

# Highfurlong School

## ‘Inspire, Challenge, Believe’



## Home Study Support Booklet



**National  
Standard**  
for Enterprise  
Education



We're working  
towards Artsmark  
Awarded by Arts  
Council England



National  
Teaching  
School



## Introduction

The continued success at Highfurlong is based on our expertise in how our pupils learn best, how we can meet their individual needs and our continued partnership with parents, carers and the wider community. The aim of the booklet is to offer ideas of how you can support your child's learning at home. This support booklet should enable you as parents to play an even greater part in your child's education. In addition it can be used to support pupils who may have periods of time out of school for medical reasons.

This booklet contains ideas for real life activities that will support the concepts and skills learned in school. As you read through the booklet you will see that the activities cover a wide range of abilities and whereas some activities such as cookery are appropriate to all pupils, we do not expect every pupil to learn their time tables.

## Helpful hints for working at home

- Working at home should be fun
- You and your child should be relaxed and comfortable
- Give plenty of praise and encouragement
- If your child needs support to be successful with the task involve them by talking about the activity
- If it is appropriate to the task, encourage your child to work as independently as possible

To make working at home more fun we have created a bank of activities that you can do with your child. This can be done when it is convenient and when you have time to enjoy the activity.

The tasks are for guidance only; please do not feel you have to complete all tasks.

## Literacy

- Always make reading with your child as enjoyable as you can
- Choose a quiet place and a time that suits both of you, when neither of you are tired or restless
- You should read alongside your child enjoying the book together. Spend time talking about the pictures; ask them to indicate characters in the picture and what may happen next. When your child begins to recognise words give them time to read along with you
- Experience sensory items that link with objects told in the story
- When reading with your child encourage them to break new words down into sounds that they know, such as: st-o-p = stop, ch-ar-m = charm
- Use other ways of reading unknown words e.g. look at the pictures, recognise parts of a word, and think what would make sense
- Ask your child to predict what they think will happen in the story
- Take time to talk about the book when they have finished it e.g. who were the main characters, when and where did the story take place
- Use contents pages and index of a non-fiction book
- Use lots of questions with yes/no answers
- Have your child turn the pages and hold the book
- Have your child recognise repetition and rhyme

## Activities to help with Literacy

- Read all kinds of reading materials e.g. magazines, newspapers, atlases, road maps, board game instructions, cookery books and recipes, letters, advertisements and catalogues.
- Look at recipe books and decide on something to make together.
- Keep a picture/vocabulary book - such as supermarket, post office, library, station, etc.
- Have your child write greetings cards practicing their name.
- Listen to audiobooks together and discuss the story afterwards.
- Play 'Hangman'.
- Use a television magazine to discuss which programs they would like to watch.
- Make and write cards or letters to friends or relatives, possibly after Christmas or birthdays to thank them for gifts. You could use ICT to support this.
- Address an envelope, use change to buy a stamp and post the letter.
- Make labels for around the house - concentrate on key words for a particular room
- Keep a diary using text and/or pictures and photographs.
- Make up a story together, record it and if possible add illustrations and sound effects.
- Read/look at newspapers and watch the news, talk about what's happening
- Visit your local library.
- Use the telephone directory to find a friend or shop address and telephone number
- Read labels on tins, packets and bottles.
- Research the topic being covered in your child's class using books, the internet and the library.

## All about reading and writing

### Reading a story

- Who is the author?
- What is the setting - the place and time, where does the story takes place?
- Who are the main characters?
- What are the main events that happen in the story?
- What did you like/dislike about the book?
- How did the book make you feel?

### Reading to find out information - non fiction

- What information do I need?
- Have I checked the contents page?
- Have I checked the index pages?
- Have I looked at pictures, titles and headings to see if they help me?
- Have I used a dictionary to look up new words?

### Here are some hints if you get stuck on a word -

- What word would make sense?
- Do the first letters help?
- Does a picture help?
- What might happen next?
- Do you recognise any bits of the word?

