How to Help!

This pack contains differing things to help your children with learning at home.

Including:

- Times Table Grid—all children in Class Three should know all their times table
- KIRFs—KIRFS for Autumn 1 and 2 are included.
- Common Spelling lists—Can children make a conscious effort to learn these?
- Key questions to ask your child when they are reading.
### Multiplication Grid

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**How do I use this grid for multiplying?**

Read down and across. Follow down until 6. Read across until 4. Go along the 6 row and down the 4 column until your fingers meet. For 6 x 4, it will be 24. So 6 x 4 = 24.
<table>
<thead>
<tr>
<th>Word list – years 3 and 4</th>
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<tbody>
<tr>
<td>accident(ally)</td>
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<td>actual(ly)</td>
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<td>answer</td>
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<td>breath</td>
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<td>busy/business</td>
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<td>describe</td>
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<td>different</td>
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<td>difficult</td>
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<td>disappear</td>
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</table>

These are the common exception words for Year 3 and 4—Can you learn all these words?
Word list – years 5 and 6

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

These are the common exception words for Year 5 and 6—Can you learn all these words?
I know number bonds to 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Some examples:

- 60 + 40 = 100
- 40 + 60 = 100
- 100 - 40 = 60
- 100 - 60 = 40
- 75 + 25 = 100
- 25 + 75 = 100
- 100 - 25 = 75
- 100 - 75 = 25

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. 49 + □ = 100 or 100 − □ = 72.

**Top Tips**

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don’t need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child’s teacher.

- Buy one get three free - If your child knows one fact (e.g. 8 + 5 = 13), can they tell you the other three facts in the same fact family?
- Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 100?
- Play games - There are missing number questions at [www.conkermaths.com](http://www.conkermaths.com). See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.

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I can multiply and divide single-digit numbers by 10 and 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

### Key Vocabulary

<table>
<thead>
<tr>
<th>What do I add to 65 to make 100?</th>
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<tbody>
<tr>
<td>What is 100 take away 6?</td>
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<tr>
<td>What is 13 less than 100?</td>
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<tr>
<td>How many more than 98 is 100?</td>
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<tr>
<td>What is the difference between 89 and 100?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7 × 10 = 70</th>
<th>30 × 10 = 300</th>
<th>0.8 × 10 = 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 × 7 = 70</td>
<td>10 × 30 = 300</td>
<td>10 × 0.8 = 8</td>
</tr>
<tr>
<td>70 ÷ 7 = 10</td>
<td>300 ÷ 10 = 30</td>
<td>8 ÷ 0.8 = 10</td>
</tr>
<tr>
<td>70 ÷ 10 = 7</td>
<td>30 ÷ 10 = 3</td>
<td>8 ÷ 10 = 0.8</td>
</tr>
<tr>
<td>6 × 100 = 600</td>
<td>40 × 100 = 4000</td>
<td>0.2 × 10 = 2</td>
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<tr>
<td>100 × 6 = 600</td>
<td>100 × 40 = 4000</td>
<td>10 × 0.2 = 2</td>
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<tr>
<td>600 ÷ 6 = 100</td>
<td>4000 ÷ 100 = 40</td>
<td>2 ÷ 0.2 = 10</td>
</tr>
<tr>
<td>600 ÷ 100 = 6</td>
<td>4000 ÷ 100 = 40</td>
<td>2 ÷ 10 = 0.2</td>
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</tbody>
</table>

These are just examples of the facts for this term. Children should be able to answer these questions in any order, including missing number questions e.g. 10 × □ = 5 or □ ÷ 10 = 60.

**Top Tips**

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don’t need to practise them all at once; perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child’s teacher.
Key Instant Recall Facts
Year 5 – Autumn 1

I know decimal number bonds to 1 and 10.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

Some examples:

0.6 + 0.4 = 1  
0.4 + 0.6 = 1  
1 - 0.4 = 0.6  
1 - 0.6 = 0.4  
0.75 + 0.25 = 1  
0.25 + 0.75 = 1  
1 - 0.25 = 0.75  
1 - 0.75 = 0.25

3.7 + 6.3 = 10  
6.3 + 3.7 = 10  
10 - 6.3 = 3.7  
10 - 3.7 = 6.3  
4.8 + 5.2 = 10  
5.2 + 4.8 = 10  
10 - 5.2 = 4.8  
10 - 4.8 = 5.2

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. 0.49 + 0 = 10 or 7.2 + 0 = 10.

