



Supporting your child with Maths

Here are some ways in which you could incorporate fun maths activities at home.

Let children sort the washing... matching and counting pairs of socks is a great way of practising odd and even numbers, counting in twos and the 2 times table - it also means one less job for you.



Look at the pattern of house numbers as you walk along - are they odd or even numbers? What house number will be next?



Children can count anything - pennies, buttons, pasta, trees, cars, building bricks, sweets, apples - encourage them to count things wherever they are. Give them mini-tasks at the supermarket e.g. putting 6 carrots in a bag, 3 tins of beans, etc. Be creative.



Money can be very motivating. The real stuff is the best - give your children a jar of coins to sort by their different values. Find the biggest coin. Is it worth the most? Find the smallest coin. Is it worth the least? Put them in order of value. Use 2p, 5p and 10p coins to support learning the times tables.



Let your child borrow your watch or buy them an analogue watch. Can you tell me when it is 2 o'clock? Can you tell me how long it takes for us to walk from our house to Grandma's? You can play on the computer for 30 minutes. Can you tell me when the 30 minutes are up? Play games like 'What's the Time Mr Wolf?'



Create a shop. Allow children to make price tags for different items around the home and use real money to play at being the shop keeper. Ask questions: I'd like a teddy for 12p and a tin of beans for 10p - how much will that cost?

If I give you 50p, how much change will I get?



What can your child do in exactly one minute? Hop on one leg? Tidy their toys away? Clear the table? Stare without blinking? See if they can count the seconds in their head.

Play 'I'm thinking of a Number'. Begin by giving clues such as "My number is more than 50 but less than 100, it is an odd number, it is two more than 37," etc. As your child becomes more confident, they can try to find out by asking questions

e.g. Is it odd or even? A multiple of 5?

More or less than 30? This can be done anywhere - driving in the car, walking to school...



Buy your child a pocket diary or calendar and help them plan out a daily timetable for their week.



Write in the times of activities on the days of the week. How many days/weeks until your birthday / Christmas / holiday?

Look at the three digits on a car's number plate (928). What's the largest/ smallest number you can make? (982/ 289) What is the total if you add the numbers together?

Count up in tens - 928, 938, 948...

B055 TOY

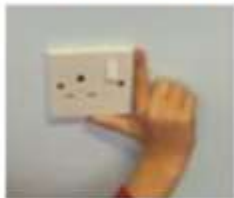
Do some cooking. Let your child help you weigh the ingredients they need in grams and kilograms. Practise doubling and halving by baking - e.g. "If we wanted to make Grandad and Grandma a cake too, what are the total ingredients we would need?" or "If I only want to make 10 buns rather than 20, what ingredients would I need?"





Peel an orange. Divide it into segments. Count how many there are. Eat one piece. How many do you have left? Eat half of the segments. How many pieces did you eat? This can also be done with cakes and pizza as well! As they get more confident, introduce what fraction of it did you eat/give away?

Look for shapes all around you and encourage your child to name and describe them. Can you find any objects that are squares? Cubes? How many circles can you see in the room/on a journey?



Hunt for right angles around your home and outside. Can your child spot angles that are bigger or smaller than a right angle? This idea can also be used for parallel lines.



When out and about use the local environment for

stimulus to ask questions that promote mathematical thinking.

Here are some questions you may wish to use:

What is this? Can you estimate how many ..? Is there symmetry?

Can you see/describe any patterns? What else do you notice?

Can you think of a mathematical question to ask me?

Times Table Snap

You will need a deck of cards for this game.

1. Turn over the cards as though you are playing snap.
2. The first to say a fact based on the cards turned over ($2 \text{ and } 3 = 6$ or $6 \div 3 = 2$) gets the cards.
3. The person to get all



Superfingers

This is a game for two players. The game is basically a version of rock, paper, scissors but with numbers. The two players count to 3 while making a number using their fingers. They both show and the quickest person to multiply the numbers together w



Player 1

Player 2

