How can I support my child in preparing for the SATS?

Practise basic skills

Practising these essential skills will help your child feel confident when tackling reasoning questions, and save time on the arithmetic test.

- Times tables up to 12 x 12
- Multiplying and dividing by 10, 100 and 1000
- Learning measurement conversions:

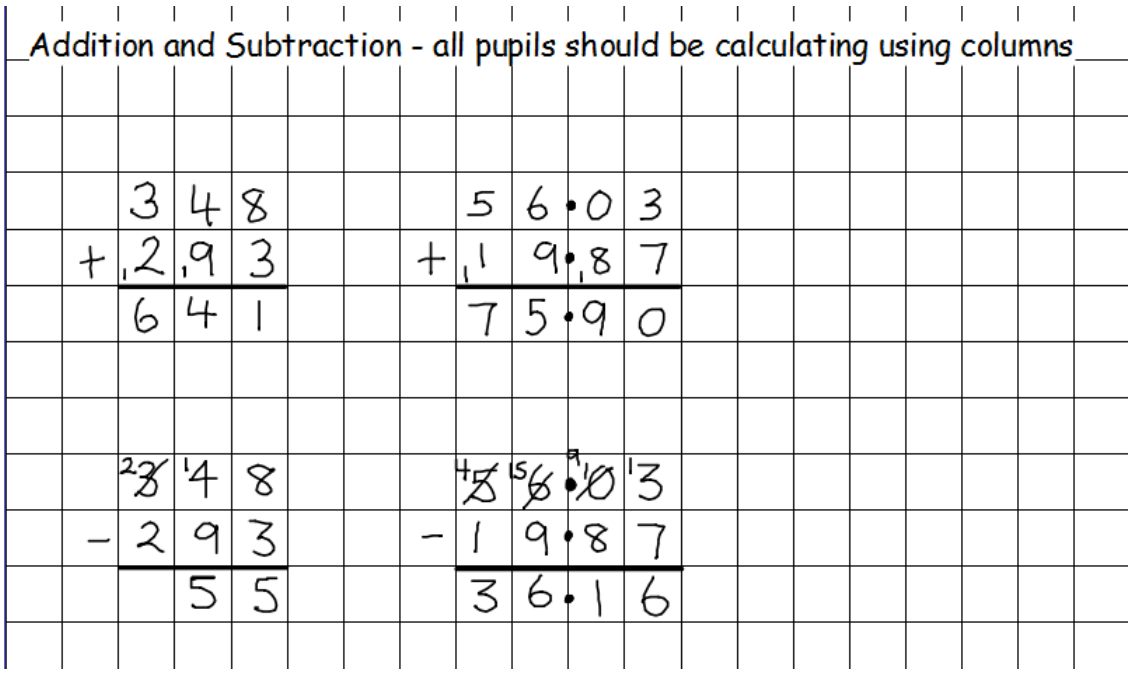
1cm	10mm
1m	10cm
1km	1000m
1kg	1000g
1L	1000ml

- Tell the time to nearest minute, and calculate intervals of time
- Know common fraction, decimal and percentage equivalences

Secure arithmetic methods

The arithmetic test counts for 40 marks of the total 110. Being confident with the formal methods of calculation will help your child to secure as many marks as possible.

- Column addition and subtraction
- Short multiplication and division
- Long multiplication and division
- Adding, subtracting and multiplying fractions
- Dividing fractions by whole numbers



