UCo7fbLgY2oAcFCI9GdxtQ</p> <p>CBeebies Storytime – free downloadable App.</p> <p>CBeebies Bedtime stories – available on iPlayer https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories</p> <p>Audible – free books to listen to on your laptop, tablet or phone – no registration required. https://stories.audible.com/start-listen</p> <p>Booktrust – book finder https://www.booktrust.org.uk/books-and-reading/bookfinder/</p>	<p>School reading books or any books, magazines or newspapers you have at home (poetry, non-fiction, stories)</p> <p>100 best books list www.booktrust.org.uk/globalassets/resources/misc/booktrust-book-awards-poster.pdf</p> <p>Lots of free offerings from authors for reading online e.g. JKRowling; Elevesens with David Walliams –daily free audio books https://www.worldofdavidwalliams.com/elevenses/</p> <p>CGP reading comprehension books</p> <p>www.readtheory.org</p> <p>First News</p> <p>Audible – free books to listen to on your laptop, tablet or phone – no registration required https://stories.audible.com/start-listen</p> <p>Poetry By Heart poems suitable for KS2 children on a range of topics https://www.poetrybyheart.org.uk/</p> <p>Reading lists https://schoolreadinglist.co.uk/ under drop down menu 3-11 reading lists</p>	<p>You've achieved  on Read Theory</p> <p>You've read the books on the 100 best books list and it has helped you choose new authors and genres you like.</p> <p>Never! Read some more, follow your interests, escape the lockdown and go anywhere in the world!</p>		
Spelling & Punctuation	<p>Letter cards, picture and word matching cards, pencil and paper!</p> <p>Drawing the word in foam, water, paint etc</p> <p>Spelling Shed (for everyone!) https://www.spellingshed.com/en-gb Teachers will continue to review progress and can set new challenges when required.</p> <p>RWI Spelling Books</p> <p><u>Punctuation</u></p> <p>Videos on Miss Gibbs' YouTube channel for each piece of more complex punctuation and grammar skills. https://www.youtube.com/channel/UCs1qIX5sWSmyKa1G0eDWKeA</p> <p>https://www.bbc.co.uk/bitesize/topics/zvwxnbn</p> <p>https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar05</p>				<p>You can spell all words from the statutory lists, explain what they mean and use them confidently in sentences.</p>

Handwriting	<p>Making letter shapes in water, sand, shaving foam, paint, from leaves outside.</p> <p>Using pens, pencils, chalk etc. for mark making – ensure correct starting point.</p> <p>Copy name cards that have been sent home (do not trace them)</p>	<p>Help and guidance with letter formation linked to Read Write Inc at https://home.oxfordowl.co.uk/?s=RemoteLearning&fwp_topic_categories=handwriting</p> <p>Lots of physical practise and writing! You could use the handwriting books we have sent you to help with getting the correct size.</p>		<p>Drawing bubble letters YouTube tutorial https://www.youtube.com/watch?v=KEAOx7kGG8E</p> <p>Advanced tutorial step by step https://www.lettering-daily.com/bubble-letters/</p>	<p>You can write and present in different styles, using a consistent, joined script as a good speed.</p> <p>You can use capitalisation, italics, font changes etc. to emphasise and improve presentation</p>
Typing	<p>BBC Dance Mat https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</p> <p>Purple Mash has a program called 2Type https://2simple.com/purple-mash/ (registration required)</p>	<p>Typing Club – lessons (log in to be able to return to your progress) https://www.typingclub.com/sportal/program-86.game</p>	<p>Typing Club - story tasks. Go to lesson plan catalogue and choose one of the stories to practise touch typing https://www.typingclub.com/sportal/catalog.html (Ava and the rabbit, Going Solo, The Perfect Math, Sam and Luna)</p>	<p>Time yourself completing one of your writing tasks on a computer.</p>	<p>You can touch type (without looking at the key board) at 50 words per minute.