

Super Smart Learners

MATHS AND ENGLISH

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MATHS & ENGLISH TUITION IN ENFIELD



End-Of-Year Exam Prep / Reception, KS1 - KS4 (4-16)

Open Day: Saturday 18th April 2015 10am-3pm

The Dugdale Centre (Conference Room 3)
39 London Road, Enfield Town, EN2 6DS
(Next to Argos)

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ENROL AT OUR CENTRE AND BECOME A SUPER SMART LEARNER!

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*Offer ends on 30th September 2015

The Super Smart Learners' English Programme

Our programmes cover all topics of the revised British National Curriculum.

The extracts below from just one of our English units illustrate the variety of skills covered.

 **Spelling & Vocabulary, Phonics - LP 3**

Learning Objective (LO5): I am learning how to pronounce difficult words (initial consonant blends).

 **Highlight the consonant sounds** in the following words.

 See how the first one has been done.

 Read aloud as you colour in.

 **ma n**
c v c

 **co w**
c v c

 **ru n**
c v c

A consonant is a speech sound that is **not a vowel** (all letters other than a-e-i-o-u).

Can you say the word 'day' out loud? It has **two sounds**: /duh/ and /ay/. The first sound /duh/ is made by the consonant 'd'.

 Look at the picture below. What is the gingerbread man saying now?

 Read what he says aloud.

 Can you say the word 'play' again?
What sounds does the word have? / p / / l / / ay /

The **first two consonants** are pushed together to make the sound /pl/ ('like 'pluh').

This is called an **initial (first) consonant blend** (non-vowel letters joined together to make one sound).

 I love to **play**!

When **two consonants** (all letters which are **not vowels**) are joined or pushed together they form a **consonant blend** (which means when pronounced or read aloud, it makes one sound).

Here are some more words.

 **Highlight the initial consonant blends** in each of them.

pressure special breathe frightful grammar

Spelling & Vocabulary LO4:

I am learning how to pronounce difficult words (initial consonant blends).

Weekly Assessment AF1:

To write imaginative, interesting and thoughtful text.

 **Writing Skills - PP 15**
Character from imagination

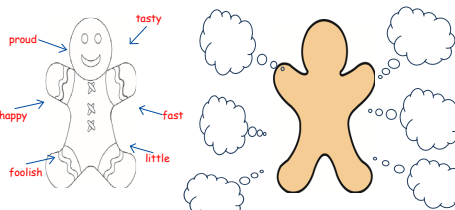
Recap page 7!

 Imagine that the gingerbread man is **not** how he was described in the story but the exact **opposite** of what has been described. Think of some **adjectives** to describe him and write them in the thinking bubbles below.

Remember, the words you use should be the exact opposite of what has been written in the text!

The gingerbread man as described in the story.

The **opposite** description of the gingerbread man.



Writing Skills LO3 & 4:
I can create a character from my imagination and use describing words.

 **Assessment - AP 19**  

Writing: L3/AF1 - Write imaginative, interesting and thoughtful texts.

 Use the ideas you've developed (thought about) and understood from **pages 6 - 7** to write your own story. However, your main characters will be the gingerbread man and a **snowman**.

Planning Guide:

- ✓ **Brainstorm:** write any ideas, no matter how vague (unclear) or silly.
- ✓ Add your short, descriptive **character sketches** (description) from **page 15** to your story.
- ✓ Conclude (end) your story **happily**.

Don't forget to use **adjectives** (describing words, pages 5, 6, 14) and words with **initial consonant blends** ('tw, sw, cr, fl, bl' etc; pages 3, 4, 12, 14) in your story.



grammar

exams

punctuation

vocabulary

spelling

comprehension

creative writing

The Super Smart Learners' Mathematics Programme

Our comprehensive programmes have been developed from the ground up to cater for all ages, teaching skills in an engaging way. The pages below are a sample from one of our maths units, aimed at younger students.

A **FRACTION** is written as:

$$\frac{7}{10}$$

NUMBER OF RED BALLS
TOTAL NUMBER OF BALLS



The fraction representing the number of **RED BALLS** is $\frac{7}{10}$

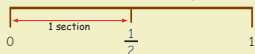
The fraction representing the number of **BALLS NOT RED** is $\frac{3}{10}$

Recognising **FRACTIONS** on a **NUMBER LINE**

Each section is of the whole number line.

$$\frac{1}{2}$$

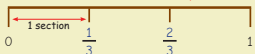
This number line is divided into 2 equal sections.



Each section is of the whole number line.

$$\frac{1}{3}$$

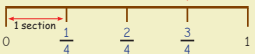
This number line is divided into 3 equal sections.



Each section is of the whole number line.

$$\frac{1}{4}$$

This number line is divided into 4 equal sections.



Teaching page on
'Recognising fractions'.

Applying learning in a variety of ways.



Mr Bong, the clown, is giving away balloons to the children at a birthday party.



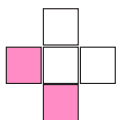
- 1) What fraction of the balloons are green?
- 2) What fraction of the balloons are not blue?
- 3) What fraction of the balloons are not pink?



Match the fractions, given in the middle, to the coloured shapes in columns 1 and 2.

Column 1

1)

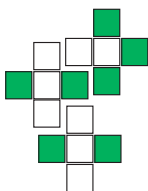


2)



Column 2

6)



7)



$$\frac{4}{6}$$

$$\frac{7}{15}$$

$$\frac{6}{9}$$

Developing intuitive understanding of the core skills.

shapes

measures

geometry

algebra

data-handling

numbers
problem-solving

- ✓ New, innovative Maths and English tuition programme designed by British PGCE qualified teachers
- ✓ Fully supports the new UK National Curriculum 2014
- ✓ Comprehensive, individually tailored learning programmes
- ✓ Targeted attention in small groups (maximum of 6)
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Our Methods: Comprehensive. Creative. Contemporary.

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Our Promise: SSL will teach your child to learn smartly, exceeding ALL expectations!

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Come to our Open Day on Saturday 18th April! 10am - 3pm
Free give-aways, food and fun! Come along and join the party!