Short Multiplication - use when multiplying by a single digit

$$28 \times 5 = 140$$

$$954 \times 7 = 6678$$

$$3208 \times 9 = 28872$$

$$28.3 \times 6 = 169.8$$

Short division - use when dividing by single digits

$$1477 \text{ r } 3 \quad (5\overline{)7^{2}3^{3}8^{3}5})$$

$$053 \text{ r } 3 \quad (4\overline{)2^{2}1^{1}5})$$

$$053\tfrac{3}{4} \quad (4\overline{)2^{2}1^{1}5})$$

Chunking - use when dividing by larger numbers

$$38 \text{ r } 2 \quad (16\overline{)592})$$

$$592 - 320\ (20) = 272$$

$$272 - 160\ (10) = 112$$

$$112 - 64\ (4) = 64$$

$$64 - 64\ (4) = 0$$

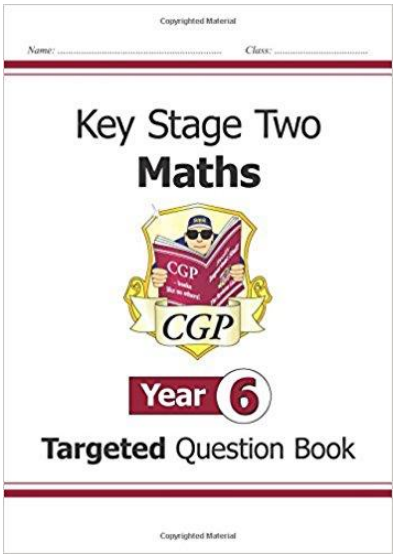
$$14 \text{ r } 8 \quad (26\overline{)372})$$

$$372 - 260\ (10) = 112$$

$$112 - 52\ (2) = 60$$

$$60 - 52\ (2) = 8$$

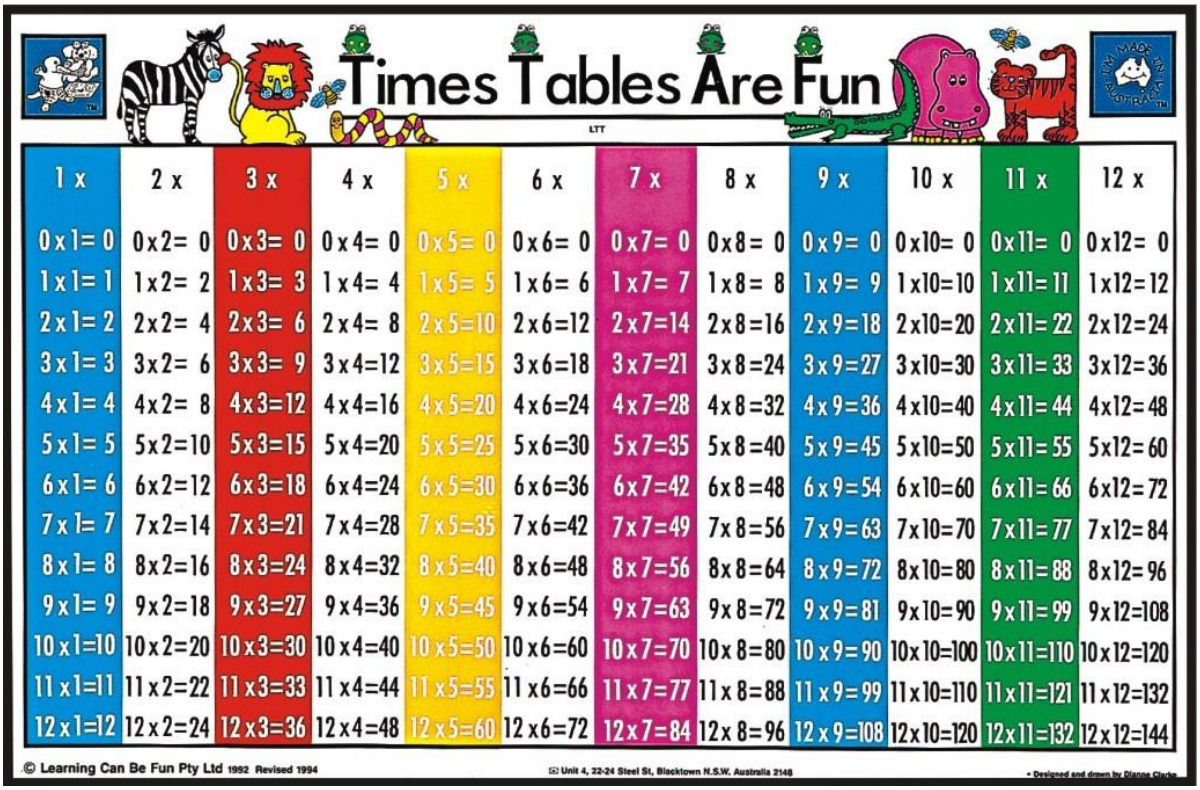
Each child has a white CGP study book that we have used for homework.



