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| |  | | --- | | Make Maths fun!  Give your child lots of praise and encouragement. | | |  |  | | --- | --- | |  | Hugh Joicey C of E First School Kerrie Green Dec 2016 | | |  |  | |  | | --- | | Helping your child with Maths | |  | | Hugh Joicey C of E First School | |

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| Learn Its Please make your child practices their learn it facts regularly at home to make sure they really do know them instantly (without counting on fingers!). Please look out in your child’s homework book for Learn Its to work on and a copy of the the previous week’s Beat That Challenge for them to have a go. See the number facts section in this booklet for activity ideas.  Big Maths ‘Beat That’ is a weekly timed test of your child’s Learn Its. The aim is to improve their score each time. You can help your child to improve their scores, by asking them to give you instant responses to Learn Its while at home, on the journey to school and throughout the day at weekend! Little but very often is the key to success as this helps the information become secure in the long term memory.  *‘****Learn Its’ by Year Group***  Your child’s teacher will focus on the following learning facts in each age group whilst also revising all previously learnt facts:   * Reception – Doubles of 1, 2, 3, 4, 5, 2+1 = 3, 2+3 = 5 and multiples of 10 (counting) * Year 1 – Doubles of 6, 7, 8, 9, 2+8=10, 3+7=10, 4+6=10, 4+2=6, 5+2=7, 6+2=8, 7+2=9, 9+2=11, 4+3=7, 5+3=8, 6+3=9 and multiples of 5 and 2 (counting)   Year 2 -3+8, 3+9, 4+7, 4+8, 4+9, 4+5, 5+6, 6+7, 7+8, 8+9, 5+9, 6+9, 7+9, 5+7, 5+8, 6+8 and x2, x5, x10 tables   * Year 3 – focus on x3 x4 x8 tables facts * Year 4 – all x table facts especially x12 and x11   In Years 3 and 4 children (Summer Term Year 2s) will also have a separate multiplications test, see additional handout for how to further support your child in learning their multiplication tables. |  |  | Real Life Experiences   * Look at numbers in the environment: telephone, doors, number plates, book pages * Money: shopping, budgets, handle coins and notes, discounts, work together to plan a party or meal on a budget, ask them to work out the total amount spent and how much change you will get. * Cook: measuring/weighing, help your child to scale a recipe up or down to feed the right amount of people. * Calendars: discuss days of the week, months of the year, length of time to events * Play games: games provide lots of opportunities to apply problem solving skills, encourage children to keep score (Ludo, Monopoly, Dominos, Connect 4, Snakes and Ladders, Mastermind) * Planning outings and trips: discuss how long it takes to get there, when should we leave, distances, money * Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later? * Use a TV guide. Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day / each week? |
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| TimeEnd of Year Expectations**End of Year 1**: tell the time to the hour (o’clock) and half past the hour.  * **End of Year 2:** tell and write the time to five minutes, including quarter past/to the hour, know the number of minutes in an hour and the number of hours in a day. (Analogue time) * **End of Year 3:** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year . * **End of Year 4:** Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. |  |  | Counting Ideas   * Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers - 4, 5, 6, 12 * Give your child the opportunity to count a range of interesting objects (coins, pasta shapes, buttons etc.). Encourage them to touch and move each object as they count. * Count things you cannot touch or see (more difficult!!). Try lights on the ceiling, window panes, jumps, claps or oranges in a bag. * Play games that involve counting (e.g. snakes and ladders, dice games, games that involve collecting objects). * Look for numerals in the environment. You can spot numerals at home, in the street or when out shopping. * Cut out numerals from newspapers, magazines or birthday cards. Then help your child to put the numbers in orders. * Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong? * Choose a number of the week e.g. 5. Practise counting to 5 and on from 5. Count out groups of 5 objects. See how many places you can spot the numeral 5. |
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| Geometry & Measure   * Choose a shape of the week e.g. cylinder. * Look for this shape in the environment (tins, candles etc). Ask your child to describe the shape to you (2 circular faces, 2 curved edges ...) * Play ‘guess my shape’. You think of a shape. Your child asks questions to try to identify it but you can only answer ‘yes’ or ‘no’ (e.g. Does it have more than 4 corners? Does it have any curved sides?) * Hunt for right angles around your home. Can your child also spot angles bigger or smaller than a right angle? * Look for symmetrical objects. Help your child to draw or paint symmetrical pictures / patterns? * Make a model using boxes/containers of different shapes and sizes. Ask your child to describe their model. * Practise measuring the lengths or heights of objects (in metres or cm). Help your child to use different rulers and tape measures correctly. Encourage them to estimate before measuring. * Let your child help with cooking at home. Help them to measure ingredients accurately using weighing scales or measuring jugs. Talk about what each division on the scale stands for. * Choose some food items out of the cupboard. Try to put the objects in order of weight, by feel alone. Check by looking at the amounts on the packets. * Use a stop clock to time how long it takes to do everyday tasks (e.g. how long does it take to get dressed?). Encourage your child to estimate first. * Ask your child to be a ‘timekeeper’ (e.g. tell me when it is half past four because then we are going swimming). |  |  | Number Facts  Look at the Learn Its (addition or multiplication facts) your child is currently working on. Try to practise for a few minutes each day using a range of vocabulary.   * Have a ‘fact of the day’. Pin this fact up around the house. Practise reading it in different voices (quiet, loud, squeaky). Ask your child over the day if they can recall the fact. * Play ‘ping pong’ to practise complements with your child. You say a number. They reply with how much more is needed to make 10. You can also play this game with numbers totalling 20, 100 or 1000. Encourage your child to answer quickly, without counting or using fingers. (can also use ping pong for counting up in multiples) * Throw 2 dice. Ask your child to find the total of the numbers (+), the difference between them (-) or the product (x). Can they do this without counting? * Use a set of playing cards. Turn over two cards and ask your child to add or multiply the numbers. If they answer correctly, they keep the cards. How many cards can they collect in 2 minutes? * Play Bingo. Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables). Ask a question and if a player has the answer, they can cross it off. * Give your child an answer. Ask them to write as many addition sentences as they can with this answer (e.g. 10 = 6 + 4). Try with multiplication or subtraction. * Give your child a number fact (e.g. 5+3=8). Ask them what else they can find out from this fact (e.g. 3+5=8, 8-5=3, 8-3=5, 50+30=80, 500+300=800, 5+4=9, 15+3=18). Add to the list over the next few days. Try starting with a x fact as well. |
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