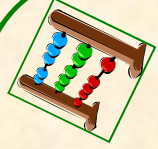




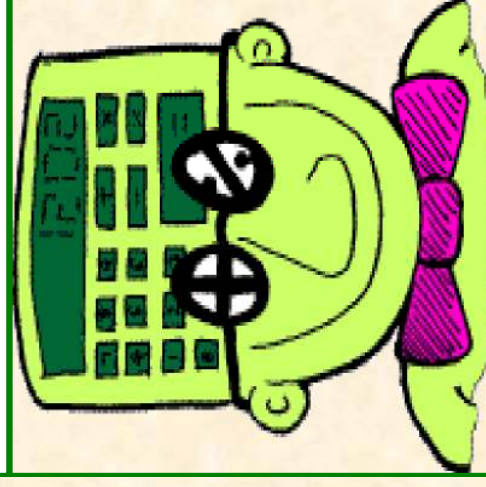
Golden Rules



Getting the balance right between making maths fun AND keeping up regular short bursts of number bond practice can be tricky at times. Here are some dos and don'ts to help you out.

- ✓ DO 'little and often!' Constant repetition of times tables, doubling and halving, simple division and basic number bonds will all help build your child's confidence.
- ✗ DON'T feel you have to buy workbooks or sit down to do formal maths in order to help. At home is the perfect time to help your child memorise number facts and work real life problems out in their heads.
- ✓ DO give LOTS of praise. Children need encouragement and praise to be confident and a confident child makes a better learner.
- ✓ DO play games! Introduce more complex games involving money to encourage meaningful addition and subtraction.
- ✗ DON'T forget that methods of teaching maths have changed since we were at school. Don't worry if some methods of calculation look very different to how you would approach a problem. If you want to know more about different methods used in school please ask for our explanatory leaflet which is also available on our website.
- ✓ DO remember, your child wants to spend time with you. Your focused attention and support with maths is much more important and pleasurable than time on a maths game on the computer.

HELP YOUR CHILD
WITH NUMBERS



YEAR 6



Regular practice using numbers

Children still need to keep using numbers and to practice their number bonds if they are going to remember them and gain speed. As well as reciting all the times tables, and answering random questions, encourage your child to see the patterns and links.

For example, $8 \times 4 = 32$ so $8 \times 0.4 = 3.2$



Value for money

Ask your child for help saving money. Can they help you work out which offers are worth taking? At the supermarket, talk about the different offers available, for example, "3 for the price of 2", "Buy one get one free", "Two for £2", "Buy one get one half price".

Work out together which is the cheapest or best value.

Sometimes stores have offers such as 25% off. Encourage them to work out how much they would be saving with any percentage sales discounts.

Another fun challenge is to estimate the size of the shopping bill as you shop. Encourage them to round each item to the nearest 50p and to keep a running total as you go around the store. Who can get the closest to the actual bill?



Make it real

By Year 6 your child will be able to use maths to help them solve everyday problems. For example, they could be given problems to solve themselves around pocket money or the amount of time they can watch television for.

You could allow them a particular number of hours of television time each week. Using the TV Guide, can they plan out for themselves how they will use this time?

Your child will be able to do many of the following:

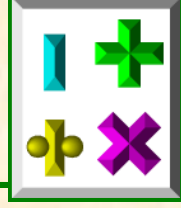
Know what the digits in a decimal number stand for, e.g. the 6 in 2.63 stands for 6 tenths and to round decimals to the nearest whole number.

Work out in their head the difference between 2 numbers such as 3994 and 9007.

Multiply & divide numbers to 10, 000 by 10 or 100.

Use pencil and paper to multiply and divide e.g. 328×4 , 72×56 , $329 \div 6$.

Know by heart the times tables from 2 to 10.



NUMBER IN YEAR 6



How can you help your child make progress?

Look out for and discuss examples of decimals and fractions in the real world. Can they explain the meaning of the digits?

Encourage your child to work out which function, $+$, $-$, \times or \div is the right one to solve various real life problems and to calculate the answer in their head or on paper.

Recite the all the times tables regularly.