FOR HOME – tips for use

By 'parent' we mean any responsible person who is helping a student to use *Numbershark* at home.

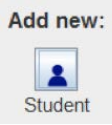## Setting up – a very brief summary

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1 Make sure you are a Numbershark administrator. (A list of administrators is available under *Users*. If a child has become the administrator and has forgotten his/her password, contact White Space support if you have problems.)	**5** Find a group of topics at the right level and work from there. Change topic Number topics list titles in black Nat. Curriculum 2014 England:numeracy KS1-2 Set 1 (Year 1) Count, add and subtract 1-10 Count, add and subtract 1-20 Count from 10 to 20 objects Count and order from 10 to 20 10 add a single digit Teens subtract 10
2 Add your students/children using *Admin* in the menu by clicking on: Add new: Student	**6** Switch to the games screen and start with the first of the recommended games. Select Help for the instructions. Choose game
3 Use the *National Curriculum* **course** as a graded course if you are not sure what to choose.	**7** Move to the next topic when the current one is mastered. < >
4 Click on *Help* in the menu if you need: • videos in the drop down menu • instructions that come up with each game.	**10-15 minutes 2-3 times a week should be effective. Younger children may need more frequent but shorter sessions.**

Finding the right number topics

- The blue course headings are described briefly on screen. The topics they contain are finely graded – often having different sections for mental maths and for written calculations. It may be necessary to discuss with your child's teacher a good place to start – especially if your child is experiencing difficulties.

- Try to use the recommended games in the order presented. You will probably only need to work on one or two green headings before switching to – or interweaving with – the reverse operation e.g. moving from *General addition* with answers to 10 to *General subtraction* from 10 or less.

- Alternatively , the *National Curriculum course* is a graded course that your child could work through. As a rough guide, Set 1 is for year 1 (aged -6) and so on but many children who have missed out on earlier foundations in maths could gain considerably from starting at a set maybe 2 or 3 years below their age group and catch up gradually. This applies equally to the worded problems.

- You can click on any example on the right of your screen, for most topics, for a demo.

- Fractions need a very thorough understanding of the topics under *Recognition* and *equivalence* before later topics are selected.

- Always remember to include some of the graded *Worded problems*, both *Real life* and *Arithmetic* ones. They can be read aloud if clicked on.
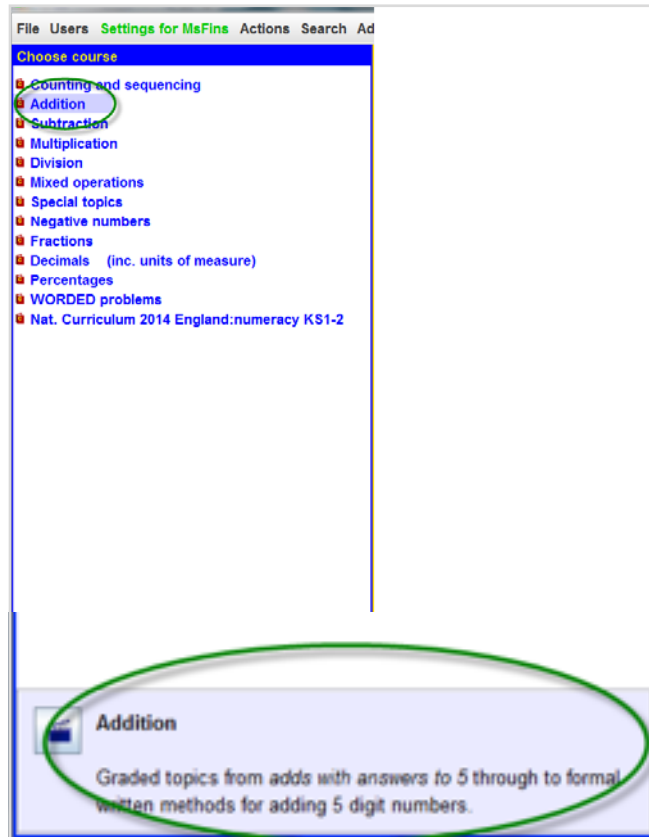
Working through a course

- Once you have found a sensible starting point, it is important to keep up a good pace. Move to the next topic in each section when making only one or two mistakes on an activity such as *Sum test* (or *Formal sums* for the higher numbers).

- If your child comes to topics that are too easy then move on straight away. Stop if the topics suddenly get far too difficult.

