



Much Hadham



# HOME LEARNING RECORD



**Autumn Term**

**Year 6**

**Name:**

# Year 6 Home Learning

When children have the opportunity to practise certain skills at home, it can make a huge impact on their day to day learning in school. Please do support your child with their home learning as much as possible as it does make a difference.

A child in Upper KS2 should spend an average of between 15-30 minutes a day on their homework. We have included a recording table for each week in this planner. **Please initial the box to show when your child has either read, practised their spellings or their maths focus each week.**

|                          |        |                  |           |          |        |          |        |
|--------------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn <u>1</u> : Week 3 |        | Week commencing: |           |          |        |          |        |
|                          | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading                  |        |                  |           |          |        |          |        |
| Spelling                 |        |                  |           |          |        |          |        |
| Maths                    |        |                  |           |          |        |          |        |

## Additional Support with Home Learning

Every year group has suggested optional workbooks, that will support your child with their learning at home. These can be purchased through the Arbor app for delivery to school. **Buying through school will entitle you to a discounted price.**

### Suggested workbooks are:

CGP Year 6 Times Tables - 10 Minute Weekly Workouts.

CGP Year 6 Targeted Reading Comprehension - Book 1 and 2

CGP Year 6 Spelling and Vocabulary – 10 Minute Weekly Workouts



# What weekly home learning could look like ...

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>  | <p><b>At least <u>4 times per week</u> for 10-15 minutes, to include:</b></p> <ul style="list-style-type: none"> <li>• 2 x (at least) reading independently.</li> <li>• 1 x reading to a grown-up. There are questions to check comprehension on pages 4 and 5.</li> <li>• 1 x CGP Targeted Reading Comprehension</li> </ul>  |
| <b>Spelling</b> | <p><b>At least <u>4 times per week</u> for 10-15 minutes, to include:</b></p> <ul style="list-style-type: none"> <li>• 3 x practise of half-termly statutory spellings using any of the spelling menu strategies on page 7</li> <li>• 1 x CGP Spelling and Vocabulary 10 Minute Weekly Workout</li> </ul>                   |
| <b>Maths</b>    | <p><b>At least <u>4 times per week</u> for 10-15 minutes, to include:</b></p> <ul style="list-style-type: none"> <li>• 3 x practising times tables and division facts using the strategies on page 9</li> <li>• 1 x CGP Times Tables 10 Minute Weekly Workout</li> </ul>                                                    |

In case of loss or damage, this 'Home Learning Record' will also be emailed out to parents and carers. Alternatively, additional copies can be purchased from school for £1.

