Waverley Junior Academy

Remote Learning Guide

'Enriching lives'

Welcome to the Waverley Junior Academy Home Learning Guide.

This Home Learning Guide outlines:

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Glossary

Waverley Junior Academy is able to provide a rich, progressive and consistent education for all our pupils whether they are at home or in the academy. Our aim is to continue to deliver engaging and differentiated learning opportunities, and provide excellent pastoral care and individual support, while still focusing on the health and wellbeing of the whole academy community.

The majority of our children will follow this programme at home, although a small number of children – such as a child with learning difficulties - may need a tailored learning plan. We've aimed to create a home learning programme which balances expected completion of work with teacher contact, and flexibility for families living and working under different home circumstances. However, like any programme, we will constantly review and keep you informed of modifications as they arise.

As teachers have been using Google Classroom, Google Meet and the National Oak Academy website in academy over the last term, we anticipate your child will have a good level of skill and confidence in accessing these platforms and resources.

The vast majority of work will be issued digitally, and any parent who has difficulty with this, must contact us soon as possible so that we can support you in accessing home learning.

We have a number of devices at present which we can loan to parents to ensure all pupils can access home learning and will have the capacity to build on this further once the government initiatives begin to be rolled out. Paper copies will only be used as a last resort or for tailored packages.

Equipment

Ideally, aim to create a quiet, clear workstation or desk with stationery such as pencil, ruler, rubber, pen and sharpener. If children require any equipment this can be requested by emailing the class teacher and then collected from the office.

Remote learning will require access to a device such as a smart phone, PC, IPad, tablet or laptop, as well as Wi-Fi connectivity. Children can also access home learning through your SMART TV, Xbox or PlayStation. If children require a laptop this can be requested by emailing the class teacher and then collected from the office.

Below is an overview of how you can access Google Classroom through a range of devices.

PS4 Log in https://www.youtube.com/watch?v=Wdc-BloIhsk - Click on the web browser. - Type google classroom in search box. - Log in using your google account. - Click on your class.	**Xbox** https://www.youtube.com/watch?v=Sc-PqAVxGvE - Go to apps and click on Microsoft edge. - Type google classroom in the search box. - Log in using your google account. - Click on your class
Smart TV: https://www.youtube.com/watch?v=9vqbCot5K3E - Go onto browser and open it up - Type in google - Log in to your classroom using your Google Classroom log in	**IPad:** https://www.google.com/search?q=how+to+ge+onto+google+classroom+on+an+ipad&rlz=1C1GCEA_enGB874GB874&oq=how+to+ge+onto+google+classroom+on+an+ipad&aqs=chrome..69i57j0i131i433j46i199i291i433l2j0i131i433j46i199i291i433l2j0.6901j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_AQf8X9yFNs-PlwT2sIv4Ag21 - Make sure you have the latest software in your settings - Go to the app store and download Google Classroom - When the app has finished downloading, log in to your Google Classroom account

Online Safety

Our main digital platform will be Google Classrooms and teachers support pupils by providing relevant, age appropriate links to additional resources. However, we do know that pupils will be engaging with the internet more regularly during the week so understanding how to navigate the digital world safely is essential.

We recommend having discussions as a family about how to stay safe online, including how to deal with using appropriate sites, keeping personal information private and what sites are age appropriate. Where possible, pupils should be accessing devices in an area where they are supervised. There are parental control tools available, but these are not always 100% effective and taking an active interest in your child's online activity and having open discussions is the best way of ensuring your child is safe online.

Many of our pupils will be using technology to keep in contact with their friends, which is important for their overall well-being. It is important to remind your children of the risks of accepting friend requests from strangers and sharing personal information. Children may want to share images or videos of their experiences so we advise reminding them that it can be very difficult to remove these once they are posted so they should think carefully before posting anything.

