

Parent notes

Stick with Maths puzzles

General guidance for parents/carers doing the Stick with Maths puzzles (Yrs 5-6, children aged 9-11).

These puzzles are intended to be fun challenges to develop children’s awareness of Maths in the real world. You can help them build positive attitudes by:

- Showing enthusiasm
- Reinforcing that making mistakes is part of learning
- Asking questions such as ‘Why do you think that?’ ‘What if we try this?’
- Praise effort rather than just a successful answer
- Encourage them to keep trying to develop resilience and perseverance
- Talk about real life scenarios highlighting the importance of Maths and how maths we use it
- Value their thinking ‘That’s a really good idea’ or ‘I like the way you thought about that’
- Talk about the values football players have: ‘Sometimes things are hard but that’s when we learn most’ or ‘we don’t know it ...yet!’
- Allow them to be the ‘teacher’ – this will build their self-esteem and confidence
- Talk about your own thinking process if they struggle
- Above all, have fun together!

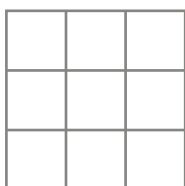
Logical Positions

The Maths:

- Problem-solving
- Working systematically.

Key terms:

- Square number – a number multiplied by itself to form a square – for example: $3 \times 3 = 9$.



Slide 1 of 2 Logical positions

Six players are lined up in the tunnel before a game like this:

| | | |
|------------------|------------------|------------------|
| 1. 1.85m 55kg | 2. 1.91m 80kg | 3. 1.85m 68kg |
| 4. 1.91m 55kg | 5. 1.70m 75kg | 6. 1.81m 75kg |

As the Match Day Commentator, use the clues on the following slide to identify the order the players will walk out of the tunnel for your announcement.

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Tips:

- Convert each player's tackle success rates to percentages. For example:

Fractions:

Divide the fraction and then multiply by 100.

$\frac{4}{8}$ as a percent:

4 divided by 8 = 0.5

$0.5 \times 100 = 50$

50%

Decimals:

Multiply the number by 100 so the digits move two places to the right

$0.45 \times 100 = 45\%$

| tens | ones | decimal point | tenths | hundredths |
|------|------|---------------|--------|------------|
| | 0 | . | 4 | 5 |
| 4 | 5 | . | 0 | |

- Place them in order – highest first
- Look at whether the players are right or left-footed
- Are the right-footed players the best choices in this context?