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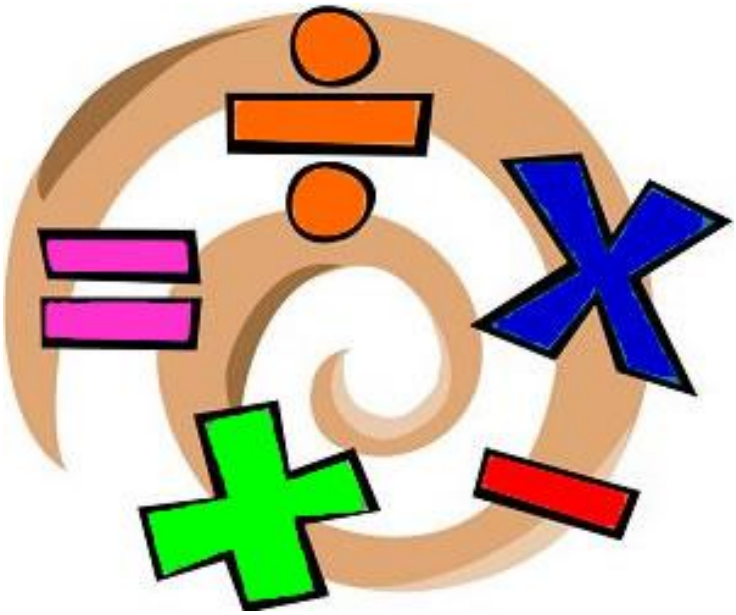
How to help your Child with Maths



Maths is an important part of the primary curriculum as well as being a subject which we use in our everyday lives, often without realising it! Any additional support which your child receives at home will help them to make even greater progress in the subject.

This booklet will give some ideas of ways which you can help your child with Maths at home and links for websites which can further support your child's Maths learning. The objectives which are covered in this booklet are the key areas which will have the greatest impact on your child's Maths.

If you would like to discuss Maths support further, please feel free to contact Mrs Harling and Ms Brown who will be more than happy to help.

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EYFS

In EYFS, Maths is very practical and children will use lots of resources such as counting toys and counting the number of children in their line. Also, Maths will become part of their everyday routine without them even noticing and it is helpful if it also becomes part of their daily activities at home so that they become confident with using numbers.

Objective	Ways to support your child
Count from 1 to 20	• Count steps when walking upstairs. • Count the number of pieces of Lego needed to build a tower. • Count the number of candles on birthday cakes,
Find one more or one less than a given number	• Count a number of objects and ask your child what the next number will be. • Count backwards from a number, up to 20, and stop at a chosen point. Ask your child what the next number will be.
Add two single-digit numbers	• Count a set of items, add more items and ask your child how many items there are in total.
Subtract two single-digit numbers	• Count a set of items, take some away (telling your child how many you have taken) and ask them how many are left.

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Year 1

In Year 1, children start to use larger numbers and they begin to learn some mathematical facts such as beginning to recall the 10 times table.

Objective	Ways to support your child
Count to 100 from any number.	• Count how long it takes for someone else to brush their teeth. • Count to a number, between 1 and 100, as ask your child to keep counting once you have stopped.
Know the 10 times table.	• Challenge your child to see how quickly they can count in 10s (up to 120). • Once they confidently count in 10s, ask them 10 times table questions out of order such as 3 x 10 and then 7 x 10.
Find half of an object or quantity.	• Break items, such as biscuits, into two equal parts. • Share sweets or pieces of fruit between two people and count how many each person will get.
Find a quarter of an object or quantity.	• Break items, such as biscuits, into four equal parts. • Share sweets or pieces of fruit between four people and count how many each person will get.
Know the value of different notes and coins.	• When shopping, tell your child the value of the coins or notes which you are using. Ask your child to give you a coin or note with a particular value.

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Year 2

In Year 2, children build on the Maths which they have learned so far and also continue to learn new ideas. They also need to learn more facts such as the 2s, 5s and 10 times table.

Objective	Ways to support your child
Knows the 2s, 5s and 10 times table.	• Challenge your child to see how quickly they count in 2s, 5s or 10s. • Ask them times tables questions out of order such as 2 x 5 and then 7 x 5.
Can use different coins to make the same amount of money.	• Buy an item, such as a lolly, and ask your child which coins they would pay for the item with.
Can read the time to the nearest 15 minutes.	• Remind your child that the longer hand points to the 12 it shows o'clock, the 3 shows quarter past, the 6 shows half past and the 9 shows quarter to. • When the clock shows one of these times, tell your child what the time is and show them how you worked out the hour. • Once your child is confident, ask them if they can tell you what the time is. Can they tell you what time they get up?

