

# What should the week of maths look like?

Every Monday your child will have work for the week uploaded to ClassCharts & MathsWatch for you to access, this can also be found on the school website, hard copies are also in reception if you need these.

The task will normally have two parts.



**Part 1**  
**MathsWatch task set online.**  
Your child will receive feedback from their teacher through the website.



**Part 2**  
**A written task on Class Charts**  
This task can be printed out or done on paper from the screen.

A timetable for the week could look like this;

Monday	Tuesday	Wednesday Thursday	Friday
Access the MathsWatch task set by your teacher.  Watch the videos and make notes. Complete the example questions.  For Guidance on how to access and best use MathsWatch see the next page in this guide.	Complete the online task on MathsWatch	Complete written task off ClassChart/ school website.	Mark your written work. Answers can be found on ClassCharts.  Check if you have received any feedback on MathsWatch, try again if you have.

# Introduction to MathsWatch Website

## What is it?

This is the website used by the School for home learning activities.

Your child will be given a weekly task they will need to complete.

The aim of these tasks is to help them review the learning they have completed so far this year and give them the opportunity to deepen and strengthen their understanding of the content.

## How does your child access the site?

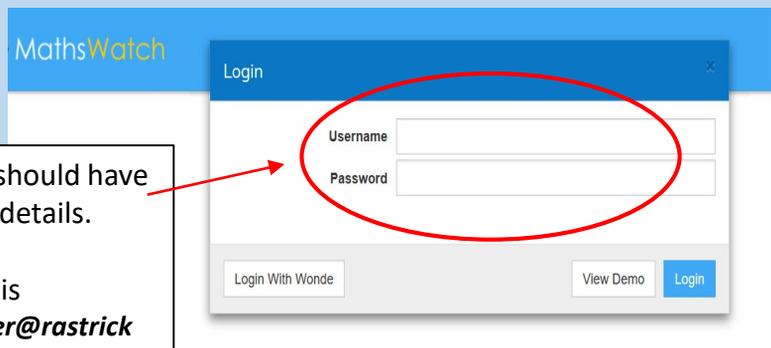
1. Go to <http://mathswatch.co.uk/> and click on VLE Login



2. Login into the site.

Your child should have their login details.

Username is  
**PRA Number@rastrick**  
Default Password is  
**maths123**



If your child has issues logging in, they should contact their Maths Teacher directly via email or Microsoft Teams.

## What you see when you login?

Your child and you will be able to see the current list of tasks they have been assigned to complete, as well as a record of all the previous tasks they have completed.

An entire task doesn't have to be completed in one go because the site will let your child save their progress and return to it at a later date.

Title	Type	Assigned By	Assigned	Due	Marks	%	Grade
Expressions Week 2 (Y10) Extended Deadline	HW	I Zahid	06/04/2020	19/04/2020			
Unit 1 - Number Review	HW	I Zahid	30/03/2020	05/04/2020	83/109	76%	
Angles Task 2	HW	I Zahid	02/03/2020	06/03/2020	30/36	83%	

# Helping your Child with Numeracy at Home

It can be difficult helping your child with numeracy problems you might not have seen for a long time or trying to understand the methods they have learnt at school. The good news is that there plenty of places to go to get help.

## 1. MathsWatch Home Learning Tasks

When your child chooses to start a homelearning task MathsWatch presents a helpful videos page before beginning.

Your child should watch the short **yellow video clips** before starting. The video will review the skills and ask you child to attempt some warm up questions.

If they find these difficult, they should then watch the **blue video clip**, which goes over the topic area slowly and in more detail.

### Helpful Videos

Clip 34 Simplifying - Multiplication [View One Minute Maths Video](#) [View Video](#)

Clip 35 Simplifying - Division [View One Minute Maths Video](#) [View Video](#)

[Begin Homework](#) [Print Questions](#)

These clips can be accessed during the task too. Each question has the relevant Blue Video Clip underneath it.



## 2. Using MathsWatch to Search for any Topic

Your child can use MathsWatch to find video help on any topic.

1. From the top banner choose Video

2. Choose KS3 for Y7 & 8 or KS4 for Y9-11.

3. You should now be able to search for a topic by using keywords.

Find a Clip

Qualification

Tier

Grade

Topic

Search

## 3. Personalised Support from your Child's Teacher

Your child can also contact their teacher via email or Microsoft Teams with any questions between 9am and 4pm. They will get back to them immediately with tailored support.