### Some tips for writing a good story -

- What genre of story is it? - Adventure? Historic? Fantasy?
- Choose two or three main characters and decide what they look like and how they behave. This can be described in their actions and in their speech.
- Choose a good setting - the time and place of your story.
- Make your first sentence really interest the reader.
- Use strong describing words - adjectives and verbs.
- Plan your story with a beginning, middle and ending.

### Can you recognise and use these special words?

- **Nouns** - Are naming words. We use a noun to name a person, place, thing or feeling. E.g. woman, village, chair, sadness.
- **Proper nouns** - name individual people or places and should always have a capital letter at the beginning. E.g. Mary, Christopher, Blackpool, England.
- **Pronouns** - are used instead of nouns. E.g. **he** reads. **It** was blue.
- **Adjectives** - are describing words. We use an adjective to describe a noun or pronoun. E.g. the **tall** boy, the **happy** dog, he was **sad**.
- **Verbs** - are doing words - we use them to name actions. E.g. he **ran**, the bus **stopped**, the girl **thinks**.
- **Adverbs** - words that tell you more about a verb. E.g. she walks **quickly**, he will go **soon**.

### Can you read aloud with expression? Punctuation marks help writing make sense



**Full stop** - used to show the end of a sentence.



**Question Mark** - used instead of a full stop when the sentence is a question



**Exclamation Mark** - used instead of a full stop to show surprise, anger or pleasure



**Inverted commas** - inverted commas are put around words that are spoken



**Ellipses** - these three dots show pause or interruption

### For older pupils -

- Filling in a form
- Looking at job adverts with a focus on interests and skills that match yours

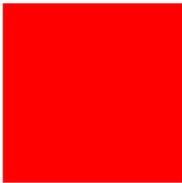
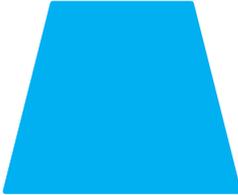
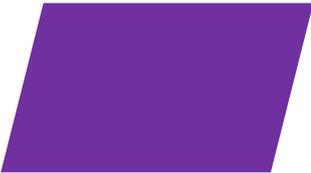
## Numeracy

Numeracy is part of everyday life and it is important that our children learn to use their numeracy skills in everyday life. It is only by real experiences that children can realise the need to learn numeracy skills. The following are some activities that you can try with your child.

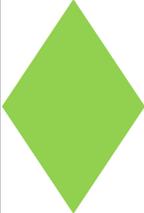
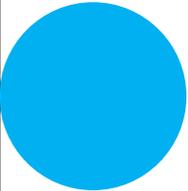
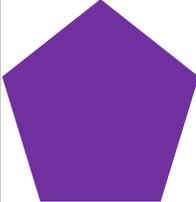
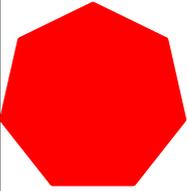
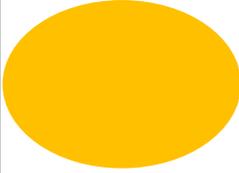
- Sort sweets by colour, eat the red sweets first.
- Count the number of buttons as they are fastened.
- Which is the smallest/largest tin?
- Can you find other shapes are like this...tin...cylinder?
- Guess the number that I am thinking of, it is more than five but less than ten.
- Find cars with 2/3 digits in their registration - what numbers do the digits make?
- Take your child to the shop and let them choose something and pay for it.
- Find as many different ways as you can to make 1p, 2p, 5p, 10, 20p, 50p, £1 etc.
- Look around the house for all the different clocks, watches and timers.
- Identify patterns in your home e.g. wall paper, fabric, curtains.
- Count the number of steps to bed.
- Set the table making sure everyone has a knife, fork, cup etc.
- Can you find a shape that rolls?
- Can you put these boxes in order starting from the smallest?
- Count the even numbers along the street - cross over and count the odd numbers.
- Count backwards in odd/even numbers.
- Make piles of coins to the same value e.g. 25p
- Which coins would you need to buy a packet of sweets, a magazine, etc?
- Use the TV magazine or newspaper to find times of favourite programmes - how long does it last?
- Can you share a cake equally between 2/3/4 people? What fraction of the cake does everyone get?
- Count piles of coins - count is 1's 2's 5's 15's etc.
- Which package is the lightest/heaviest?
- Work out how much two packets of sweets will cost?
- Check your change from £1 for different items e.g. a chocolate bar/can of pop
- Estimate how long it takes to get dressed. Time the activity - how accurate was your estimation?
- Bake a cake, measure the ingredients, read the recipe and time the cooking.
- Make a jelly, measure the liquid in a jug.
- Make a cup of tea with an adult, sequence the order; what do you need to do first?
- Introduce mathematical language - first, last, on, under, in front, behind etc.
- Discuss days of the week, months, date, year, important dates.