For advice on supporting your child with staying safe online, including advice on age appropriate sites/applications, general advice on keeping safe online and guidance on how to report something you are worried about online, we recommend using https://www.rotherhampower.co.uk/

How and when we will communicate with you and your child

As you are all aware, this is a new concept for all of us. We have worked hard to create a remote learning package that we are extremely proud of. The teachers are working hard to plan and deliver lessons for both the children learning at home, as well as those who are attending the academy as vulnerable groups or key workers. All the children receive the same education and the government has stated that it is mandatory that all pupils engage in this form of education during the academy closure period.

We want to keep you updated with what is happening in the academy, in the Waverley community, as well as some useful information about home learning. To ensure this happens you have a class email which can be used for direct contact with the class teachers, as well as a weekly newsletter and video update from Mrs. Keeton. The aim of these is to establish and maintain good communications links with the academy and your children's teachers, as well as to support you as much as possible while you are based at home with your children during lockdown. _We want to work with you to support you and if you need to get in touch, please don't hesitate to do so._

Contact with parents
We will continue to contact you by phone and send you key information through the text message service or by email. We will also be using our academy website www.waverleyacademy.org and Facebook page to share additional Home Learning suggestions and key letters.

You can contact us by emailing info@waverleyacademy.org   Please use this email for urgent messages. If you use the class email, an urgent message may not be read in good time. If it is a confidential matter, please contact us by phone 0114 3570150 or email info@Waverleyacademy.org ,and a colleague will help you or ask a member of staff to call you back as soon as possible.

Engagement and feedback

Home Learning is compulsory - the Government have said it is '*mandatory for academies to deliver at least 3 hours of home learning for our youngest children in FS/Y1 and Y2 and at least 4 hours of learning for our older children in years Y3-Y6*'. Our youngest children in FS, Y1 and Y2 will need adult help to access home learning. Feedback will be given through Google classroom, as the children complete their learning tasks. Please remember to get the children to mark their work as done on Google Classroom so that their teacher can see it. We will continue to track the children's progress through formative assessment, using evidence such as the children's engagement and submitted work. We may also deliver some summative assessment activities which will give us further clarity of the children's progress and attainment.

Contact with Children

Teachers will expect to see completed work on Google Classroom or via email.

Children can ask a learning question or contact their teacher through the class email or google classroom.
Please note that google classroom does not notify teachers when a pupil has sent a message, please use the class email as a first port of call.
In the class announcement we ask that questions are learning related, for non-learning related questions please contact the class email or academy office email.

Live Lessons using Google Meet

Live sessions may take place using Google Meet and pupils are expected to follow the guidelines;

- Video conferencing should take place in an environment that is quiet, safe and free from distractions (no hoovers!) and preferably in a public area in the home.
- Appropriate dress must be worn for learning (no pyjamas!) Academy uniform may be worn!
- Pupils using live stream must have an adult present in the house, although the adult need not be joining in or sitting next to the learner (sometimes this actually prevents the child taking part).
- Pupils are expected to interact patiently and respectfully with their teachers and peers. If the teacher allows the chat function during the live session, comments must be within our academy rules – respectful and kind.
- Pupils will be responsible for their behaviour and actions when using technology, this includes the resources they access and the language they use.
- Pupils must end the session as soon as the teacher instructs them to do so.
- Mobile phones must be switched off and be out of use unless specifically requested by a teacher for learning purposes.

- Pupils or parents must not record or take photographs of other pupils or teachers during a live session.
- The rules in place are designed to help keep everyone safe and if they are not followed, Academy sanctions will be applied and parents informed.
- If pupils have any internet connection or technical issues, please email info@Waverleyacademy.org and we will forward the query to our IT team (please see online safety links below).

Learning Expectations

Teachers will assign tasks in Google Classroom by 8:30am each morning, with the work expected to be completed for that day - occasionally the task may be extended over the week.