This book covers all areas of maths that they will be tested on and if you can familiarise yourself with as much of it as possible that will benefit them greatly.

Allow them the opportunity to try it independently and only ask you when they're stuck (the answers are in the back but don't tell them). Or perhaps even look up the answer together and think ok well how do we reach that answer. If you're still stuck their teacher will help out.

Recap on times tables – MAKE THEM FUN - they feed into every area of maths – sing them, make them into a dance or a game anything as long as they're doing them. Play ping pong - you say 'ping' I say 'Pong' then choose a table eg 7. When you say 4 your child now says 28 etc.



Times Tables Are Fun

LTT

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

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Designed and drawn by Dianne Clarke

Try and show them that maths is **everywhere**, make it come to life and be something they are consciously using - Challenge them all the time. This doesn't need to be an onerous task – try and integrate it into everyday things like...

If **shopping**– how much more is it for 100g than 50g - how much change do I need – how much does that 10%off deal save me etc. If nothing else it might occupy them while you're in the supermarket.

Travel - If getting the bus ask questions relating to the timetable – when does the 12.33 bus get to wherever or what time is the last bus to Wallsend? Time routes in the car – discuss the cost of filling a tank of petrol talk about MPG etc.

Involve them in **cooking** – weighing, measuring, converting measurements, temperature, time, fractions. Take it further – How much more of each ingredient would I need for 6 people rather than 4 (this is ratio). This is the time to talk about how many grams in 1kg, ½ kg, ml in a L etc.

Constantly ask challenging questions – if I divide a number it always gets smaller that's right isn't it? Answer: No not when you divide by a decimal.

Encourage them to explain their learning and understanding as much as possible as this will help them explain answers on both reasoning papers.

These real life problems are what papers 2 and 3 are all about.

Some &Useful Websites:

https://www.gov.uk/government/publications/key-stage-2-tests-2016 mathematics-test-materials

http://www.theschoolrun.com/key-stage-2-SATs-2017

Also has Year 6 SATs papers but these relate to the old SATs, so the content and format of the new papers will be different

http://www.math-exercises-for-kids.com/mathematics-10.htm

http://www.compare4kids.co.uk/maths.php

http://www.bbc.co.uk/bitesize/ks3/maths/shape_space/angles/activity/

https://uk.ixl.com/math/year-6

http://www.bbc.co.uk/bitesize/ks3/maths/shape_space/parallels/revision/2/

http://www.compare4kids.co.uk/maths.php

http://www.math-exercises-for-kids.com/mathematics-10.htm

https://claritymaths.uk/games/

http://www.transum.org/software/SW/Starter_of_the_day/Students/Ratio.asp?Level=1

http://www.bbc.co.uk/education/topics/zsq7hyc

http://www.topmarks.co.uk/Flash.aspx?f=ProportionGridsv3

https://nrich.maths.org/4824

http://www.transum.org/Software/SW/Starter_of_the_day/starter_January10.ASP

http://www.softschools.com/math/ratios/ratio_coloring_game/

http://www.quizfactor.com/quiz/mental-arithmetic/80

http://www.bbc.co.uk/bitesize/quiz/q96540388

http://arithmetic.zetamac.com/game?key=72740d67

http://iq-tests-for-the-high-range.com/mental_arithmetic/

https://rankyourbrain.com/mental-math/mental-math-test-easy/play

http://resources.woodlands-junior.kent.sch.uk/maths/wordproblems/index.html

http://resources.woodlands-junior.kent.sch.uk/maths/division.htm

http://www.netagency.co.uk/keyedin2/satsprep.html

http://www.primaryhomeworkhelp.co.uk/maths/sats/page1.htm

http://www.mathplayground.com/balloon_invaders_percent.html

http://www.topmarks.co.uk/Flash.aspx?a=activity15

https://nrich.maths.org/1283