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Year 3

In Year 3, children continue to learn more times tables. They also begin to solve more complicated problems such as finding change when they buy more than one item. It is very helpful if they have had real-life experiences, such as going shopping, so that they can use these to help them work out what is happening in a problem.

Objective	Ways to support your child
Knows the 3s, 4s and 8 times table.	• Challenge your child to see how quickly they count in 3s, 4s or 8s. • Ask them times tables questions out of order such as 2 x 4 and then 5 x 4.
Add and subtract amounts of money to give change.	• When shopping, show your child that the shop assistant will add up the price of everything that you buy and then they will take your money and work out the change. This will help them to understand that you add together the cost of the items which are being bought before this amount is taken away from the money which you give them.
Use am and pm to discuss times.	• Tell your child what the time is and ask them if it is am or pm depending on if it is in the morning or the afternoon.

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Year 4

In Year 4, children are expected to know all of their times tables, up to 12 x 12, and be able to use these to solve problems. They will also be introduced to the concept of negative numbers.

Objective	Ways to support your child
Know all times tables up to 12 x 12.	• See how quickly your child can write a particular times table. Challenge them to beat their time the next day.
Begin to understand negative numbers.	• Watch the weather forecast during the winter and show your child how some of the temperature have a – sign next to them which shows a temperature below 0.
Convert between analogue time (on a clock) and digital time (on a mobile phone or oven).	• Show your child the time on the clock and ask them what time they think it will be on a phone or oven. Remind them that the digital time counts how far the longer hand has moved past the 12,
Convert from 12 hour to 24 hour clocks.	• Complete the same activity as above and then ask your child what time they think will appear on a phone or oven when it is past midday. Remind them to add 12 to the hour in the afternoon.

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Year 5

In Year 5, children need to continue to learn their times tables so that they can use these facts quickly and accurately in lessons. They will also be introduced to new symbols such as the % sign to show percentages.

Objective	Ways to support your child
Know all times tables up to 12 x 12.	• Challenge your child to write out one of their times tables as quickly as they can. See if they can beat their time the next day.
Recognise the per cent (%) symbol and understands that it means 'parts of 100'.	• Point out times when shopping, or on tv adverts, when a sale is on and they are advertising a discount which is being shown by a percentage (%) discount.
Estimate volume and capacity.	• When pouring drinks, ask your child how many cups they think they can fill using a given jug or bottle of drink. Ask them if they think there will be enough drink to fill all of the glasses or if they will have some left over.
Read and understand timetables.	• When going on a bus/train, ask your child what time the bus/train will leave and what time it will arrive at the destination. • Ask your child if you could have got an earlier bus/train and what time it would have left.

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Year 6

In Year 6, children will learn some new skills and they will also use what they have already learned to solve more complex problems. It is very important that they continue to learn their times tables each week so that they can use these facts quickly when working on more difficult questions.

Objective	Ways to support your child
Know all times tables up to 12 x 12.	• Challenge your child to write out one of their times tables as quickly as they can. See if they can beat their time the next day.
Use scaling (multiplying and dividing) to increase or decrease an amount.	• When baking, ask your child how they could use a recipe which makes 12 buns to make 24 buns. What would they have to do to each ingredient to make sure that they had enough? This could also be used when cooking meals such as 1 person needs 2 fish fingers, how many fish fingers are needed for 4 people?

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MyMaths

Is an Online Service that leads on the teaching and practice of maths with additional games – its focus is on fluency and practice (there are SATS practice questions). It is especially brilliant for engaging with parents and for transition to secondary school as lots of secondary schools use it. This should help them to structure their maths work and enable you to see how they are progressing as well as allowing your teacher to see how frequently children are accessing their homework. Your login details are available from your class teacher.

Free Websites

Hit the Button

This website uses 1-minute 'tests' on times tables, division facts, doubling and halving and number bonds.

uk.mathletics.com

All children will receive login details for this website where they can play Maths games and sometimes their teacher will set activities for them to complete on this site. Children in EYFS will receive their login details shortly after the start of the Autumn term.

www.oxfordowl.co.uk

In their 'For Home' section, there are more ideas of ways to support your child's Maths learning at home through bringing Maths into everyday activities.