The timetable includes one Phonics or Key Reading Skills, one Mathematical, one English and one wider curriculum area task each day.
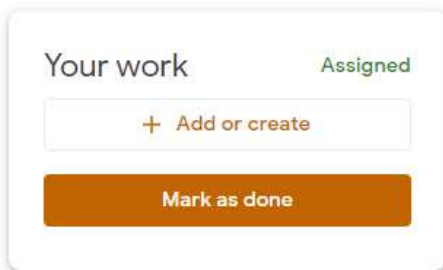
Once the work is done, children are expected to mark it as completed on Google Classroom. When the task is outside of Google Classroom (other websites etc.), pupils need to mark it as complete on Google Classroom and whenever it is possible they need to add their result in the private comment. This includes creative activities such as creating artwork, dance, music, sport or any off screen tasks.

Mathematics – The teacher will post the maths lessons on Google Classroom and please continue to use Time Table Rockstars https://ttrockstars.com/

English – Work will be added to Google Classroom. Written work can be completed on screen or on paper, and submitted via Google Classroom. Please continue to use Spelling Shed https://www.spellingshed.com/en-gb/

Wider Curriculum – Teachers will set work through Google Classroom.

Three tasks per day is the minimum expectation. Some children may thrive on more than this. If this is the case, we encourage you to revisit our home learning pages and access the many websites listed for additional, wider learning. Please remember to include reading for pleasure and to practise times tables and spellings each day. Please continue to use the academy planner to record reading activity with your child/children. In line with the 2020-2021 academy improvement plan we will be prioritising Phonics, Reading, Maths and PHSE this half term.

The Government Guidance states: "The remote education provided should be equivalent in length to the core teaching pupils would receive in academy and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

• Key Stage 1 - 3 hours a day on average across the cohort, with less for younger children

• Key Stage 2 - 4 hours a day"

Finding the time for learning

We are aware that many of you will be finding this new concept difficult and we ask that you try to get a routine in place to support your child in accessing remote learning. Please do not panic if you are not getting all the work done in the first instance, remember this is new to us all and the more we do it the better we will get. Below are a few timetable suggestions, we appreciate you may need flexibility to move the lessons around or complete them at a different time in the day and therefore we have recorded the lessons for you to access when it is convenient. We would suggest that you prioritise Phonics or Key Reading Skills, English and Maths daily. Most of the lessons are sequenced and follow on the previous lesson, if you do miss a day, continue on the next lesson which may be from the day before. Remember if this does not work for your family, the recorded lessons can be accessed at any time.

KS1 (FS2/Y1/Y2)	9:00-9:30am	9:30-9:45	9:45-10:45	10:45-11	11:00-12.00	12.00 - 1.00	1:00-2:00
Monday	Phonics		English		Maths		Curriculum
Tuesday	Phonics		English		Maths		Curriculum
Wednesday	Phonics	Break	English	Break	Maths	Lunch	Curriculum
Thursday	Phonics		English		Maths		Curriculum
Friday	Phonics		English		Maths		Curriculum

KS2 (Y3-Y6)	9:00-9:30am	9:30-9:45	9:45- 10:45	10:45-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
Monday	Key Reading Skills		English		Maths		Curriculum	Google Meet TT Rockstars/Spelling Shed
Tuesday	Key Reading Skills		English		Maths		Curriculum	Google Meet TT Rockstars/Spelling Shed
Wednesday	Key Reading Skills	Break	English	Break	Maths	Lunch	Curriculum	Google Meet TT Rockstars/Spelling Shed
Thursday	Key Reading Skills		English		Maths		Curriculum	Google Meet TT Rockstars/Spelling Shed
Friday	Key Reading Skills		English		Maths		Curriculum	Google Meet TT Rockstars/Spelling Shed

Inclusion (Pastoral, Well Being and SENDC Support)

As an academy we understand the additional challenges which pupils and parents may face as a result of the move to remote learning. We want to reassure families that there is a member of the Inclusion Team available each day to offer pastoral, well-being, and SEND support. If you need to talk to a member of the team then please do not hesitate to contact the academy office who will direct your call. Please be reassured that we know that families are trying their best and our aim as an academy is to support you.