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don’t need to practise them all at once; perhaps you could have a fact of the day. If you would like more ideas, please speak to your child’s teacher.

Buy one get three free - If your child knows one fact (e.g. 8 + 5 = 13), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 100?

Play games – There are missing number questions at www.conkermaths.com. See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.

I know the multiplication and division facts for all times tables up to 12 x 12.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

Please see attached times table grid.

Key Vocabulary

What do I add to 0.8 to make 1?
What is 1 take away 0.06?
What is 1.3 less than 10?
How many more than 9.8 is 10?
What is the difference between 0.92 and 10?

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don’t need to practise them all at once; perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child’s teacher.

Speed Challenge – Take two packs of playing cards and remove the kings. Turn over two cards and ask your child to multiply the numbers together (Ace = 1, Jack = 11, Queen = 12). How many questions can they answer correctly in 2 minutes? Practice regularly and see if they can beat their high score.

Online games – There are many games online which can help children practise their multiplication and division facts. www.conkermaths.org is a good place to start.

Use memory tricks – For those hard to remember facts, www.multiplication.com has some strange picture stories to help children remember.
Key Instant Recall Facts
Year 6 – Autumn 1

I can use × table facts to multiply and divide decimals.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

Please see separate sheet for all times table facts.

This is a chance for Year 6 children to consolidate their knowledge of multiplication and division facts, increase their speed of recall and apply skills to decimal calculations.

They should be able to answer these questions in any order, including missing number questions e.g. \( 7 \times \Box = 28 \) or \( \Box \div 6 = 7 \).

Children should apply this knowledge to answer questions including decimals e.g. \( 0.7 \times \Box = 4.2 \) or \( \Box \div 60 = 0.7 \)

**Top Tips**

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don’t need to practise them all at once; perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child’s teacher.

**Speed Challenge** – Take two packs of playing cards and remove the kings. Turn over two cards and ask your child to multiply the numbers together (Ace = 1, Jack = 11, Queen = 12). How many questions can they answer correctly in 2 minutes? Practise regularly and see if they can beat their high score.

**Online games** – There are many games online which can help children practise their multiplication and division facts. [www.conkermaths.org](http://www.conkermaths.org) is a good place to start.

**Use memory tricks** – For those hard-to-remember facts, [www.multiplication.com](http://www.multiplication.com) has some strange picture stories to help children remember.

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Key Instant Recall Facts
Year 6 – Autumn 2

I can identify common factors of a pair of numbers.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

The factors of a number are all numbers which divide it with no remainder.

E.g. the factors of 24 are 1, 2, 3, 4, 6, 8, 12, and 24. The factors of 56 are 1, 2, 4, 7, 8, 14, 28 and 56.

The common factors of two numbers are the factors they share.

E.g. the common factors of 24 and 56 are 1, 2, 4 and 8.

The greatest common factor of 24 and 56 is 8.

Children should be able to explain how they know that a number is a common factor. E.g. 8 is a common factor of 24 and 56 because \( 24 = 8 \times 3 \) and \( 56 = 8 \times 7 \).

**Top Tips**

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? If your child is not yet confident with identifying factor pairs of a number, you may want to refer to the Year 5 Summer 2 sheet to practise this first. If you would like more ideas, please speak to your child’s teacher.

There are many online games to practise finding the greatest common factor, for example: [http://www.fun4thebrain.com/beyondfacts/gcfsketch.html](http://www.fun4thebrain.com/beyondfacts/gcfsketch.html)

Choose two numbers. Take it in turns to name factors. Who can find the most?
Reading is key to success—here are some questions that you can ask your child when you listen to them read?

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest?
- Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?