Parents Maths Evening
January 2015

MATHS

SUPPORTING YOUR CHILD AT HOME

This booklet is designed to suggest ways in which you can support your child at home with their maths learning. It is divided into sections to make it easier for you to find activities which will support your child in that particular area of mathematics. This booklet contains activities for children from Reception right through to Year 6. We have not separated activities into year groups as your child may be a more able or less able mathematician.

CONTENTS

COUNTING

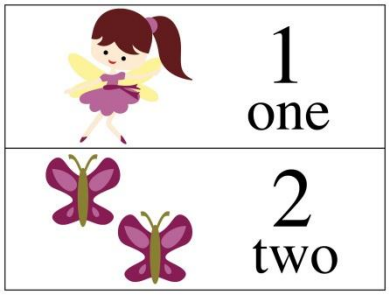
Counting

- *Have your child count everyday objects* – Can you pass me 4 blocks please? How many teddies are there altogether? Can you get 6 place mats to lay the table with please? How many lampposts do we pass on the way to school? How many stairs do we climb to go to bed?
- Have something to collect (stickers, pasta shapes) take turns, one player claps while the other player closes their eyes. They have to count the claps then take that number of stickers/pasta shapes. After 4 goes make a pattern with your stickers or shapes!
- *Dicey Counting:* roll a dice and count back to zero from the number thrown, or count up to 10 from the number thrown.
- Roll two dice and generate a 2 digit number – ask your child to count on or back in 10s. You could also ask them how many tens there are and how many units.

Recognising numbers

- Encourage your child to look out for numbers all the time. i.e. on buses, on doors, number plates, whilst shopping, pages in books etc.

Recognising 1 to 1 correspondence

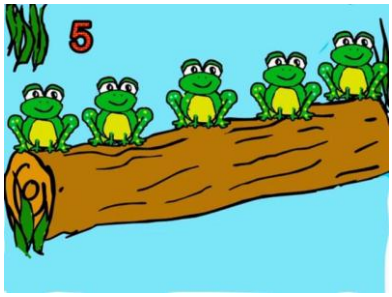


- Make some cards with numbers on. Make piles of objects and help your child label the piles with the correct number. This will help them recognise the value of each number, what 3 actually means and looks like.
- Now try giving your child a number card and have them create the pile!
- Use a dotted dice – roll it and ask child to guess how many dots there are – check by counting. Have them match the dots to the right number card.

Putting numbers in order

- Using magazines or cards, cut out pictures your child is interested in and label the pictures 1 to 5. (Make them with your child so they have ownership over the cards.)
- Shuffle the cards, put them in order from 1 to 5.
- Remove one animal and ask your child which number is missing. Repeat with other numbers and more than one number missing.
- Ask your child to say what number comes before or after a number you chose.
- This activity could be done with numbers from 1 to 10 and even higher!

Rhymes



- Teach your child any number rhymes or songs that you know, particularly ones that involve holding up a number of fingers, i.e. 5 little speckled frogs, 5 monkeys jumping on the bed etc.

Secret Numbers - Write numbers 0-20 on sheet of paper. Ask your child secretly to choose a number on paper. Then ask them questions to find out what their number is, e.g. is it less than 10? Is it between 10 and 20? Does it have a 5 in it? They can only answer yes or no. To make it easier – use 0-10, to make it harder only have 5 questions or use bigger numbers.

Order, order! – each player draws 6 circles, take it in turns to roll the dice and make a two digit number. Write the number in one of the circles. Once a number is written in a circle you cannot change or move it! The first to get all six of their circle numbers in order wins!

Talk numbers! – discuss numbers whenever they come up! Changing channels on the TV gives you a great opportunity to talk about 3 digit numbers – how many hundreds is that? How many tens are there? How many units?

Digit Divide – make digit cards 0-9 and cut out. Place them face down on a surface. Choose 3 and make a 3 digit number. Ask your child to read aloud the number and then partition it. i.e. 345 – three hundred and forty-five – 3 hundreds, 4 tens and 5 units.

ADDITION & SUBTRACTION

These games can be made easier or harder by increasing numbers or making slight adjustments to the rules.

- **Dice Game** – choose a number between 1 and 10 and write it down. Roll the dice and say the number. Then you could either add it to your number or find the difference between the numbers. You could also draw a number line to help your child to see the difference between the two numbers.

- **One more, one less** – each player rolls a dice and then tosses a coin, heads means take one away, tails means add one on. Ask your child what will be their new score. If they get this right, they can collect that number of blocks/lego. First to collect 20 wins! Throughout the game (to make it harder) ask questions such as: how many more do you need to win?

- **Spot the difference** – draw a row of 6 big coloured spots. One player closes their eyes, the other hides some of the spots with a sheet of paper. Once they open their eyes they say how many spots are hidden. Try this with more spots. It could also be linked to revising number bonds to 10.