Teachers have ensured that their remote learning offers suitable differentiation for pupils with SEND. However, we do recognize that some pupils, including those with SEND, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and advise you to contact the Inclusion Team if you need additional support with helping your child to access their learning.

It remains our duty to safeguard all families, so any immediate safeguarding concerns should be passed onto the academy's Designated Safeguarding Lead (Mrs. Keeton) or Deputy Designated Safeguarding Leads (Mrs. Bolton & Mrs. Rose) as a matter of urgency. If academy staff are unable to establish contact with families within a reasonable time, then Safeguarding Leads will follow this up as a priority and may seek support from other agencies where necessary such as our Education Welfare Officer.

We have included a number of links to support pupils with their well-being, as well as useful resources for pupils with additional needs in this booklet.

Learning Priorities

In line with Waverley Junior Academies 2020-2021 Academy Improvement Plan, we will be prioritising Phonics, Reading, Maths and PHSE this half term. Below you will is a range of additional online resources specifically selected for the children to access.

LEARNING PRIORITY 1 - READING		
DERBYSHIRE EBOOKS SERVICE	www.derbyshire.gov.uk/leisure/libraries/ebooks	Free books to borrow virtually

BookTrust — inspire a love of reading	www.booktrust.org.uk/books-and-reading/have-some-fun	
	https://home.oxfordowl.co.uk/reading/free-ebooks/	As well as much-loved characters such as Biff, Chip and Kipper and Winnie the Witch, you'll also find some great non-fiction books to help your child explore their world. You can use a pen to write over the book if you want to talk about certain aspects and you can also have it read to you if you wanted to.
twinkl	https://www.twinkl.co.uk/resources/mixed-subject-packs-academy-closure-home-learning-classroom-management-key-stage-2-year-3-4-5-6/interactive-learning-links-academy-closure-home-learning-classroom-management-key-stage-2-year-3-4-5-6/home-learning-resource-packs-academy-closure-home-learning-classroom-management-key-stage-2-year-3-4-5-6	Twinkl is a fantastic website that has many home learning packs for all year groups, including all subjects covered in the curriculum, linked to a huge range of topics.
	https://www.bbc.co.uk/teach/academy-radio/nursery-rhymes-songs-index/zhwdgwx	Animations of some of the best-known traditional nursery rhymes, many sung by BBC Children's TV presenters, with music that your children will love! They're an ideal resource to support a range of Early Years objectives, whether used in a nursery, reception class, or at home.
storytime	https://www.storytimemagazine.com/wp-content/uploads/2021/01/STORY_Issue-77-20210106.pdf https://www.storytimemagazine.com/	A free online magazine for children to access online. Parents can subscribe for a monthly edition

PHONICS		
PhonicsPlay	https://www.phonicsplay.co.uk/	**username: jan21** **password: home** A fantastic website to find phonics games, activities and ideas to support your child; includes subject knowledge to support parents.
Topmarks	https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds	A great resource with educational games to apply phonics learning.
	https://www.bbc.co.uk/bitesize/topics/zcqqtfr https://www.bbc.co.uk/bitesize/topics/zkxxsbk	A useful teaching tool for children, includes videos for each phonics sounds along with activities to complete.
Letters and Sounds	http://www.letters-and-sounds.com/	This page contains free, printable Resources for each of the phases in the DfES Letters and Sounds phonics teaching programme.
MR T's Phonics	https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw	Geraldine the Giraffe takes you on a learning journey through the world of phonics, grammar, spelling and punctuation, learning letters and sounds along the way. Over 600 videos teaching you how to read using phonics.
Alphablocks	https://www.bbc.co.uk/cbeebies/shows/alphablocks	Watch as the letters of the alphabet tell stories and make words using phonics. Play the learning game, watch clips and print colouring pages