## Number, shape and space

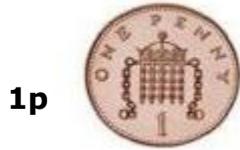
Quadrilaterals - 2-D shapes with 4 sides.

 <p><b>Square</b> - 4 sides all equal length and 4 corners which are all right angles</p>	 <p><b>Rectangle</b> - 4 sides, the opposite sides are all equal length, 4 corners are all right angles</p>
 <p><b>Parallelogram</b> - 4 sides, opposite sides are equal length and parallel, 4 corners are <i>not</i> right angles</p>	 <p><b>Trapezium</b> - 4 sides, 1 pair of parallel sides, four corners are <i>not</i> right angles</p>
 <p><b>Rhombus</b> - is a parallelogram but has 4 equal sides, 4 corners are <i>not</i> right angles</p>	

## 2D Shapes

 <p><b>Star</b> - a 5 pointed shape with 10 corners</p>	 <p><b>Diamond</b> - this is another name for a Rhombus</p>
 <p><b>Circle</b> - a simple closed shape with curves all having equal distance from the centre</p>	 <p><b>Pentagon</b> - a shape with 5 sides of equal length</p>
 <p><b>Heptagon</b> - a shape with 7 sides of equal length</p>	 <p><b>Oval</b> - a plain curve that resembles the shape of an egg</p>

# Money



£5



£10



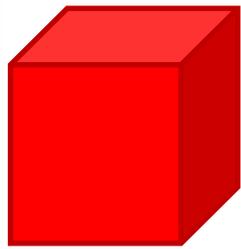
£20



£50



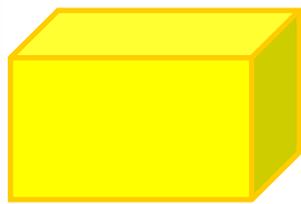
## 3D Shapes



**Cube** - 6 faces, all faces are squares, 8 corners



**Cylinder** - 3 faces, 2 of them are circles



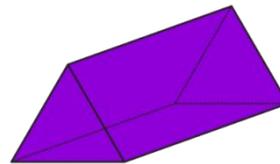
**Cuboid** - 6 faces, all faces are rectangles, 2 can be squares, 8 corners



**Cone** - 2 faces, the base is a circle

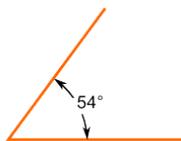


**Sphere** - 1 round face

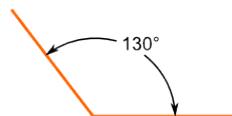


**Triangular based prism** - 5 faces, two are triangles, 6 corners

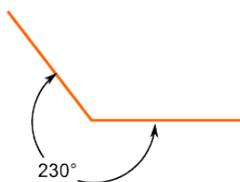
## Angles



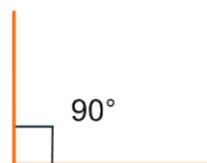
**Acute angle** - any angle less than  $90^\circ$



