

Targets

For those of you who had children at Eaton Primary School at the end of last year, the targets for this first half term were given on the reports. I thought it would be a good idea to remind the children of these targets and also to suggest ways in which you can help them work towards these targets at home.

For each subject there are 3 or 4 targets which are hierarchical. The children were initially given targets based on what they found difficult at about May half term. I have asked the children to highlight the target that was given to them at this time. There is no reason, however, that if they are confident with the target that they were given, that they could not move on to the next one.

Reading

Explain how a character is feeling because of what they have said or done.

Help your child to interpret actions and speech as feelings eg skipping = happy; crying = upset; "Oh shut up!" = annoyed; "That's brill!" = pleased. You could read to your child if that helps.

Work out how a character is feeling using the clues found in actions, speech and description.

Help your child identify clues in text, e.g. I think Joe was really angry when he threw things round the room, it makes me feel worried that Joe might do something silly. It says his face was bright red and he shouted, 'I hate you!'.

Deduce reasons for a character's behaviour from their actions, speech and description.

Help your child to quote from the text when they tell you "Why" e.g. I feel that the writer wants us to see Joe's anger. The author says "Joe threw the cup across the table and shouted to his Mum."

I think the character felt..... I know this because the author writesand also, this tells me that.....

Writing

Use your knowledge of sounds to write a simple sentence.

Practise writing sentences, e.g. keeping a diary, a letter/email to a friend or relative, a note telling someone where you are etc.

Use adjectives and adverbs when writing sentences.

Play an aural game of improving sentences, e.g. I went to the park. I went very slowly to the park. I went very slowly to the boring park.

Use a variety of adjectives and adverbs to add detail and interest to a piece of writing.

Look in your reading book and find the adjectives and adverbs. Read the same sentence without the adjectives and adverbs. What difference does it make?

Use a range of different sentence openings to add extra detail and interest.

Again, spot the different ways that sentences can be started. Does it depend on the type of writing as to what types of sentence starters are used? Make sure you use them in your own writing.

Maths

Understand place value in numbers with 3 digits and order numbers to 100 successfully.

Order car number plates, numbers around the house, people's ages etc. What number has 8 hundreds, 3 tens and 4 units? How many tens in 453 etc?

Understand place value in numbers with 4 digits and order numbers to 1000 successfully.

As above, but larger numbers!

Use place value to multiply and divide numbers by 10 and 100, including those which give answers which include decimals.

The digits all move 1 place to the left when multiplying by 10 and 1 place to the right when dividing by 10. Any empty spaces are filled with 0s. We try to avoid saying 'add a 0' when multiplying by 10 as this doesn't work for decimal numbers. However, you could discuss when this rule does work, but when you can't use it.