### Year 6 – Reading Questions by Skill Type

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>What is...? Why had...? Who else...? What event...? Why do...? Why has...?</p> <p>Give one... Name two... Explain why... Two columns. Tick either based on a question.</p> <p>What conclusion does... draw from this?</p> <p>How do people feel about the...?</p> <p>Which words would best complete (statement) 4 tick boxes</p> <p>Look at the _____. Who...?</p> <p>What is happening after/before...?</p> <p>True or false – table of 4 statements</p> <p>Why is it important for...? tick one</p> <p>Complete the table (headings with a series of bullet points requiring retrieval from the text)</p> <p>Where did (character) find the...?</p> <p>What do _____ spend time doing?</p> <p>Give two pieces of evidence that...</p> <p>Number these (5) facts in the order that they happen.</p> <p>How did _____ react when...?</p> <p>What was one effect of...?</p> <p>What does the poet ask...?</p> <p>What evidence is there that this was written for...?</p> <p>How does the writer show they had mixed feelings about...?</p>                                                                                            |
|   | <p>Predict from the cover/ blurb/ inside cover.</p> <p>What is happening now? What happened before this? What might happen next? Use evidence from the text to support.</p> <p>Do you think... will happen? Explain reasons.</p> <p>How might characters change throughout this story? Adapt predictions as the story unfolds.</p> <p>Is the character similar any other characters / people you know? How would they behave in this situation?</p> <p>Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way?</p> <p>Do you know other stories that start in a similar way?</p> <p>Will both characters go on the same journey in this story? What will happen to them both?</p> <p>What will the plot of this story be?</p> <p>What is the structure of this narrative?</p> <p>Predict from key words throughout the text – use to predict plot.</p> <p>Predict plotlines from headlines. Predict content. Predict vocabulary.</p> <p>Predict text type – what features will you see in this text?</p> <p>Predict plot from sentences about events.</p> |
|  | <p>Find and copy one word which shows that...</p> <p>Find two words or phrases that make the passage seem...</p> <p>What does... mean in this sentence?</p> <p>Find and copy a group of words that means the same as...</p> <p>What do the words...mean?</p> <p>Which word is closest in meaning to ____? (Give options)</p> <p>Find and copy one word which means...</p> <p>Why is the word ____ in inverted commas?</p> <p>What does the word ____ tell you about...?</p> <p>Choose the best words to match the description (multiple choice x 4)</p> <p>The writer has used the simile / metaphor... What does this mean?</p> <p>How can we describe... using similes/ metaphors?</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p> <p>Find similar words that (different) authors use to convey information (non-fiction texts).</p> <p>What other words or phrases could the author have used?</p>                                                                                                                                                                                                            |
|  | <p>What does the word... tell you about...?</p> <p>Find two words or phrases which make the passage seem...</p> <p>Find two words or phrases which show the writer thinks...</p> <p>Explain how the words... make it seem...</p> <p>Why has the writer used the word...?</p> <p>What is the purpose of the text? Which words have been chosen for this purpose?</p> <p>What is the effect of the sentence (quote)...?</p> <p>Which keyword(s) tell you about the character/ setting/ mood?</p> <p>How is language used to create a positive / negative image of...?</p> <p>What does the choice of language suggest about...?</p> <p>How has the author used a range of vocabulary to convey different messages, moods,</p>                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | <p>feelings and attitudes?</p> <p>What is it about the language choice that tells you it was written a long time ago?</p> <p>Give one example of the use of humour in the text.</p> <p>The word _____ suggests that the character is...</p> <p>Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc</p> <p>What does this metaphor tell us about...?</p> <p>Which is your favourite author and why? Why do you like this author?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|    | <p>Name two of the difficulties (character) had in the story. Explain how he/she dealt with them.</p> <p>Explain how the text has been arranged to support the reader. Why?</p> <p>Can you explain how writers have similar/ contrasting styles?</p> <p>Explain how figurative language (similes, metaphors, personification) contributes to meaning.</p> <p>Do you agree with the way the problem was solved/ story ended? Explain</p> <p>What are the ___ for? What is the purpose of...?</p> <p>How does... create an atmosphere of...?</p> <p>Were there any clues that... would happen?</p> <p>How does... prepare the reader for the ending?</p> <p>Explain why... has been placed at the beginning</p> <p>Explain how section... is different from others.</p> <p>What is the purpose of the text? How do you know?</p> <p>How does the writer make it interesting / engaging / exciting?</p> <p>Explain how the whole of... has the effect of...</p> <p>Explain how the passage gives a positive / negative impression of...</p> <p>Explain how this text is suitable for...</p> |
|   | <p>What is (character) thinking about after/when – 4 thought bubble tick boxes</p> <p>(Statement) This suggests that... Tick one (of 4)</p> <p>(Statement) Give two ways they are important.</p> <p>What does it mean when she says this?</p> <p>What impressions do you get of the relationship between _____ and _____?</p> <p>Tick one box to show whether each box is a fact or opinion.</p> <p>What other impressions do you get (after a more obvious one has been stated)?</p> <p>Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'.</p> <p>Why does she 'hesitate'?</p> <p>What is one thing that does not change through...?</p> <p>Tick two sections/verses that are about...</p> <p>What suggests that (setting) was not well looked after?</p> <p>How can you tell that (character) was determined to...?</p> <p>Give two reasons why he does/doesn't want...</p> <p>How can you tell that there was something strange about...? Give two.</p>                                                                                         |
|  | <p>Which section of the text is likely to inform readers that...</p> <p>Which of the following would be the most suitable summary of the whole text? (give options to choose from)</p> <p>Can you number these events 1-5 in the order that they happened?</p> <p>Can you summarise in a sentence each section / paragraph of the story/ text?</p> <p>Can you choose one word to summarise each paragraph?</p> <p>Can you summarise the story in ___ words? The character in three words?</p> <p>Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words.</p> <p>Scan the text for dates/character names/setting names etc. What does this section of text tell us about _____?</p>                                                                                                                                                                                                                                                                                                                                                |
|  | <p>How is / are ___ similar to / different from...?</p> <p>List the similarities and differences between... (characters / settings / layout)</p> <p>How did the characters' reactions differ when...?</p> <p>How does (character's) mood change...?</p> <p>How does the mood change when...?</p> <p>Why do you think the layout is different from / similar to...?</p> <p>Why does the layout change...?</p> <p>Compare paragraph 1 with paragraph 2.</p> <p>What are the two contrasting viewpoints?</p> <p>How is the author's viewpoint different?</p> <p>How is the author's viewpoint different in different sections of the text?</p> <p>Fill in/read comparison tables, Venn diagrams, tick boxes</p>                                                                                                                                                                                                                                                                                                                                                                             |