- **Adding circles** – each player draws four circles on a piece of paper and writes a different number between 2 and 12 in each circle. Roll the dice twice and add the two numbers. If the total is one of the numbers in your circle then you may cross it out. First person to cross out all their numbers wins! You could use numbers between 3 and 18 and roll the dice 3x!

- **Track games** – make a number track to 20 or longer, make it relevant to your child's interests. Then play games on it! You could use a dice and move along the number you roll, discussing your starting number and the new number. You could roll the dice and then place counters on the number that goes with the one rolled to make either 10 or 20 (number bonds!)

- **How old?** – start with your child's age and ask questions such as: how old will you be in 2 years? How old were you last year? How many years ago were you 3? How many years until you are 20?

- **Takings** – roll a dice and take that number of pieces of pasta or stickers or lego etc. write down the number. Keep rolling the dice and taking that number of piece BUT before you take them, you must write down your new total! You can only take the pasta if you guess right! First one to 20 wins!

- **Number Facts** – take turns to roll a dice. See how quickly you can say the number to add to the number on the dice to make 10, 20 etc. If you are right score a point!

- **Speedy pairs** – make a set of 12 cards showing 0 – 10 with two 5 cards. Shuffle them and give them to your child – time how long it takes to find all the pairs to 10. Repeat weekly to see if they can beat their time.

- **Board Games** – use a snakes and **ladders** board or a 100 square with snakes and ladders drawn on. Roll the dice twice and add the two numbers. Move along that number but before you move, they must say which number they will land on. If they are wrong – don't move! First to end of board wins. For a change, move backwards!

- **Pasta Subtraction** – start with a pile of pasta – count them together. Throw a dice, say how many pieces of pasta will be left if you subtract that number. Then take the pasta away and check if you are right!

- **Secret sums** – ask your child to say a number, secretly do something to it i.e. add 30, you say the answer. Child has to guess what you have done to it! Repeat with your child doing the secret sum! This can be played using larger numbers to make it more difficult for more able mathematicians.

Multiplication and Division

In the new maths curriculum, times tables are vital! Children are expected to be able to rapidly recall multiplication facts up to 12x12 by the end of year 4!

- **Practise makes perfect** – chanting tables or constantly listening to a times tables CD can dramatically improve your child's recall skills. Children should be able to say them forwards, backwards and out of order. When chanting it is important to say the sum as well, rather than just the answer. For example: three 3s are 9, four 3s are 12 etc.

- **Bingo!** – write out the table you are working on (or two tables to make it harder!). Pick 6 numbers from that table and write them down on a piece of paper. Roll the dice twice and add the scores. Then times the score by your table (i.e. roll dice and get 3 and 5, add to make 8 then times that by 2 if you are working on the 2x table).If the answer is one of the numbers you wrote down, cross it off!

- **Pasta Race** – have a pile of pasta in the middle. Take it in turns to roll two dice. Multiply the scores and call out the answer. If you are right, win a piece of pasta! First to 10 wins!

- **Doing the washing** – counting in 2s – matching socks! Ask your child how many pairs of socks would there be if you had 10 loose socks etc.

- **Sweets**! Ask your children to help you **SHARE** the sweets out. i.e. share a packet of smarties between you and your child – dividing by 2! Are there any leftover – remainders! You could ask your child to **GROUP** them into sets of 3 – how many sets of 3 can we make from 15 Smarties (15 divide by 3).

- **Posters** – with your child create funky times tables posters to display on their wall. (There are fantastic posters and displays on the internet too!)

- **Doubling/halving** – whilst counting objects around the home, ask your children to work out what double the amount is, halve the amount. i.e. whilst baking: this recipe makes 12 cakes, how much flour would I need to make 24 cakes? I only want to make 6 cakes, so how much sugar do I need?

- **FIZZ BUZZ** – each take it in turns to count from 1 (more people the better) when you come to a multiple of your chosen table you say Fizz instead. Make it harder by introducing another table and saying Buzz when you come to the multiple. You may even have to say FIZZ BUZZ!

MONEY

There are countless opportunities to practise working with money, here are a few:

- **Price tags!** Ask children to read price tags whilst you shop. You could ask them questions such as: could I buy that with £1? £5? Which price is an odd number? Even number?

- **Pay!** Ask your child to help get the right money ready before you pay. You could even ask them to add up your total (obviously depending on how many items you have!)

- **Change** – ask them to work out the change from £10, £20.

- **Piggy Bank** – keep a piggy bank in the house and put loose coins in it. Every week ask your child to count how much money is in there. Maybe you could have a total you are aiming for – how much more do we need to reach our target?