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Times tables</p>	<p>Chanting Matching cards (including pictures) Physical representations (eg pasta divided into twos, counting leaves in twos)</p>	<p>Matching cards, loop cards, board games, dice games</p> <p>Hit the Button https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Times Table Rockstars https://trockstars.com/</p> <p>Manga High www.MangaHigh.com Search for specific tables eg</p> <p> The 4 times table KS2 (LOWER)</p> <p> Understand and use the 7 times table KS2 (LOWER)</p>	<p>Times Table Rockstars https://trockstars.com/</p> <p>Speed mental tests and other resources in the packs sent home</p> <p>MangaHigh: search for x and ÷ challenges, eg  Times tables and division facts KS3</p> <p>Purple Mash has a program called Multiplication. Take a Year 4 times tables check or create your own challenges https://2simple.com/purple-mash/ (registration required)</p>	<p>'Bigger' numbers on TT Rockstars</p> <p>MangaHigh: search for x and ÷ challenges, eg  Mental multiplication and division with decimals KS2 (UPPER)</p> <p> Mental multiplication and division KS2 (UPPER)</p> <p> Multiply and divide decimals by 10, 100 and 1 000 KS2 (UPPER)</p> <p> Factors and multiples KS2 (UPPER)</p> <p> Quick methods for multiplication KS3</p>	<p>You can achieve Rock Legend on TT Rockstars</p> <p>You can recall (not calculate) and $1.2 \div 6$, $8 \div 0.2$, 60×4, $540 \div 9$)</p> <p>You have achieved gold on all Manga High challenges noted here</p>
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Number bonds	<p>Home-made matching cards (eg 4 + 6) Physical apparatus (beads, pasta, pebbles totaling ten)</p> <p>Top marks maths (3-5years – counting/matching and ordering) https://www.topmarks.co.uk/maths-games/3-5-years/counting</p> <p>Numbots</p> <p>CBeebies Numberblocks (videos and activities to help with counting, ordering and recognising numbers) https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths</p>	<p>Continue with practical, home-made resources. Ask questions e.g. "How many more do I need to make 12?"</p> <p>CBeebies Numberblocks (look for videos and activities about Number bonds, addition and subtraction) https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths</p> <p>Numbots (use TTRS login)</p> <p>Number Fact families https://www.topmarks.co.uk/number-facts/number-fact-families</p> <p>Alien Addition https://www.arcademics.com/games/alien</p> <p>Manga High challenges, eg.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;"> <p>Number bonds up to 20 KS1</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;"> <p>PRODIGI</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;"> <p>Add and subtract up to 20 KS1</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;"> <p>PRODIGI</p> </div> </div>	<p>Hit the Button https://www.topmarks.co.uk/maths-games/hit-the-button</p>	<p>https://www.topmarks.co.uk/Flash.aspx?f=howmuchleftv2 Finding change – choose your level.</p>	<p>You have achieved gold on all Manga High challenges noted here.</p> <p>You can recall change from £1, £2, £3 etc for any amount. (eg £5 - £2.52)</p>
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Physical Development	<p>Playing in the garden and going on walks.</p> <p>Boogy Beebies (videos to dance along to) https://www.bbc.co.uk/programmes/b006mvsc</p> <p>Dough Disco – exercises to develop fine motor skills https://www.youtube.com/channel/UCj0shfH3pzhrf3dOrSj_pRw</p>	<p>Balls, skipping rope, chalk to draw targets, hopscotch (chalk), bike, scooter. Walk, jog or bike ride with your family.</p> <p>Disney 10-minute shake ups (EYFS -KS2) https://www.nhs.uk/10-minute-shake-up/shake-ups</p> <p>GoNoodle – Movement, yoga and mindfulness videos https://www.gonoodle.com/</p> <p>Cosmic Yoga https://www.youtube.com/results?search_query=cosmic+yoga</p> <p>Joe Wicks Kids Workouts – Youtube https://www.youtube.com/results?search_query=joe+wicks+kids+workout</p> <p>Real PE at home – online learning resources at the website: home.jasmineactive.com Parent email: parent@bereregiss-1.com Password: bereregiss</p> <p>Teaching clock https://www.topmarks.co.uk/time/teaching-clock https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p> <p>NHS Couch to 5k app or website</p>	
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