**Obtuse angle** - any angle more than  $90^\circ$



**Reflex angle** - any angle more than  $180^\circ$



**Right angle** - is exactly  $90^\circ$

## Units of measure and Fractions, Percentages and Decimals

### units of measurement

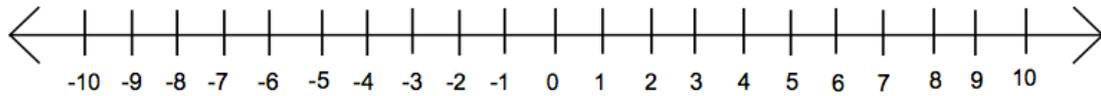


	Metric	Imperial and US standard
<b>Length</b>	cm centimetre m metre km kilometre	inch foot yard
<b>Area</b>	cm <sup>2</sup> square centimetre m <sup>2</sup> square metre km <sup>2</sup> square kilometre	square inch square foot square yard
<b>Capacity</b>	mL millilitre L litre	fluid ounce pint gallon
<b>Volume</b>	cm <sup>3</sup> cubic centimetre m <sup>3</sup> cubic metre	cubic inch cubic foot cubic yard
<b>Mass</b>	g gram kg kilogram t tonne	ounce pound ton
<b>Time</b>	s second min minute h hour	
<b>Temperature</b>	°C degrees Celsius	°F degrees Fahrenheit



Fractions	Decimals	Diagram	Out of 100	Percentages
1/10	0.1		10/100	10%
2/10	0.2		20/100	20%
3/10	0.3		30/100	30%
4/10	0.4		40/100	40%
5/10	0.5		50/100	50%

Here is a number line showing positive and negative numbers:



**NEGATIVE**

**POSITIVE**

Here is a number square so it can help you count forwards and backwards.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Here are some numeracy words:

				
Add	Subtract	Multiply	Divide	Equals
Plus	Minus	Lots of	Share	-
Sum of	Take away	Times	Share equally	-
Total	Difference	Product	Less	-

Here is a multiplication square to help with multiplication and division sums:

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## ICT

Some things I can do	Date / Comments
<b><u>Switch Access</u></b>	
I can press the switch to change what is on the screen or to show a different screen	
I can press a switch at the correct time to hit a stationary target or answer a question	
<b><u>Word processing, text and graphics</u></b>	
I can change font size, and colour	
I can replace and insert text	
I can insert pictures from clipart or google	
I can change the size and position of pictures	
I can align the text to left, right and centre	
I can move text using 'cut' and 'paste'	
I can use 'Spell Check' and 'Replace' tools	
I can make a folder to save my work	
<b><u>Using Databases</u></b>	
I can search a database to answer questions	
I can use a database to make a bar-chart or pie-chart	
<b><u>E-mail</u></b>	
I can open and print an E-mail	
I can reply to and send Email	
I can attach a file or image to E-mail	
<b><u>Painting Pictures</u></b>	
I can use the 'Brush' to paint, change colour and size	
I can use tools to make shapes and add new colours	
I can save my work	
<b><u>Internet</u></b>	
I can search the Internet using a search engine	
I can add websites to 'My favourites' list	

**Below are some free sensory apps for the iPad:**

- Camper Weather
- Koi Pond
- Fluid
- Talk Skeleton
- JB Studio
- Tumble Vision
- Baby White Noise
- Sharks
- Fish Free

Please ask your child's class teacher for their Log-in Details for Lexia (Literacy) and RM Maths (Numeracy) so they can use these ICT based learning systems at home with you.

Keeping young people safe online:

- Remember young people should be a minimum of 13 years old to join Facebook, Twitter and other Social Media Platforms.
- Don't allow your child to go online unsupervised.
- Teach them about 'Stranger Danger' online - not everyone is who they say they are.
- Teach your child to use Secure Passwords that are shared with you
- Teach them to report any online bullying or unusual behaviour

If you need any help with any of the above please contact school via the office or your child's communication book and we will be happy to advise you.

The following section of activities is aimed to help your child learn about different subjects in their everyday life.