## Autumn 1 Spellings: Test - Week Commencing 12 10 2026

| w/c 07 09 26 | w/c 14 09 26 | w/c 21 09 26 | w/c 28 09 26 | w/c 05 10 26 |
|--------------|--------------|--------------|--------------|--------------|
| desperate    | cemetery     | recognise    | prejudice    | restaurant   |
| necessary    | occupy       | immediately  | convenience  | soldier      |
| sacrifice    | aggressive   | neighbour    | queue        | symbol       |

## Autumn 2 Spellings: Test – Week Commencing 07 12 2026

| w/c 02 11 26 | w/c 09 11 26 | w/c 16 11 26 | w/c 23 11 26 | w/c 30 11 26 |
|--------------|--------------|--------------|--------------|--------------|
| sacrifice    | explanation  | appreciate   | communicate  | conscience   |
| neighbour    | determined   | controversy  | government   | committee    |
| prejudice    | according    | community    | individual   | foreign      |
| queue        | identity     | achieve      | opportunity  | harass       |

## Ideas to practise your spellings

## Rainbow Words

Write your words out and make each letter a different colour. Or create a rainbow by writing the words out repeatedly but in a different colour each time.

[illegible]

## Writing Race



Set a timer for 2 minutes and see how many times you can write a chosen word correctly in that time.

## Word Pyramids

r  
re  
rem  
reme  
remem  
rememb  
remember  
remember

Write out each spelling as a word pyramid. Start with the first letter and then add a new letter onto each row.

## Word Shapes

Write out each spelling and draw a box around each letter to show the height or tails on a letter.



## Colour patterns

Write out each word with the consonants in one colour and the vowels in another.

government  
parliament  
dictionary

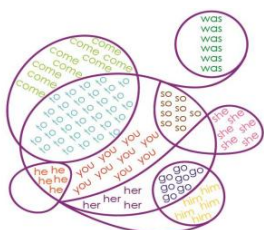
## Mnemonics

Make a mnemonic  
to help you  
remember the  
spelling for a word  
or just the tricky  
part of it.

height  
elephants in  
green houses



## Word Squiggle



Draw a continuous  
loopy pattern and fill  
each section with  
your spelling words.  
You could use  
different colours if  
you like.

## Spelling Graffiti

Use colour and shape to produce fun and creative ways of writing your spellings out.