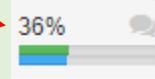
Mr Jeffreys [Jeffreys@rastrick.calderdale.sch.uk](mailto:Jeffreys@rastrick.calderdale.sch.uk)  
Mr Tafadar [Salahuddin.Tafadar@rastrick.calderdale.sch.uk](mailto:Salahuddin.Tafadar@rastrick.calderdale.sch.uk)  
Mr Zahid [imran.zahid@rastrick.calderdale.sch.uk](mailto:imran.zahid@rastrick.calderdale.sch.uk)  
Miss Beal [leane.beal@rastrick.calderdale.sch.uk](mailto:leane.beal@rastrick.calderdale.sch.uk)  
Mrs Morris [amanda.morris@rastrick.sch.uk](mailto:amanda.morris@rastrick.sch.uk)  
Miss Sharp [lindsey.sharp@rastrick.calderdale.sch.uk](mailto:lindsey.sharp@rastrick.calderdale.sch.uk)  
Mr Skidmore [sean.skidmore@rastrick.calderdale.sch.uk](mailto:sean.skidmore@rastrick.calderdale.sch.uk)  
Ms Vishnyakov [Olga.Vishnyakov@rastrick.calderdale.sch.uk](mailto:Olga.Vishnyakov@rastrick.calderdale.sch.uk)

Mr Hall [Stephen.Hall@rastrick.calderdale.sch.uk](mailto:Stephen.Hall@rastrick.calderdale.sch.uk)  
Ms Albasri [Maryam.Albasri@rastrick.calderdale.sch.uk](mailto:Maryam.Albasri@rastrick.calderdale.sch.uk)  
Mr Tolan [mark.tolan@rastrick.calderdale.sch.uk](mailto:mark.tolan@rastrick.calderdale.sch.uk)  
Mr Torre [giovanni.torre@rastrick.calderdale.sch.uk](mailto:giovanni.torre@rastrick.calderdale.sch.uk)  
Mrs Binns [sam.binns@rastrick.calderdale.sch.uk](mailto:sam.binns@rastrick.calderdale.sch.uk)  
Mr Allatt [thomas.allatt@rastrick.calderdale.sch.uk](mailto:thomas.allatt@rastrick.calderdale.sch.uk)  
Mrs Rahman [Siti.Rahman@rastrick.calderdale.sch.uk](mailto:Siti.Rahman@rastrick.calderdale.sch.uk)  
Maths Dept. [maths@rastrick.calderdale.sch.uk](mailto:maths@rastrick.calderdale.sch.uk)

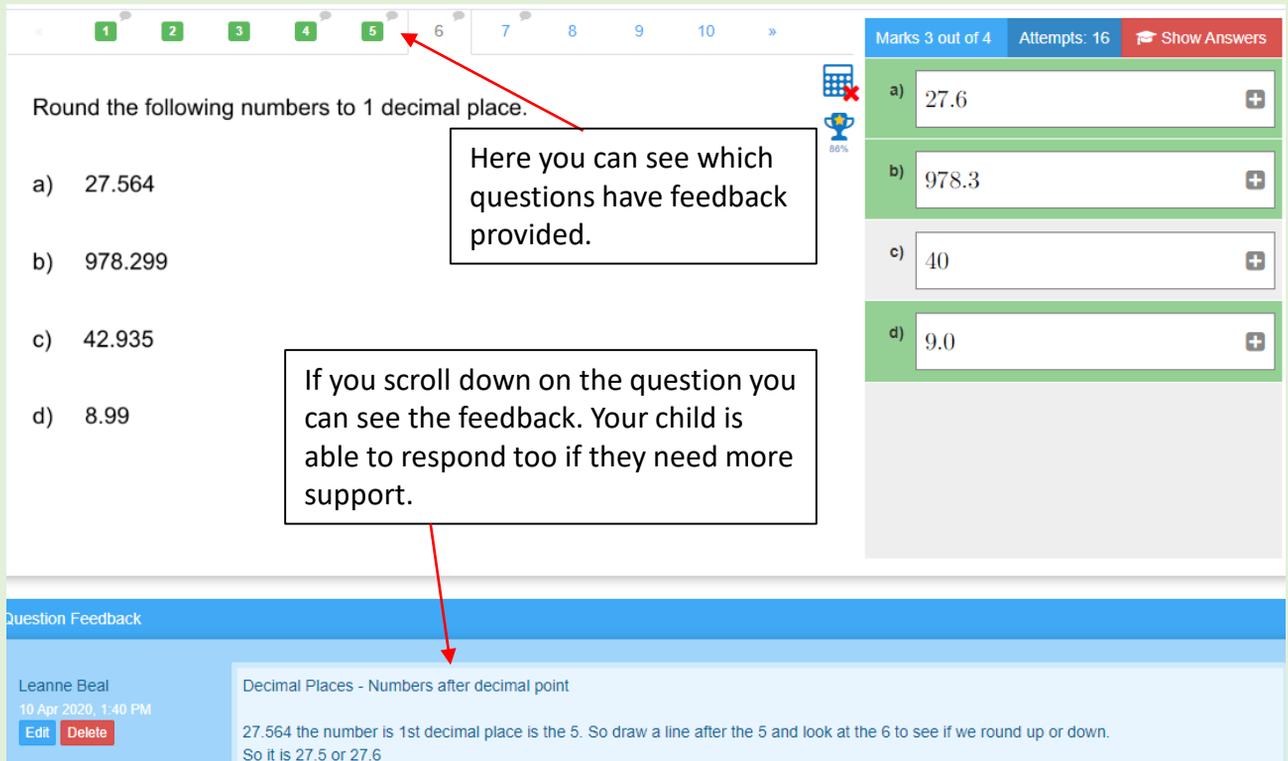
## 4. Teacher Feedback on MathsWatch Tasks