LEARNING PRIORITY 3 - MATHS		
White Rose Maths	https://whiterosemaths.com/homelearning/	This is a MUST! A daily lesson and worksheet from the experts! You can use this resource to see the lesson being taught and can pause the screen to talk about the question and re-listen if you need to. It is fantastic!
MyMaths	https://www.mymaths.co.uk/	KS2 children have log in details in their planner Once logged in, use own portal code to access resources set by the class teacher. It is tailored to their individual level and gives sound examples of new concepts using very clear models and examples. Teachers can see your child's access and progress and will regularly update the content.
Education.com	https://www.education.com/games/time/	A wide variety of different resources to promote telling the time – a life skill required by all! This site is full of exciting animated clips and interactive games to build confidence and understanding
Count On	http://www.counton.org/games/	Count On Maths has lots of fun, interactive maths games for children to practice their numeracy skills. 'Who wants to be a Mathonaire?' is a great game to play with the whole family. Compete against each other to see who get the highest score. You can choose the level you compete at. Other games include 'Shape Invaders', 'Online Sudoku' and 'Memory Spin'...all great fun!

	https://ttrockstars.com/	Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Children can play independently or play against their friends to improve their times table recall. All children have an academy login for TT rockstars, which can be found in their planners
	https://www.ictgames.com/mobilePage/index.html	Free educational games aimed at primary aged children, linked to the KS1 and KS2 maths curriculum. This site also has games linked to other areas of the curriculum.

LEARNING PRIORITY 4 – PSHE		
	https://www.bbc.co.uk/bitesize/subjects/zmpfb9q	Lessons including videos, quizzes and practise activities to help with home learning.
	https://www.childnet.com/resources/video-lessons https://www.childnet.com/	Easy to follow lessons and activities for children to follow linked to online safety.
	https://www.youtube.com/user/CosmicKidsYoga	Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence

	https://www.cambslearntogether.co.uk/asset-library/Home-Learning-Hub-Treasure-Trail.pdf	The Home Learning Hub Treasure Trail is a challenge for families to complete together. There are 9 challenges to complete, starting from this website. Each level of the challenge involves different websites and resources with things for you to *find*, *look* at and *try*. Open the challenge and see how many levels you can complete!
	https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/rhe-pshe https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/rhe-pshe https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2	A fantastic set of video lessons with activities which caters for the PSHE curriculum in each key stage. This fantastic website also has lessons for each area of the curriculum.

Wellbeing Links

In order to maintain wellbeing, we encourage keeping active, getting fresh air, being creative and having mindfulness time. In addition to this there are a number of online resources available:

Action for Happiness offer a range of resources to encourage wellbeing including monthly calendars to support mindfulness
https://www.actionforhappiness.org/

Big Life Journal provide weekly free resources to encourage self-confidence and growth mindset https://biglifejournal.com/pages/freebies

Childline Tool Box has a calm zone where you can access support with relaxation, mindfulness and understanding emotions
https://www.childline.org.uk/toolbox/

ELSA offer a range of free activities to support pupils with emotional literacy and understanding the current situation.
https://www.elsa-support.co.uk/category/free-resources/

Go Noodle have a range of videos and activities to support with physical activity within the family home   https://www.gonoodle.com/

Joe Wicks is offering workouts on his YouTube channel throughout the week https://www.youtube.com/c/TheBodyCoachTV/videos

Young Minds offer resources for pupils and parents to support them with their mental health with resources specifically linked to the coronavirus outbreak https://youngminds.org.uk/

Frequently Asked Questions

During these challenging times there is definitely no such thing as a stupid question. Below you find a list of some of the frequently asked questions and please contact us if there is a question you have that is not addressed below.

Does my child have to wear a uniform in school?
Yes, we are asking parents to send children with uniform, ensuring they are wearing warm layers, due to the windows being left open to circulate the air through school.

Can school provide me an electronic device?
The academy can support families who do not have an electronic device to access remote learning. Please contact the academy office and we will do our best to support you. Please however be mindful that there are not enough devices for every child, and we are trying our very best to get devices to the most vulnerable children. You are able to access google classroom via a mobile phone, ipad, tablet, smart tv, playstation, xbox and laptop.