- Use any teaching notes (bottom middle panel) to help with what to watch out for.
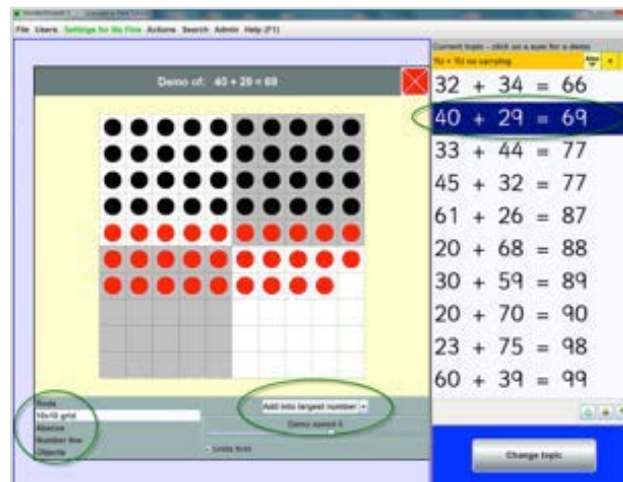
Keeping the program interesting

A good guide is to keep sessions simple at first then add new things:
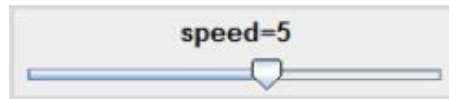
- Start with the first of the recommended games then gradually extend along the row

- Change the sprite under personal *Settings for (name)* in the menu – the sprite is 'you' in the games
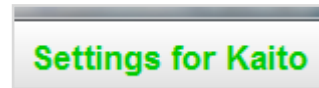
- Change Options – for example change from rods to digits in the *Balance* game – an *Options* button is found top left of screen in many games
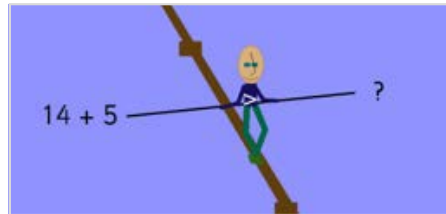

- Don't forget about adjusting the speed

- Add your own icon under personal *Settings for (name)* – for when you sign

- Change other personal *Settings for (name)* for example choosing favourite reward games

- Try *Shared play* where 2 users are signed on and take turns (see PDF 'Shared play' in this section) – particularly in games like *Bingo*. Have 2 users signed on (one could be an adult if you wish. Select *Users* in the menu and then *Share with*.
  Tick the box for the person you wish to share with. You will be given alternate goes, and will share scores.
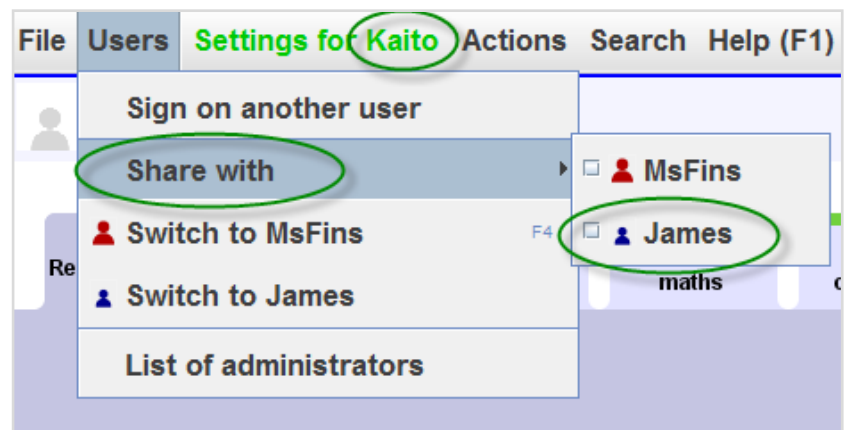

Look under the previous PDF 'Tailoring the program' if you want to get the best from the program for individuals and particular groups of children. This includes tips for use with younger children, for teenagers, for those with dysalculia, dyslexia, dyspraxia, ASD, ADHD or sensitivity to certain colour backgrounds.

It would also be very useful to read through the PDF 'FOR SCHOOLS – educational tips' in this section as this gives extra information on subjects and concepts that could benefit your child.

If you ever need to exclude certain games, go to *Admin\Universal settings*. Click on the *Exclude games* icon.

Choose *Games* or *Reward games* in blue on the left.
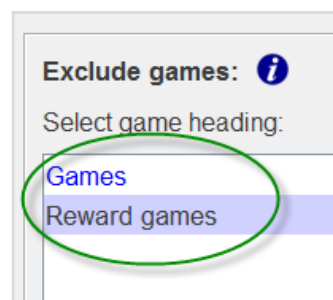
Open up the menu in the middle column and select games individually and click on the arrow. The reverse arrow can also be used to put the games back into circulation.

Checking what your child has worked on

If you want to see a record of your child's use of the program (including any errors and any incomplete games), click on *Admin\Add and manage students and staff* then select your child's name and click on *View*. Alternatively with younger children – sit with your child from time to time and both sign on and tick to share play and play some games together e .g . Bingo – then your child can share with you what he/she has achieved.

Maintaining progress

Keep an eye on progress. When left alone, some children could make little gains from the program because they may go back to a very simple topic, and play favourite games too much. They need to be encouraged to try a variety of games. If this becomes a real issue, you can sign on as a Numbershark administrator and explore how you can set work for your child from time to time.

Generally, a supportive and interested adult can encourage a very constructive use of the program, with a choice of topics and games which will support and yet challenge your child.