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| |  | | --- | | **Most importantly… Make Maths fun!!**  **Please give your child lots of praise and encouragement.** | | |  |  | | --- | --- | |  | Hugh Joicey C of E First School Kerrie Green OCT 2017 updated | | |  |  | |  | | --- | | 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. 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 at home.  Learn Its ‘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 often** is the key to success as this helps the information become secure in the **long term memory.** Also try to revisit and revise all previous learn it schedules and facts so they are not forgotten.  There is no requirement to give your child the time limit they get in class to complete the test at home. However a time limit could be used for you to identify facts which are your child’s ‘blocker’ facts which you will then practise together. Remind children to use ‘switcher’ facts, where they switch they question around as it may be a fact that children already know (E.g 8 x 4 is the same as 4 x 8). They may begin by working out answers on their fingers or by counting on but will need to work towards knowing their facts off by heart. This is another strategy that will help children to learn facts but children can often over rely on counting on fingers so emphasis must be placed on over learning the fact.  Please find activity ideas for practising learn it facts in the following number fact sections. Make sure to celebrate when your child score goes up and try to make practising their learn it’s a fun and enjoyable experience for you both. |  |  | Learning 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 a dice or 2. 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? Or play till all cards have been collected. * Play Bingo. Each player chooses six answers (learn it facts). 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. * Make a board game with your child’s learn it facts on. (snakes and ladder style board, or lots of templates online) |
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| Number Facts (cont)   * Once your children know the times table facts in order, they can use flash cards to practise the facts out of order. They could just use them to answer questions, or for an extra challenge, try it against the clock! Flash cards could also be stuck around the house. * Superfingers: This is a game for two players! The game is basically a version of rock, paper , scissors but with numbers. Two players count to 3 and Player 1 Player 2 then make a number using their fingers. Both players then have to multiply both numbers together and the quickest wins. * Time challenges can be a really good way of helping times tables become automatic. Some ideas we use in school are: Measuring the time it takes to write the tables, then trying to beat the time. Seeing how many times you can write that table in 1 minute. Race/challenges against other people. * Singing tables can be a really good way for the children to learn. There are lots of songs online that your child might like to try. * A quick trick for learning the fours is just to double, double. Double the number and then double it again. * Six times tables can be tricky to learn. One helpful trick is that in the 6 times tables, when you multiply an even number by 6, they both end in the same digit. (2 x 6 = 12) * 9 x table trick! Hold your hands in front of you with your fingers spread out. For 9 x 4 bend your 4th finger down. You have 3 fingers in front of the bent finger and 6 after the bent finger. Thus the answer must be 36! The technique works for the 9 times table up to 10. The digits in a multiple of 9 also always add up to 9. * Pattern spotting: Children can investigate these multiplication rules: Odd number x odd number = odd number. Even number x even number = even number. Odd number x even number = even number. |  |  | TimeLittle and often is again key for children learning to tell the time, it is best done in context and in relation to activities and events. End 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. |  |
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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). |  |  | 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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