When your child starts/completes a task their teacher can leave feedback, especially if they have done a question wrong, please emphasise to your child it is ok to leave the answer wrong. We can then give them some personalised feedback.

When your child logs on they will be able to see if feedback has been put on any tasks as the task will have speech bubbles next to it, like this, if it is yellow then they have not red the feedback yet.



When they click on the homework it looks like this.



The screenshot shows a MathsWatch task interface. At the top, there are navigation tabs numbered 1 to 10. Tab 5 is highlighted in green, indicating it has feedback. A red arrow points from the text above to this tab. Below the tabs, the question is: "Round the following numbers to 1 decimal place." The numbers are: a) 27.564, b) 978.299, c) 42.935, d) 8.99. To the right of the question, there are input boxes for each number, with the answers: a) 27.6, b) 978.3, c) 40, d) 9.0. A red arrow points from the text above to the input box for 27.6. Below the question, there is a "Question Feedback" section. It shows the user's name "Leanne Beal", the date "10 Apr 2020, 1:40 PM", and the feedback text: "Decimal Places - Numbers after decimal point. 27.564 the number is 1st decimal place is the 5. So draw a line after the 5 and look at the 6 to see if we round up or down. So it is 27.5 or 27.6". A red arrow points from the text above to this feedback section.

Here you can see which questions have feedback provided.

If you scroll down on the question you can see the feedback. Your child is able to respond too if they need more support.

## 5. Useful Websites

If you are looking for additional resources or extra help on any topic then these websites are all useful.

<https://corbettmaths.com/>

Worksheets and videos on every topic.

(Aimed at Y9-10 students)

<https://whiterosemaths.com/homelearning/>

Lots of worksheets and videos on a range of different topics.

(Aimed at Y7-8 students)

<https://www.stem.org.uk/sites/default/files/pages/downloads/Maths-activity-calendar.pdf>

This is good website aimed at children looking for an extra challenge. The problems on this website are designed to make your child think.

(Aimed at Y7-9 students).

<https://preview.pearsonactivelearn.com/app/library>

Pearson publishes textbooks for both KS3 and KS4 students. The company has made ebook versions of these books available free online. (All year groups)

# Everything changes when we believe

## Helping your child become a better learner

### Encourage a Growth Mindset

One of the most important things you can do is to encourage your child to think in the right way to help them improve their self-talk.

Discourage your child from saying things like

“I can’t do it”

but rather encourage them to say

“I can’t do it **yet.**”

A change in self talk is a powerful tool in making them believe that a challenge is an obstacle to overcome rather than avoid. Avoid saying things to your child like

“I was never good at maths”

or

“I don’t like maths”.

Such things are easily said in frustration but can leave a lasting impression on the mind of a child.