- **Dicey Coins** – have about twenty 10ps and a dice. Take it in turns to roll the dice and take that number of 10p coins – guess how much money you have. Then count aloud in tens to check! If you do it correctly you keep one 10p coin. First person to £1 wins!

- **Shop until you drop!** If they have a birthday coming up or it is Christmas, ask children to work out how much their wish list will cost! You could use the internet or an Argos catalogue, children will have to add the monetary amounts to find a total cost. You could make it harder by introducing the idea of a budget!

- **Pocket monkey** – you could give your child pocket money and they could save up for a special present – you could have them keep a money chart to keep a total and how much they have left to go. What is the total in pound? Pence?

- **How many ways?** Give children a pile of change. Ask them to think about how many ways they can make 20p, 50p or £1.

- **SALE!** Ask your child to work out the new price after a percentage is taken off!

MEASURE

WEIGHT

- **Cupboard maths** – choose two tins or packets from your cupboard. Ask your child to hold one in each hand and tell you which is heavier – check by reading the weight on each packet!

- **How Heavy?** You will need some kitchen scales. Ask children to find objects around the home and weigh them. They could then order them from heaviest to lightest. You could challenge them to find something which weighs close to 1kg.

If your children is older, you could also relate this to conversions from grams to kilograms and vice versa. You could do this with people!! Get the children to read the scales-talk about what each line represents on the scales.

- **Get baking!** Have children help with baking, accurately measuring out the ingredients using the scales.

LENGTH

- **Straight lines** – choose 4 toys and lay them on the table in order of length. Use a ruler to measure to the nearest cm.

- **How tall?** Make a height chart on the wall and have children mark their height and the height of others. You could then ask questions such as: who is taller? How much taller is he/she?

- **Measure Me** – cut around your hand. Then using this, guess how many hands long is the sofa? The living room? Check by measuring – were you right? This could also be done with feet!

- **Step up**! how many steps is it to the gate? To school?

- **Scales**-use maps to work out real distances using the scale of the map. How far is it from Shrewsbury to London?

CAPACITY

- **Bath time fun!** Have a variety of containers in the bath and play with your child whilst they explore how many filled yoghurt pots fill the big jug etc.

- **Be Specific** – ask your child to pour you exactly 250ml of juice!

SHAPE

- **Roll a shape** – cut out 12 shapes – make 3 triangles, 3 rectangles and 3 circles. Take turns to roll a dice and collect a shape that has that number of sides or corners etc. Challenge them to name the shape too!

- **Shape Activity** – at home or when you are out, look at the surfaces of shapes. Ask your child – what shape is this plate? The window? The tea towel?

- **Shape Spotter** – pick a different shape a week – how many can we spot during the week?

- **Potatoes!** Cut shapes into potatoes and then using paint, make potato prints! Discuss what patterns they have made and the shapes involved.

- **Packaging** – collect finished books and packets. Discuss the properties of these 3D shapes – how many vertices? Edges? Faces?
Open them up to explore the net of the shape.

TIME

- **Watch** – get your child a watch and ask them to tell you the time. Start off with o'clock and half past and move on as they gain confidence.

- **Days** – what is the day today? Tomorrow? What was the day yesterday?

- **Clocks** – look at the clock regularly – explain what the numbers mean. At key points in the day, show children the time i.e. bedtime 7 o'clock – the big hand is on the 12 and the small hand is pointing to the 7 etc.

- **Race** – have races! Set children tasks to do within 20seconds, 10seconds etc. Count down the seconds together.

- **Digital clocks** – show children digital clocks and compare this to analogue clocks.

- **Timing** – if you are doing an activity, ask children to guess how long it will take. Complete the task and then have them work out how long it took! Were they right? How long does it take to walk to school? How long is the car journey to Wrexham? Etc.

- **Timetables** – ask children to look at a TV guide. Ask them what time does their favourite programme start? How long have they got to wait? How long is the film on for? In minutes? Look at bus timetables-what time is the next bus? How long does the journey take? If I wanted to get to Shrewsbury by 3.30 pm what is the best bus to catch?

- **Calendars-** What day is it 13 days after today? How many weeks is it until Christmas/Easter etc?

USEFUL WEBISTES

www.mathszone.co.uk

http://www.bbc.co.uk/bitesize/ks1/maths/

http://www.topmarks.co.uk/maths-games/5-7-years/counting

http://www.bbc.co.uk/bitesize/ks2/maths/

http://www.coolmathgames.org.uk/

http://www.coolmath4kids.com/math_puzzles/

http://www.topmarks.co.uk/maths-games/7-11-years/mental-maths

http://resources.woodlands-junior.kent.sch.uk/maths/interactive/index.htm

http://www.primaryinteractive.co.uk/maths.htm