

Introduction

Introduction

The Workbook approach to homework is systematic and carefully planned to support children with their learning, consolidate classroom teaching and provide an organisational structure which will enable both teacher and pupil to manage homework effectively with positive results.

The structure of the books reflects the need for children to learn facts and procedures, to practise and consolidate learning and to extend their ability to think and apply their skills and knowledge.

Each book has four sections:

1. Key Facts

- Children focus on and learn one section of key facts each week.
- They record what they have learnt on the learning list.
- Children refer to key facts for support when completing the practice exercises or thinking tasks.
- This section also provides parents/carers with information on what needs to be learnt.

2. Practice Exercises

- Children complete one set of exercises each week.
- The exercises cover most aspects of the curriculum and can be completed in any order to suit the teacher. Select exercises to consolidate what has been done that week in class, revise what has been done earlier in the year or concentrate on specific areas which may be causing difficulties.
- A variety of question types gives children the opportunity to consolidate what they have learnt, reinforce skills, develop strategies for approaching and solving problems and enables them to succeed.
- The [answers](#) are written on the [same page](#) as the questions.

- The exercises are designed to meet the children's needs at three levels A, B, C:
 - [Level A](#) is set to achieve [basic competence](#) building on from what was learnt the previous year;
 - [Level B](#) is set to [meet](#) and [secure expectations](#) for that year group;
 - [Level C](#) aims to present some [challenge](#) for those children with more confidence.
- All children should begin at Level A then work through as far as they are able. Teachers can advise the levels they expect individual children to achieve.
- [Jotting space](#) is provided on most pages and children should be encouraged to use it.
- [Answers](#) can be [downloaded](#) from the Workbook website.

3. Thinking Tasks

- The thinking tasks are more open ended and can be completed at different levels depending on the skills and interests of each child.
- They cover various aspects of the curriculum and can be completed in any order.
- Taking mathematics into everyday life, these tasks enable children to apply their skills and knowledge within real life situations or present mathematics in an investigational form.
- Children are likely to need several days to do the work as they may require time for research; including a weekend will give parents an opportunity to participate.
- Children record their ideas on the coloured writing pages towards the end of the book.
- ["Talking Points"](#) in the Download section of the website has comprehensive notes on [Introduction and Prior Discussion](#) as well as [Organisation and Follow-up](#).

4. Reference

- At the back of the book is a reference section which includes additional information such as:
 - multiplication tables from previous years' learning;
 - examples for formal methods for all operations.

Other features

- The [mini-dictionary](#) has a list of new mathematical vocabulary that children are expected to know in that year. Each word has a space for children to record definitions and examples. Additional words can be added by the children in the spaces at the end.
- [Parents' notes](#) are available from the [website](#). These are available in most common community languages.

Organisation

- One task from each section would normally be set each week.
- Children may need several days to do some exercises as they may need time for research.
- At the top of the coloured writing pages children note the reference number of the tasks set, the date, and when the homework is due in.
- The extra [grey pages](#) at the back of the book can be used for special projects or for their own work or as additional jottings space.

Reward system

- The [achievement page](#) is a way for children to visually record the completion of their homework tasks. There are 90 items to complete over the year (72 for Mathematics 2 and 6).
- Special [Workbook Rewards stickers](#) - included on a tear-out sheet at the back of every Workbook. - can be used to make homework something to be proud of as well as fun to do.
- The [end-of-year certificate](#) - included on a tear-out sheet at the back of every Workbook. - gives the children something to work towards and an acknowledgement of their effort, progress and achievement.

Practice Exercises: answers

- The [answers](#) to the Practice Exercises are available for [download](#) from our website after purchase.
- See Page 3 of this PDF for an example of how these are presented

Thinking Tasks: **Talking Points** for teachers

- Being open-ended, there are no answers to the Thinking Tasks; however, prior discussion, or in some cases class/group preparation activities, will maximise the potential of the tasks and follow-up work will enable teachers to assess understanding, clarify misconceptions and challenge each child's ability to explain and apply what they have learned.
 - See Page 4 of this PDF for a sample [Talking Points](#) page.
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Answers: a sample page from Mathematics 4 (reduced in scale)

ANSWERS: Practice Exercise 17
Decimals

P17a

- Put a tick next to the weight which is the heaviest, and a cross next to the lightest:

3.75 kg 37.5 kg 35.79 kg

3.57 kg 39.95 kg 3.97 kg

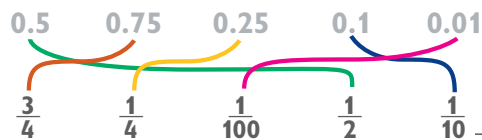
- Convert pence to pounds:

832p = £ 8.32 1159p = £ 11.59

- Convert centimetres to metres:

450 cm = 4.5 m 215 cm = 2.15 m

- Draw lines to link the equivalent fractions and decimals together:



P17b

- Mark the following decimals on this line:

0.2 0.5 0.8



- Round these amounts to the nearest pound:

£7.41 £ 7.00 £9.68 £ 10.00

- Put in order, smallest first:

£3.33 33p £33.30 £30
 33p £3.33 £30 £33.30

- Which is lighter?

5.35 kg

5.53 kg

P17c

- Which is the same as 0.6?

six tenths six

one sixth six hundredths

- My suitcase weighed 22 kg before I took out my shoes which weighed 550 g each. How much does my suitcase weigh now? kg

- I have £7.60 and spend 95p on sweets. How much do I have left?

- Put in order, largest first:


12.51 15.45 12.55 15.99
 1. 2.
 3. 4.

40

jottings

Talking Points: a sample page from those for Mathematics 4 (reduced in scale)



		Talking Points	
Thinking about	Introduction and Prior Discussion	Organisation and Follow-up	Vocabulary
18	<p>T21. Colour combinations</p> <ul style="list-style-type: none"> ■ Mr Dawson is building some 3-storey houses and wants to paint them all differently. ■ Here are three possible combinations using just two colours: ■ Find all the other possibilities and draw them. ■ If he decides to build some 4-storey properties and paint them using two colours, what combinations could he have? 	 <p>writing pages will be needed for this be preferable to use two facing pages. Id plan first and decide which page best suits their work. : were your estimates?</p> <p>fect day look the same as anyone u spend most of your time, indoors or t day practical?</p> <p>p science or PSHE. u learned about the importance of</p>	<p>estimate approximate area accurate</p>
19			<p>timetable maximum</p>
20			<p>difference diary</p>
21	<p>understanding data</p> <ul style="list-style-type: none"> • problem solving • reasoning • pictorial representation • planning • visualisation • identifying patterns • combinations 	<p>sleep?</p> <ul style="list-style-type: none"> • What will be the best way to orientate your page? • How many different one storey houses could be painted using two colours? • How many different two storey houses could be painted using two colours? • What strategies could you use to find the answer to these questions? 	<p>combination storey possibilities</p>

Number of storeys	formula n ²	Number of different houses
1	2	2
2	2 x 2	4
3	2 x 2 x 2	8
4	2 x 2 x 2 x 2	16