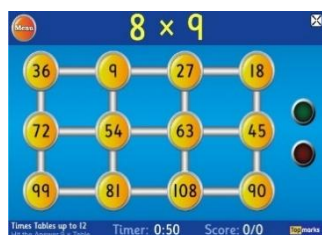


# Times tables and division facts that need to be known fluently in Year 6.

| 1x table                                                                                                                                                                                                                                                                       | 2x table                                                                                                                                                                                                                                                                       | 3x table                                                                                                                                                                                                                                                                        | 4x table                                                                                                                                                                                                                                                                                        | 5x table                                                                                                                                                                                                                                                                                        | 6x table                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| $0 \times 1 = 0$<br>$1 \times 1 = 1$<br>$2 \times 1 = 2$<br>$3 \times 1 = 3$<br>$4 \times 1 = 4$<br>$5 \times 1 = 5$<br>$6 \times 1 = 6$<br>$7 \times 1 = 7$<br>$8 \times 1 = 8$<br>$9 \times 1 = 9$<br>$10 \times 1 = 10$<br>$11 \times 1 = 11$<br>$12 \times 1 = 12$         | $0 \times 2 = 0$<br>$1 \times 2 = 2$<br>$2 \times 2 = 4$<br>$3 \times 2 = 6$<br>$4 \times 2 = 8$<br>$5 \times 2 = 10$<br>$6 \times 2 = 12$<br>$7 \times 2 = 14$<br>$8 \times 2 = 16$<br>$9 \times 2 = 18$<br>$10 \times 2 = 20$<br>$11 \times 2 = 22$<br>$12 \times 2 = 24$    | $0 \times 3 = 0$<br>$1 \times 3 = 3$<br>$2 \times 3 = 6$<br>$3 \times 3 = 9$<br>$4 \times 3 = 12$<br>$5 \times 3 = 15$<br>$6 \times 3 = 18$<br>$7 \times 3 = 21$<br>$8 \times 3 = 24$<br>$9 \times 3 = 27$<br>$10 \times 3 = 30$<br>$11 \times 3 = 33$<br>$12 \times 3 = 36$    | $0 \times 4 = 0$<br>$1 \times 4 = 4$<br>$2 \times 4 = 8$<br>$3 \times 4 = 12$<br>$4 \times 4 = 16$<br>$5 \times 4 = 20$<br>$6 \times 4 = 24$<br>$7 \times 4 = 28$<br>$8 \times 4 = 32$<br>$9 \times 4 = 36$<br>$10 \times 4 = 40$<br>$11 \times 4 = 44$<br>$12 \times 4 = 48$                   | $0 \times 5 = 0$<br>$1 \times 5 = 5$<br>$2 \times 5 = 10$<br>$3 \times 5 = 15$<br>$4 \times 5 = 20$<br>$5 \times 5 = 25$<br>$6 \times 5 = 30$<br>$7 \times 5 = 35$<br>$8 \times 5 = 40$<br>$9 \times 5 = 45$<br>$10 \times 5 = 50$<br>$11 \times 5 = 55$<br>$12 \times 5 = 60$                  | $0 \times 6 = 0$<br>$1 \times 6 = 6$<br>$2 \times 6 = 12$<br>$3 \times 6 = 18$<br>$4 \times 6 = 24$<br>$5 \times 6 = 30$<br>$6 \times 6 = 36$<br>$7 \times 6 = 42$<br>$8 \times 6 = 48$<br>$9 \times 6 = 54$<br>$10 \times 6 = 60$<br>$11 \times 6 = 66$<br>$12 \times 6 = 72$                   |
| 7x table                                                                                                                                                                                                                                                                       | 8x table                                                                                                                                                                                                                                                                       | 9x table                                                                                                                                                                                                                                                                        | 10x table                                                                                                                                                                                                                                                                                       | 11x table                                                                                                                                                                                                                                                                                       | 12x table                                                                                                                                                                                                                                                                                        |
| $0 \times 7 = 0$<br>$1 \times 7 = 7$<br>$2 \times 7 = 14$<br>$3 \times 7 = 21$<br>$4 \times 7 = 28$<br>$5 \times 7 = 35$<br>$6 \times 7 = 42$<br>$7 \times 7 = 49$<br>$8 \times 7 = 56$<br>$9 \times 7 = 63$<br>$10 \times 7 = 70$<br>$11 \times 7 = 77$<br>$12 \times 7 = 84$ | $0 \times 8 = 0$<br>$1 \times 8 = 8$<br>$2 \times 8 = 16$<br>$3 \times 8 = 24$<br>$4 \times 8 = 32$<br>$5 \times 8 = 40$<br>$6 \times 8 = 48$<br>$7 \times 8 = 56$<br>$8 \times 8 = 64$<br>$9 \times 8 = 72$<br>$10 \times 8 = 80$<br>$11 \times 8 = 88$<br>$12 \times 8 = 96$ | $0 \times 9 = 0$<br>$1 \times 9 = 9$<br>$2 \times 9 = 18$<br>$3 \times 9 = 27$<br>$4 \times 9 = 36$<br>$5 \times 9 = 45$<br>$6 \times 9 = 54$<br>$7 \times 9 = 63$<br>$8 \times 9 = 72$<br>$9 \times 9 = 81$<br>$10 \times 9 = 90$<br>$11 \times 9 = 99$<br>$12 \times 9 = 108$ | $0 \times 10 = 0$<br>$1 \times 10 = 10$<br>$2 \times 10 = 20$<br>$3 \times 10 = 30$<br>$4 \times 10 = 40$<br>$5 \times 10 = 50$<br>$6 \times 10 = 60$<br>$7 \times 10 = 70$<br>$8 \times 10 = 80$<br>$9 \times 10 = 90$<br>$10 \times 10 = 100$<br>$11 \times 10 = 110$<br>$12 \times 10 = 120$ | $0 \times 11 = 0$<br>$1 \times 11 = 11$<br>$2 \times 11 = 22$<br>$3 \times 11 = 33$<br>$4 \times 11 = 44$<br>$5 \times 11 = 55$<br>$6 \times 11 = 66$<br>$7 \times 11 = 77$<br>$8 \times 11 = 88$<br>$9 \times 11 = 99$<br>$10 \times 11 = 110$<br>$11 \times 11 = 121$<br>$12 \times 11 = 132$ | $0 \times 12 = 0$<br>$1 \times 12 = 12$<br>$2 \times 12 = 24$<br>$3 \times 12 = 36$<br>$4 \times 12 = 48$<br>$5 \times 12 = 60$<br>$6 \times 12 = 72$<br>$7 \times 12 = 84$<br>$8 \times 12 = 96$<br>$9 \times 12 = 108$<br>$10 \times 12 = 120$<br>$11 \times 12 = 132$<br>$12 \times 12 = 144$ |