Why can't I log onto my child's google account?
All passwords have been sent out. If you are still having issues logging in please contact the school office for assistance.

When will I received FSM vouchers?
If your child is entitled to a FSM and are not in school the vouchers for each week should reach you via email shortly. Please check your spam and junk file weekly. If your child is in school and receiving a hot/cold dinner option you will not receive a voucher.

Is breakfast club running for children attending school who are key worker/vulnerable children?
Breakfast club is now back up and running at the usual cost of £4.00 per child per session.

Is there a hot dinner service or does my child need to bring pack up?
There is a hot dinner service available within school, children can bring either pack up from home or request a hot dinner each morning.

I don't know how to log into and use Google classroom?
Full instructions are on the website and include a step by step how to log in and use google classroom guide.

Is it compulsory my child engages and completes the work set by the school?
Yes, Home Learning is compulsory – the Government has stated that it is mandatory that all children engage in this form of education during the school closure period.
Please see the Learning Expectations section in this guide.

Glossary

Below is a list of terms that you will hear the teaching staff use during the remote learning sessions:

Phonics Glossary of Terms			
Blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.	**Consonant**	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC word	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include: • VC words e.g. on, is, it. • CCVC words e.g. trap and black. • CVCC words e.g. milk and fast.	**Diagraph**	Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: • Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day. • Consonant digraph: two consonants which can go together, for example shop or thin. • Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
Grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.	**Letters and Sounds**	A Government document detailing the teaching of phonics from phases 1-6.

Phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.	**Phonics**	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
Segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.	**Tricky word**	Words that are difficult to sound out e.g. said, the, because
Trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch.	**Vowels**	The letters a, e, i, o, u.

English Glossary of Terms

adjective	A describing word.	**passive**	The sentence It was eaten by our dog is the passive of Our dog ate it
adverb	Modify a verb, an adjective, another adverb or even a whole clause.	**past tense**	Verbs in the past tense.
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause.	**perfect**	The perfect form of a verb generally calls attention to the consequences of a prior event; for example; he **has** gone to lunch implies that he is still away.
apostrophe	Shows the place of missing letters (e.g. I'm for I am).	**plural**	A plural noun normally has a suffix – s or –es and means 'more than one'.
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.	**possessive**	A possessive can be: a noun followed by an apostrophe, with or without s or a possessive pronoun "it is **mine**"
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.	**prefix**	A prefix is added at the beginning of a word in order to turn it into another word. **over**take **dis**appear
compound word	A word containing 2 root words.	**preposition**	Prepositions often describe locations or directions, but can describe other things, such as relations of time.

conjunction	A conjunction links two words or phrases together.	**present tense**	Verbs that talk about the present.
determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).	**pronoun**	Pronouns are normally used like nouns (he, she, him, they, them, it)
homophone	Two different words are homophones if they sound exactly the same when pronounced (hear, here)	**punctuation**	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - – ( ) " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points
modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.	**relative clause**	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as who or that to refer back to that noun
noun	A person, place or thing.	**root word**	The main word in a compound word. EG **play**ed di**sappear**
noun phrase		**subordinate clause**	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in The apple that I ate was sour, the clause that I ate is subordinate to apple (which it modifies).
verb	Verbs are sometimes called 'doing words' because many verbs name an action that someone does.	**synonym**	Two words are synonyms if they have the same meaning, or similar meanings.