#### **Ideas for Science:**

- Collect leaves at any time of year, look at the colours, shapes, sizes and textures of the leaves. Talk about them, how do they change at different times in the year?
- Help with cooking, notice the different changes that heat or cold make to food.
- Find different things that are hot and cold, can you find the temperature of the objects - is anything very cold? Can you find the temperature of it?
- Start to keep a weather diary noting temperature, rainfall, cloud, sunshine etc.
- Pour a clear fizzy drink, watch the bubbles, do they travel up, or down the glass? Then try this with a glass of water, can you notice the difference?
- Grow Cress; you could use the cress to fill a sandwich.
- Notice signs of the season changing, can you list the changes?
- Investigate bubbles; bubble bath, blowing bubbles, washing up bubbles, note the differences in colour, size and shape.
- Look for the moon and stars in the sky, notice if there are any changes of a period of a few days.
- Find different textures, what different materials are they made of?
- Watch for birds and recognise their sounds and behaviours.
- Explore ice, use terms such as melting and freezing.
- Make jelly, observe the changes from solid, to liquid, then back to solid.
- Mix dry ingredients, like flour, corn flour, what are the differences? Compare results.

#### **Ideas for Geography:**

- Follow directions; move forwards, backwards, left, right, half turn, quarter turn, and diagonal.
- Find north, practice facing the other compass points. This can be done when travelling in a car, as the car turns discuss which direction you are travelling in now.
- Look at maps of:
  - Your local area
  - Your town
  - The UK
  - Europe
  - The World
- Find out where you live on a map or Google Earth; find places you hear about on the television. Look at places you have been, or would like to visit on holiday.

#### **Ideas for History:**

- Use family photographs and discuss
  - How old were you in the photograph?
  - Who was born first?
  - Order the photos in order of the year they were taken, make a game of this, who can complete the task first?
- Visit places of interest around your town, how long have the attractions been there? Which is the oldest?
- When you visit new places, research their places of interest first.
- Watch programmes on television that show historical digs or that re-create times past.
- Talk to people about their lives and how things have changed, what games did they play, what toys did they have etc.

### **Ideas for Art:**

- Recognise colour in everyday objects and the natural environment.
- Look at black and white pictures, look at light and dark.
- Talk about patterns; on toys, clothes etc.
- Make patterns with sweets or buttons, alternate the shapes or colours
- Print pictures with a wide selection of media such as string, cut vegetables, wooden or plastic objects, plants, flowers, sponges.
- Look at graphic art; design a poster or a card for a special occasion.
- Make a model using boxes or other scrap materials, which glue works best?
- Finger paint to make swirls, prints, spots and lines.
- Collage - cut, tear, scrunch, glue and stick. Look at colour, shape, and texture of materials used.
- Visit art galleries and exhibitions to experience art first hand.
- Explore different shapes and textures.
- Try drawing what you can see e.g. self-portrait, garden scene, house, pet, family etc.
- Use ICT or an application to make art on a paint programme.

### **Ideas for Food Technology:**

- Look through recipe books or magazines and choose something to make. Make shopping lists of the ingredients you need, go shopping for the food, choosing the best value ingredients and pay for them.
- Weigh ingredients - what equipment do we need to weigh things? What units do we use to measure weight/liquids?
- When measuring liquid find out why measuring on a flat surface is important.
- Measure using spoons, name the different spoons. Count how many spoons of each ingredient you need.
- Mix the ingredients. Can you get the original ingredients back after it's mixed, or are they changed forever?
- Talk about the names of the different ingredients used.
- Practice cutting ingredients - use a fork to steady in ingredient rather than your fingers.
- Time the cooking process - how long will it take?
- Check the oven temperature dial, is it exactly right?
- Taste what you have made. Discuss if it tastes good, what is the texture like? Will you change anything next time you cook the recipe?
- Wash up - do not put knives in the water, always wash glasses first.
- Talk about hygiene, why should you wash your hands before preparing food? How should you store different ingredients?
- Safety in the kitchen; no rushing around, avoid carrying hot pans across the kitchen, listen carefully to instructions. Always be supervised by an adult.

**We hope that this booklet has given you some ideas that may be used for working at home.**

**We would appreciate any comments or feedback on the tasks or any suggestions for any additional activities you think may benefit other families.**

**Thank you.**