| $\div 1$                                                                                                                                                                                                                                                                       | $\div 2$                                                                                                                                                                                                                                                                       | $\div 3$                                                                                                                                                                                                                                                                        | $\div 4$                                                                                                                                                                                                                                                                                        | $\div 5$                                                                                                                                                                                                                                                                                        | $\div 6$                                                                                                                                                                                                                                                                                         |
| $1 \div 1 = 1$<br>$2 \div 1 = 2$<br>$3 \div 1 = 3$<br>$4 \div 1 = 4$<br>$5 \div 1 = 5$<br>$6 \div 1 = 6$<br>$7 \div 1 = 7$<br>$8 \div 1 = 8$<br>$9 \div 1 = 9$<br>$10 \div 1 = 10$<br>$11 \div 1 = 11$<br>$12 \div 1 = 12$                                                     | $2 \div 2 = 1$<br>$4 \div 2 = 2$<br>$6 \div 2 = 3$<br>$8 \div 2 = 4$<br>$10 \div 2 = 5$<br>$12 \div 2 = 6$<br>$14 \div 2 = 7$<br>$16 \div 2 = 8$<br>$18 \div 2 = 9$<br>$20 \div 2 = 10$<br>$22 \div 2 = 11$<br>$24 \div 2 = 12$                                                | $3 \div 3 = 1$<br>$6 \div 3 = 2$<br>$9 \div 3 = 3$<br>$12 \div 3 = 4$<br>$15 \div 3 = 5$<br>$18 \div 3 = 6$<br>$21 \div 3 = 7$<br>$24 \div 3 = 8$<br>$27 \div 3 = 9$<br>$30 \div 3 = 10$<br>$33 \div 3 = 11$<br>$36 \div 3 = 12$                                                | $4 \div 4 = 1$<br>$8 \div 4 = 2$<br>$12 \div 4 = 3$<br>$16 \div 4 = 4$<br>$20 \div 4 = 5$<br>$24 \div 4 = 6$<br>$28 \div 4 = 7$<br>$32 \div 4 = 8$<br>$36 \div 4 = 9$<br>$40 \div 4 = 10$<br>$44 \div 4 = 11$<br>$48 \div 4 = 12$                                                               | $5 \div 5 = 1$<br>$10 \div 5 = 2$<br>$15 \div 5 = 3$<br>$20 \div 5 = 4$<br>$25 \div 5 = 5$<br>$30 \div 5 = 6$<br>$35 \div 5 = 7$<br>$40 \div 5 = 8$<br>$45 \div 5 = 9$<br>$50 \div 5 = 10$<br>$55 \div 5 = 11$<br>$60 \div 5 = 12$                                                              | $6 \div 6 = 1$<br>$12 \div 6 = 2$<br>$18 \div 6 = 3$<br>$24 \div 6 = 4$<br>$30 \div 6 = 5$<br>$36 \div 6 = 6$<br>$42 \div 6 = 7$<br>$48 \div 6 = 8$<br>$54 \div 6 = 9$<br>$60 \div 6 = 10$<br>$66 \div 6 = 11$<br>$72 \div 6 = 12$                                                               |
| $\div 7$                                                                                                                                                                                                                                                                       | $\div 8$                                                                                                                                                                                                                                                                       | $\div 9$                                                                                                                                                                                                                                                                        | $\div 10$                                                                                                                                                                                                                                                                                       | $\div 11$                                                                                                                                                                                                                                                                                       | $\div 12$                                                                                                                                                                                                                                                                                        |
| $7 \div 7 = 1$<br>$14 \div 7 = 2$<br>$21 \div 7 = 3$<br>$28 \div 7 = 4$<br>$35 \div 7 = 5$<br>$42 \div 7 = 6$<br>$49 \div 7 = 7$<br>$56 \div 7 = 8$<br>$63 \div 7 = 9$<br>$70 \div 7 = 10$<br>$77 \div 7 = 11$<br>$84 \div 7 = 12$                                             | $8 \div 8 = 1$<br>$16 \div 8 = 2$<br>$24 \div 8 = 3$<br>$32 \div 8 = 4$<br>$40 \div 8 = 5$<br>$48 \div 8 = 6$<br>$56 \div 8 = 7$<br>$64 \div 8 = 8$<br>$72 \div 8 = 9$<br>$80 \div 8 = 10$<br>$88 \div 8 = 11$<br>$96 \div 8 = 12$                                             | $9 \div 9 = 1$<br>$18 \div 9 = 2$<br>$27 \div 9 = 3$<br>$36 \div 9 = 4$<br>$45 \div 9 = 5$<br>$54 \div 9 = 6$<br>$63 \div 9 = 7$<br>$72 \div 9 = 8$<br>$81 \div 9 = 9$<br>$90 \div 9 = 10$<br>$99 \div 9 = 11$<br>$108 \div 9 = 12$                                             | $10 \div 10 = 1$<br>$20 \div 10 = 2$<br>$30 \div 10 = 3$<br>$40 \div 10 = 4$<br>$50 \div 10 = 5$<br>$60 \div 10 = 6$<br>$70 \div 10 = 7$<br>$80 \div 10 = 8$<br>$90 \div 10 = 9$<br>$100 \div 10 = 10$<br>$110 \div 10 = 11$<br>$120 \div 10 = 12$                                              | $11 \div 11 = 1$<br>$22 \div 11 = 2$<br>$33 \div 11 = 3$<br>$44 \div 11 = 4$<br>$55 \div 11 = 5$<br>$66 \div 11 = 6$<br>$77 \div 11 = 7$<br>$88 \div 11 = 8$<br>$99 \div 11 = 9$<br>$110 \div 11 = 10$<br>$121 \div 11 = 11$<br>$132 \div 11 = 12$                                              | $12 \div 12 = 1$<br>$24 \div 12 = 2$<br>$36 \div 12 = 3$<br>$48 \div 12 = 4$<br>$60 \div 12 = 5$<br>$72 \div 12 = 6$<br>$84 \div 12 = 7$<br>$96 \div 12 = 8$<br>$108 \div 12 = 9$<br>$120 \div 12 = 10$<br>$132 \div 12 = 11$<br>$144 \div 12 = 12$                                              |