Maths Glossary of Terms

Place Value

Ordering	Putting numbers in the correct order according to size.	Partitioning	Partitioning a number based on its values. EG 738 = 700 30 tens and 8 ones.
Even Numbers	All numbers that can be divided equally by 2. **Even numbers always end in 2, 4, 6, 8 or 0**	Decimal	A decimal number is a number with a decimal point to represent a whole number and a fraction of a number.
Odd Numbers	All whole numbers that cannot by divided by 2. **Odd numbers always end in 1, 3,5,7 or 9**	Greater than/Less than	Less than < Greater than > Symbols used to show the size of numbers.
Negative number	A number that is less than zero. EG **-3 -12**		

Addition and Subtraction

Bridging through 10	A mental method that is finding the number of 2 numbers that totals greater than 10. Pupils are taught to add to 10 then add the remainder.	Column method	Calculation method where the numbers are placed above another in a column.
Finding the difference	Using subtraction to find the difference between 2 numbers.	Number bonds	Pairs of numbers that add up to a specific number. EG Number bonds to 10 (9+1, 8+2, 7 +3)

Multiplication and Division

Array	A pictorial representation of multiplication or division. Typically shown as dots. EG 2 x 3 would be shown as 2 rows of 3 dots.	Bus Stop Method	Also known as short division. This is the method used once pupils are confident.
Commutativity	When 2 or more numbers are added or multiplied in any order, it will still produce the same answer.	Cube numbers	A number that is multiplied by itself and then by itself again. EG 27 = 3 x 3x 3 $3^{3=27}$
Factor	A factor is one of two or more numbers that divides a given number without a remainder. In the number sentence 4 x 5 = 20, both 5 and 4 are factors of 20.	Long division	A written method of dividing a large number, usually by another large (at least 2-digit) number.
Long multiplication	A written method of multiplying two large numbers.	Multiple	A multiple is a number that can be divided by another number a certain number of times without a remainder. In the number sentence 4 x 5 = 20, 20 is a multiple of 4 and a multiple of 5.
Product	The product of two numbers is the result achieved when they are **multiplied** together.	Prime numbers	A number greater than 1, which cannot be divided exactly by any number except 1 and itself. The first few prime numbers are 2, 3, 5, 7, 11, 13 – all numbers which can only be divided exactly by 1 and themselves.

Remainder	The amount left over when a number cannot be exactly divided by another number. For example, if we divide 10 by 3, we get three groups of 3 with a remainder of 1.	Sharing	Children learn early on how to share a number of objects into equal groups. This develops an early understanding of **division**.

Fractions

Fraction	A <u>**factor**</u> is one of two or more numbers that divides a given number without a remainder. In the number sentence 4 x 5 = 20, both 5 and 4 are factors of 20.	Denominator	In a **fraction**, the number below the line.
Equivalent fractions	Fractions which represent the same amount but are expressed using different numbers. For example 1/3 is the same as 2/6 and 4/12.	Improper fractions	An improper **fraction** has a higher number on top (the **numerator**) than the bottom (the **denominator**).
Lowest common denominator	The smallest number that is exactly divisible by the **denominator** of a set of fractions. For example, the lowest common denominator of ½, ¾ and 5/6 would be 12, as it the smallest number divisible by 2, 4 and 6.	Mixed Number	A number that is made up of a **whole number** and a **fraction**, for example 3½.
Numerator	In a **fraction**, the number above the line.		

Shape

Area	The amount of space taken up by a 2D shape. Measured in square centimetres, metres etc. Also shown as cm², m² and so on.	Circumference	The measurement of the distance all the way around the outside of a **circle**.
Angle	The space between two intersecting lines, measured in **degrees**.	Face	Any flat surface of a **3D shape**. Faces can be flat or curved and of many different shapes.
Diameter	A straight line that joins two points on the **circumference** of a **circle** and passes through the centre.	Edge	The place on a 3D shape where two **faces** meet.
Net	What a **3D shape** would look like if it was opened out flat.	Obtuse angle	An **angle** greater than 90° but less than 180°.
Parallel	Lines which have exactly the same distance between them for their full length, and will never cross.	Perimeter	The distance all the way around a **2D shape** – the total length of all its sides.
Perpendicular	Lines which intersect at a **right angle** are perpendicular.	Radius	A straight line drawn from the centre of a circle to any point on its **circumference**.
2D shape	Shapes which are flat, having only two dimensions – height/length and width.	3D shape	Shapes which have a solid form, having 3 dimensions – height/length, width and depth.