Helping your child with maths in Primary 1

This leaflet is to give you some ideas about how you can support your child's learning in maths in small, fun, practical ways at home this year.

Children's numeracy skills can be greatly boosted by help at home, in the same way that regular help with spelling and reading can nurture their literacy skills. At Drumoak School, we aim to teach children to work with number in lots of different ways. We know that what works for one child will not always make sense to another and that by giving them a range of different methods, they will be well equipped to select one which works for them. So please, be encouraged to talk about maths with your child. Maths should be fun and related to real life so the more you do in the course of your normal routine, the better. For example time, money, weight and measurement in context.

Enjoy playing and learning together.

Numeracy and Mathematics is split into three main categories:

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

Golden Rule:

Whatever you do, make sure your children enjoy it. Do little and often.

Number games

Secret numbers

Write the numbers 0 to 10 on a sheet of paper.

Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g.

Is it less than 5?
Is it between 5 and 10?
Is it more than 6?

More and less are useful words to use. He / she may answer only yes or no.

Once you have guessed the number, it is your turn to choose a number. Your child asks the questions.

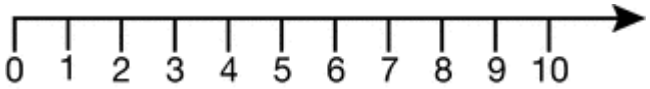
For a harder game, use numbers up to 15 or 20. Try restricting the number of questions – get the answer in 4 questions.

Dice game

You need a 1–6 dice, paper and pencil.

- Take turns.
- Choose a number between 1 and 10 and write it down.
- Throw the dice and say the dice number.
- Work out the difference between the chosen number and the dice numb number, e.g. if you wrote down a 2 and the dice shows 5, the difference is 3.

You could also draw a number line to help your child to see the difference between the two numbers.



More number games.

Dicey coins

For this game you need a dice and about twenty 10p coins.

Take turns to roll the dice and take that number of 10p coins. Guess how much money this is. Then count aloud in tens to check, e.g. *saying ten, twenty, thirty, forty…*

If you do this correctly you keep one of the 10p pieces.
First person to collect £1 wins.
Don't forget to give the coins back!

Board games are a great way of making them familiar with the number system and addition and subtraction.

Takings

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried pasta. You will also need pencil and paper.

- Take turns.
- Roll a dice. Take that number of pieces of pasta. Write down the number.
- Keep rolling the dice and taking that number of pieces of pasta. BUT, before you take them, you must write down your new total.
- You can only take your pieces of pasta if you are right.
- The first person to collect 10 or 20 beans wins!

For example, Sally has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: *eight, nine, ten, eleven*. She writes 11.

There are many websites but the one we recommend for this class is

www.topmarks.co.uk

If you search for maths and key stage 1 you find a wide range of games.

Number Bonds

Helping your child to learn their addition and subtraction facts to 10 and regularly going over them will benefit them enormously. They should know them well enough to give 'quickfire' answers when they are jumbled up (e.g. "Eight and what make 10?" "ten take away 4?"). This can be done on car journeys or whenever there is a spare 5 minutes.

Addition facts to 10

0 + 10 = 10

1 + 9 = 10

2 + 8 = 10

3 + 7 = 10

4 + 6 = 10

5 + 5 = 10

6 + 4 = 10

7 + 3 = 10

8 + 2 = 10

9 + 1 = 10

10 + 0 = 10

Subtraction facts to 10

10 – 0 = 10

10 – 2 = 8

10 – 3 = 7

10 – 4 = 6

10 - 5 = 5

10 – 6 = 4

10 – 7 = 3

10 – 8 = 2

10 – 9 = 1

10 – 10 = 0

Everyday situations:

Real life often provides the best opportunities to develop maths skills. When maths is real – about real things and with a real purpose – it can be much easier to understand than just numbers in a book.

Talk together

Talking with your child about maths is important for building confidence. Whenever you can, try to talk about how you use maths in everyday life. You could measure ingredients for recipes together: 'We need 50g of sugar. Let's use the scales to measure that.' You can look at the clock together: 'If the party is at 5 o'clock we need to leave in half an hour. That'll be half past 4.' You can talk about how much things cost, paying and getting change when you go shopping.