# Ideas to practise times tables and division facts

Hit the Button online game



Learn a Times Tables song from YouTube Kids or BBC Supermovers



Make some flash cards with the times table on one side and the answer on the other.

<https://www.totcards.com/free-times-table-flashcards.html>



Play a matching card game, where you need to match the question with the answer. Make some cards or play online:

<https://www.timestables.co.uk/times-tables-memory.html>



TT Rock Stars

Play as an individual or against your class mates. If you would like printed versions, please let your teacher know.



Write them down as quickly as you can in 2 minutes!



Use your Purple Mash account to play times tables games.

<https://www.purplemash.com/login/#/portal/standrewssq10/child>



Other good websites include:

Top Marks -

<https://www.topmarks.co.uk/>

BBC Bitesize -

<https://www.bbc.co.uk/bitesize>

Math is Fun -

<https://www.mathsisfun.com/>

Maths Frame -

<https://mathsframe.co.uk/>

|                   |        |                  |           |          |        |          |        |
|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 1 : Week 1 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 1 : Week 2 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

|                   |        |                  |           |          |        |          |        |
|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 1 : Week 3 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 1 : Week 4 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

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|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 1 : Week 5 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 1 : Week 6 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

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|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 1 : Week 7 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 1 : Week 8 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

|                   |        |                  |           |          |        |          |        |
|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 2 : Week 1 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 2 : Week 2 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

|                   |        |                  |           |          |        |          |        |
|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 2: Week 3  |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 2 : Week 4 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

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|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 2 : Week 5 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 3 : Week 6 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

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|-------------------|--------|------------------|-----------|----------|--------|----------|--------|
| Autumn 2 : Week 7 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |
| Autumn 2 : Week 8 |        | Week commencing: |           |          |        |          |        |
|                   | Monday | Tuesday          | Wednesday | Thursday | Friday | Saturday | Sunday |
| Reading           |        |                  |           |          |        |          |        |
| Spelling          |        |                  |           |          |        |          |        |
| Maths             |        |                  |           |          |        |          |        |

*Spelling Test: Autumn 1*

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| Spelling Test: Autumn 2 |  |
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## Times tables Autumn 1

## Division Facts Test: Autumn 1

## Times tables Test: Autumn 2

## Division Facts Test: Autumn 2