### Teach your child to become a better Independent Learner

It is very common for children to immediately look for help if they can’t solve a problem and if the support is not available they will often give up. It is important that we don’t on the first instance tell them how to do something but rather make them earn the right to the knowledge. This will help ensure what they are learning can be recalled independently in the future. Things you can try:

#### Provide a hint

Give your child a prod in the right direction by asking them an open-ended question to guide their thinking.

#### Get them to watch a help video & make notes

All maths related tasks are supported with videos. These can be found on [MathsWatch.co.uk](https://www.mathswatch.co.uk).

### Building Resilience in your child when Solving Problems

Even when a child has the skills to solve a problem they can still get stuck. Good learning in maths is about exploring problems to make connections and find patterns that allow you to come up with the most efficient way for your child to solve the problem. People often believe that all maths based problems have one correct method that you need to follow and if you don’t know it then you can’t find a solution, this is not the case. If your child can’t solve a problem, try to get them to do the following:

#### 1<sup>st</sup> Understand the Problem

Get them to **highlight** and write down the meaning of keywords

Make a list of things you think might be important.



#### 2<sup>nd</sup> Simplify the Problem

For different strategies you can get your child to try, see the section in this guide of the same name.

#### 3<sup>rd</sup> Check their Answer

Get your child to check their answer. Does it make sense in the context of the question?

### Teaching your Child it’s good to make mistakes

Working through problems with your children and getting things wrong is a powerful way to show them that it is okay for this to happen and it is a major part of the learning process. Maths can sometimes feel like a subject that if you’re not always getting the right answer then you are not good at it. This is not the case people who get things wrong and learn from this are more likely to retain the information compared to those that solve something the first time.

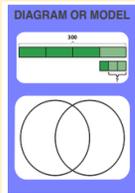
# Helping your Child Simplify the Problem



## 1. Guess & Check

Get your child to try different numbers.

Does it solve the problem? If it doesn't, get them to think about how they might change their next guess and try again.



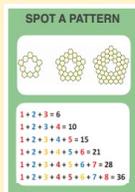
## 2. Diagrams or Pictures

Get your child to think about drawing a picture or diagram of the problem. Seeing a problem without the words can often remove some of the mystery around it.



## 3. Replace the problem with Easier Numbers

This can be very effective when a problem involves algebra or fractions. Getting your child to replace them with whole numbers can make it easier for them to see what to do with the numbers.



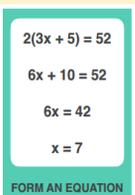
## 4. Spotting Patterns

Get your child to think about how the numbers relate to each other. Are there any patterns that can help unravel the problem?



## 5. Work Backwards

All problems that are set by a child's teacher will come with answers. If your child is really struggling, you can give them the answer and try get them to think about the problem backwards. Can they work from the answer to the question? This can sometimes help children think through the process of how to solve the problem.



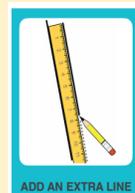
## 6. Use Algebra to form an Equation

Some problems are easier to solve if you change the worded sentences to algebra. Get your child to consider this possibility. Algebra can help reduce the words around a question and can make relationships between the variables easier to understand.



## 7. Elimination

With some problems it's easier to get your child to think about ruling out things that definitely won't work or information that is not needed. By doing this, it can help them narrow down what they might need to do.



## 8. Adding Extra Lines

With visual problems involving shapes, encourage your child to think about drawing some extra lines on the shape to make the problem easier.

# Making Notes on Videos

## Extra Support for watching videos

Each week your teacher sets work linked to an area of maths. The first thing you need is to get keywords.

— Maths

Teachers will be setting work through ClassCharts and MathsWatch, hard copies of this work are available to collect from school reception. The resources can also be found below.

Please note, at the bottom of this section there is a button that links to Maths work set on previous weeks.

▶ Number. Level 4. Written Methods. Money Problems (B)

▶ WO6-Calculate-with-money-2019

▶ Money Pyramids

If you look at the documents you can see what the maths topic will be, this will help you for keywords to search.

## When you watch the video

Write down any keywords

Copy out an example from the video and annotate it.

Write down any formula or key information

Pause the video so you can try the questions in the video and then press play to check your working out.

