# Common Entrance 11+ Course

Course cost: £400

Course Dates: Commencing Saturday 24th September 2011

Courses are held at St. John's Centre, 222 Epsom Road, Guildford GU4 7AA, providing that at least 4 students wish to attend. The cost of classes is less than one-to-one tuition and provides a different but valuable and stimulating environment where the child is able to engage with their peers and learn in a group context.

We provide a differentiated work book which includes practice papers and example questions focusing on the ISEB syllabus. Bond papers can be useful to do at home, and problems may be brought to the lesson, and the emphasis will be on examination technique, and strategies in how to gain those extra vital marks.

Our tutors, running the courses are well known maths specialists in Surrey, having taught in both independent and states schools.

Ours maths specialist who runs the maths classes has much experience in boosting performance, increasing pupil confidence and achieving the best from her pupils.

The courses have a maximum of 6 students in a class ensuring that each child's learning needs are met. The classes are suitable for students wishing to take any of the tests for selective state, grammar, and independent day & boarding schools.

Some of the schools that the course aims at include, Charterhouse School, City of London Freemen's School, Cranleigh School, Duke of Kent School, Epsom College, Reed's School, Royal Grammar School in Guildford, St. John's School, Leatherhead, Reigate Grammar School and St George's in Weybridge.

The course runs on a Saturday from 9.15 am to 11.45 am over a ten week period. Each lesson lasts for two hours with a two 15 minutes breaks for refreshments. A detailed outline of the content of each lesson can be found below.

Contact us today to book your son or daughters place.

| Session | NC | Topic | Summary |
|---|---|---|---|
| 1<br>24th Sept | Number | Properties of number | • Recognise and describe number patterns and relationships, including multiples, factors and squares.<br>• Understand the concept of a prime number.<br>• Order, add and subtract negative numbers in context.<br>• Use your understanding of place value to multiply and divide whole numbers by 10 and 100.<br>• Round numbers efficiently.<br>• Recognise approximate proportions of a whole and use simple fractions and percentages to describe these. |
| | | Place value and ordering | |
| 2<br>1st Oct | | Estimation and approximation | |
| | | Fractions, decimals, percentages and ratio | |
| 3<br>8th Oct | Calculations | Number operations | • Understand fully the four operations (addition, subtraction, multiplication and division) and the associated language.<br>• Use a range of mental methods of computation with the four operations when solving number problems (including mental recall of multiplication facts up to 10 x 10 and quick derivation of corresponding division facts).<br>• Check the reasonableness of your results by reference to your knowledge of the context or to the size of the numbers.<br>• Interpret calculator displays.<br>• Use efficient written methods of addition and subtraction and of short multiplication and division (including addition and subtraction of decimals to two places, and ordering decimals to three places.<br>• Use all four operations to two places (where multiplication and division are always by an integer less than 10, and rounding to the nearest integer).<br>• Use and understand an appropriate non-calculator method for multiplying any three-digit number by any two-digit number. |
| | | Mental Strategies | |
| | | Written methods | |
| 4<br>15th Oct | Problem Solving | Decision making | • Develop your own strategies for solving problems and use these strategies.<br>• Look for patterns and relationships.<br>• Search for a solution by trying out ideas of your own.<br>• Present information and results in a clear and organised way.<br>• Check that your results are reasonable. Use your knowledge, understanding and skills, often in several areas of mathematics to tackle everyday problems. |
| | | Reasoning about numbers or shapes | |
| | | Real-life mathematics | |

| Session | NC | Topic | Summary |
|---|---|---|---|
| 5<br>5th Nov | Algebra | Equations and formulae<br>Sequences and functions<br>Graphs | • Use simple formulae expressed in words.<br>• Continue sequences and understand simple function machines.<br>• Use and interpret co-ordinates in the first quadrant. |
| 6/7<br>12th Nov<br>19th Nov | Shape, space and measures | Measures<br>Shape | • Choose and use appropriate units and instruments, interpreting, with accuracy numbers on a range of measuring instruments.<br>• Make 3-D mathematical models by linking faces or edges; draw common 2-D shapes in different orientations on grids.<br>• Find perimeters of simple shapes and find areas.<br>• Find volumes by counting cubes.<br>• Know the rough metric equivalents of imperial units still in daily use and convert one metric unit to another.<br>• Understand and use the formula for the area of a rectangle.<br>• Reflect simple shapes in a mirror line.<br>• Specify location by means of angle and distance.<br>• Understand and use the transformations rotation and translation; identify congruent shapes and orders of rotational symmetry.<br>• Measure and draw angles to the nearest degree, when drawing or using shapes, and use language associated with angle. |
| 8<br>26th Nov | | Space | |
| 9/10<br>3rd Dec<br>10th Dec | Handling Data | Data handling<br>Probability | • Collect discrete data and record them using a frequency table.<br>• Understand and use the mode and range to describe sets of data.<br>• Group data, where appropriate, in equal class intervals, represent collected data in frequency diagrams and interpret such diagrams.<br>• Construct and interpret simple line graphs.<br>• Understand and use the mean of discrete data.<br>• Understand and use the median of a set of data.<br>• Understand and use simple vocabulary associated with probability, including fair, certain and likely. |

# Application Form:

## Course: 11+ Mathematics Common Entrance

### Student Details:

Student's Family Name: _____

Miss / Mr: _____

First Names: _____

Home Address:

_____

Postcode: _____

Telephone: _____

Student's Mobile Number: _____

Date of Birth: _____

Student's School/College:

_____

**Parents/Guardian Details:**
(Who must be available in event of an emergency during the course.

Name:

_____

Address: (If different from above)

_____

Postcode: _____

E-mail: _____

Day Telephone: _____

Evening Telephone: _____

**Conditions of Acceptance**

1. Full course fees must be paid on registration. Late applications will be considered only if there are unfilled places on the course.
2. Amadou Education reserves the right to cancel any course at its discretion. Where a course is cancelled, students may obtain a full refund of fees. Fees are not refundable in any other circumstances.
3. Amadou Education reserves the right to dismiss any student whose conduct is unsatisfactory, at the discretion of the Principal, whose decision will be final.
4. Amadou Education shall not be liable for any loss or damage to the personal property of those attending the course unless caused by the negligence of Amadou its employees or agents.

**Parental Approval**

I accept all conditions as mentioned on above.

Signature of Parent/Guardian: _____

Dated: _____

**How did you hear about the Amadou?**

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Please tick one of the below as appropriate

**I enclose a cheque for £400 made payable to 'AMADOU' [ ___ ]**

**I have deposited £400 through BACS transfer [ ___ ]**

*BACS Transfer details are as follows*

*Sort Code – 40-22-26*
*Account Number - 32786168*

*Note – if making payment by BACS transfer you will be booked when payment is received and we will contact you to confirm receipt of payment.*

Please send this completed form to:

**The Administrator, Amadou, Hazelwood, Longmead, Guildford, Surrey GU1 2HN.**