Explore together

Numbers are all around us, from calendars to door numbers, street signs to car registration plates. Choose a 'Number of the Week' and see how many times you can spot this number, around the house, out in the street or in the supermarket.

Further suggestions

- Sorting things out and putting things away, e.g. shopping, toys, cutlery and clothes. Talk about which things go together and where things go, giving clear instructions for position such as 'in the cupboard, on the bottom shelf'. Matching pairs of socks, shoes, gloves.
- Ordering and sequencing when getting dressed, going to the shops, having a bath etc. Talk about what you do first, what you do next, and last of all.
- Comparing objects according to size, weight or capacity, e.g. the longest spoon, the lightest shopping bag, the cup which holds the most, the shortest person, the widest hand, the bottle which is half full.
- Matching and counting when setting the table, preparing food, sharing out food, etc.
- Counting, weighing, measuring capacity and timing when cooking.
- Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to the whole and half hour. You could suggest that they can have a treat every time that they tell you (correctly!) that it is something o'clock. Give them a 'special mission' of telling everyone when tea is ready at half past five.
- Receiving (and spending!) pocket money can make children very keen learners in this area! Use any shopping trips or play shop to encourage your child to be able to:
  - *Recognise 1p, 2p, 5p 10p coins*
  - *Find totals and change up to 10p*
  - *Handling small amounts of money when shopping, counting small totals*.

Play activities/games:

- Talking about directions when walking around or playing with toy vehicles etc. (e.g. forwards, backwards, straight on, turn left/right.)
- Making models with building bricks, Lego, boxes etc. Talk about shape and position, count the number of similar shapes etc.
- Playing games involving matching, recognising numbers and shapes or counting such as snap, pairs, dominoes, board and dice games (e.g. snakes and ladders).
- Counting particular things on journeys, e.g. red cars, fields with cows in, churches etc.

Mental activities:

- Counting in 1s, then 2s or 10s, e.g. as you climb stairs, walk to the local shop etc.
- Simple addition/subtraction calculations, e.g. 5 + 2, 10 - 7 , 6+3, 10 – 2 , 5 + 5 10 – 8.
- If they struggle to understand, make mistakes, or get bored: keep calm, make it easier, change the subject, tell them a joke, play football, go to the park ….but please don't get cross or impatient - you could put them off maths for life. Go back to real materials.

Fractions

split a whole object into equal parts – use a pizza.

share out a group of items equally

divide objects into 2 and 4 parts and use associated vocabulary

Shape activity

At home, or when you are out, look at the surface of shapes.

Ask your child – what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on.

Choose a shape for the week, e.g. a square.

How many of these shapes can your child spot during the week, at home and when you are out?

You could take your child on a 'shape walk' around Drumoak to see what shapes they can spot. The shapes they may recognise in are:

2D: *rectangle, square, circle, triangle*

3D: *sphere, cube, cuboid, cone*

I can create a symmetry picture or pattern using a flip or fold - create images at home with symmetrical patterns.

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?)

Information Handling

Information handling is all about graphs and finding information from a range of displays. The pupils will learn to complete a block graph and answer questions about them.

Curriculum for Excellence –These are some of the areas that we will be focusing on within the school year. These targets are for the Early Level.

Number

- *understand that zero means there is none*
- *count given collections accurately*
- *compare 2 collections 1:1 and decide which is bigger / smaller and by how many more / less*
- *Identify and represent all numbers at least to 20 (including zero) using numerals, words, symbols, pictures and objects*
- *count on and count back from a given number*
- *identify the number before / after / between a given number/s 0-20*
- *count in multiples of 2, 5 and 10*
- *solve addition and subtraction problems at least within 10*
- *know the facts for numbers families within 10 (know the facts up to 20)*
- *know doubles within 10*

Money

- *know that coins/money can be exchanged for goods and services*
- *recognise the value of all coins*
- *use 1p, 2p, 5p and extend using 10p coins to make monetary value*

Time

- *understand and use the terms before and after*
- *understand the sequence of morning, afternoon, evening and night*
- *know the names of and sequence the days of the week*
- *describe and order the seasons*
- *read time to o'clock and half past*

Measurement

- *use objects to measure the length, weight or capacity of items to help me compare them*
- *use vocabulary tall, short, fat, thin, heavy, light, wide, big or small*