## Alternatives to Mathswatch videos

Quick search bar - <https://mathskitchen.com/topics>

Great Website - <https://corbettmaths.com/contents/>

Not a video but has notes and examples and questions so your child can use it in the same way to make notes -

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

# Diagrams & Pictures in Maths

We need to get students to draw a bar model when a question is challenging. They do not need to use these all the time, just when they do not know where to start a question.

## Number Problems

Bar modelling with four operations.

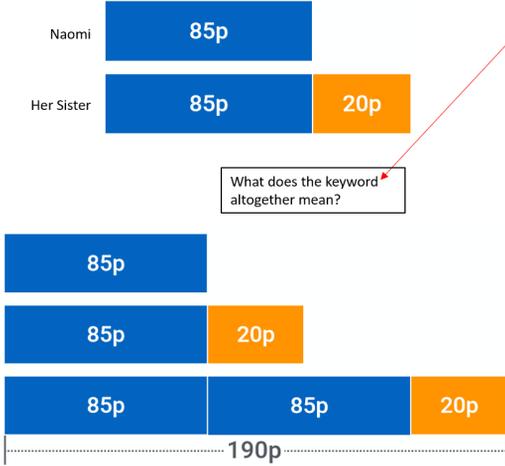
### Problem Solving

Naomi has 85p  
She has 20p less than her sister  
How much money do Naomi and her sister have altogether?

Draw a bar (rectangle) to represent 85p. Label.

The hardest bit is whose bar is bigger? (bigger number)

What does the keyword altogether mean?



## Fraction of Amount

Most students can do this question Find  $\frac{3}{4}$  of 8 but not this question  $\frac{2}{3}$  of ? = 6 .

Bar modelling makes the questions as easy as each other. It's all in the diagram!

Find  $\frac{3}{4}$  of 8

Share 8 into the four boxes. That gives us 2.



You want three of these so the answer is 6.

$\frac{2}{3}$  of ? = 6

Her Sister



I do not know this number this time.

6

2 of these are 6 so you need to share 6 into the two boxes. So the answer is 3.

So the whole bar must be three 3's so that is equal to 9.

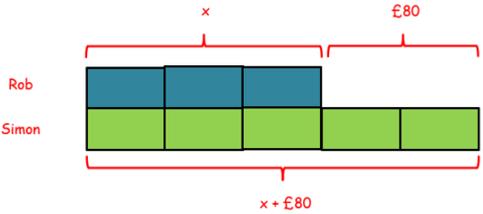
## Ratio

### Example:

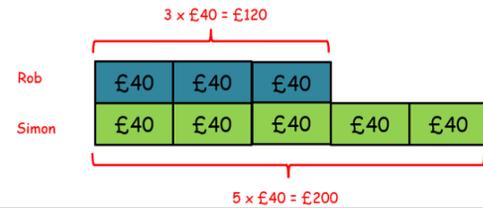
Rob and Simon divided a reward into the ratio 3:5. Simon got £80 more than Rob. How much was the total reward? How much did each boy get?

### Working Out:

How many extra blocks has Simon got? £80 split between 2 blocks.  
 $80 \div 2 = \pounds 40$



Total =  $8 \times \pounds 40 = \pounds 320$

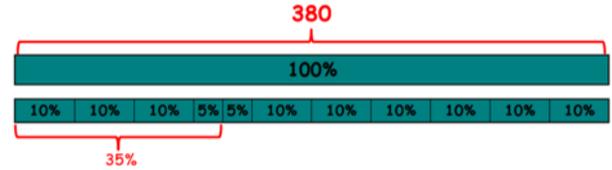


Rob =  $3 \times \pounds 40 = \pounds 120$

Simon =  $5 \times \pounds 40 = \pounds 200$

## Percentage of an Amount

Example 2: Find 35% of 380



### Working Out

$$380 \div 10 = 38$$

$$30\% = 38 \times 3 = 114$$

$$+ 5\% = 10\% \div 2 = 19$$

$$\hline 35\% = 133$$

## Reverse Percentage

### Example 1:

I bought a TV for £280 after it had been reduced by 30%. What was the original price of the TV?

### Working Out:

$$100\% - 30\% = 70\%$$

The TV is now worth 70%  
So:

$$\begin{array}{l} +70 \quad 70\% = \pounds 280 \quad \div 70 \\ \times 100 \quad 1\% = \pounds 4 \quad \times 100 \\ \quad \quad 100\% = \pounds 400 \end{array}$$

Original Price = £400

