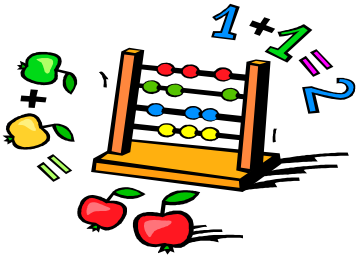
A Holbeach Guide to Early Maths

Autumn Term 2019



Parents often ask how they can help at home with maths. This guide explains the thinking behind early mathematical development and offers some practical ideas to try out at home.

Children need to become confident and competent in learning and using key skills.

These are:-

- **Understanding and using number**
- **Developing a mathematical language – (words used in mathematics e.g. more, less, fewer, shorter, makes, equals, 2 pence, o'clock, empty)**
- **Finding solutions to mathematical problems**
- **Pattern, order and relationships**
- **Logical thinking**
- **Exploring and comparing quantities, shapes and measures.**

Children experience maths as part of their everyday environment. The type of maths young children now do is 'hands on'. They need to touch and do in order to learn, so their early maths is based on practical activities that can be incorporated into their learning through play.

Here are a few ideas to try:-

- **Role play shopping – counting money, matching, recognising and writing numbers**
- **Setting the dinner table – counting, matching, ordering, position**
- **Water play – comparing volume, capacity, height and depth**
- **Climbing frame whole body experience of height, space, weight, angles and direction**
- **Outdoor walk down the street – counting, recognising numbers, experimenting with big numbers, looking for shapes**

Counting is a skill that children often pick up very early. At first, your child might chant numbers in a random way without focusing on each object. Remember to:-

- **Point to each object as you count it.**
- **Take the cue from your child – if your child is not interested now, try again another day**
- **Talk about numbers in context such as "there are five buttons on your coat, but only four on mine, you've got more than me"**

But maths is so much more than learning to count – **have fun!**

<u>These examples illustrate what children should be able to do by the **end of Reception.**</u>

- Say and use number names in order in familiar contexts.
  (Say numbers and hold up that number of fingers)
- Count reliably up to 20 (and beyond) everyday objects. Recognise numerals 1-20 (and beyond)
- Use developing mathematical ideas and methods to solve practical problems (How many snacks are there? Are there enough for everyone?)
- Find one more or one less than a number from 1 to 20.
- Use language such as 'more' and 'less' to compare two numbers.

- Use single digit numbers to add and 'take away.'
- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- Use everyday words to describe 2D and 3D shapes e.g. pointy, corner, straight, side etc.
- Use everyday words to describe position. (behind, in, under, beside)
- Use developing mathematical ideas and methods to solve practical problems (Does my jug hold more tea than my mug?

Exercise The Brain With Mathletics!

We have signed up for another year of 'Mathletics' at Holbeach. Mathletics is an online Maths resource designed to provide your child with an engaging and safe Maths experience. Mathletics is interactive, fun and personalised to cater for all ages and abilities. Please encourage your child to use Mathletics at home.

Your child's Mathletics Username and Password are in the front of their Reading Records, please ask the class teacher if your child is unsure of these.

We continue to have a big push at Holbeach on learning times tables! We often get asked what can be done to help children at home with their Maths and learning times tables is a brilliant way of helping your child and it really can make a huge difference.

Knowing times tables facts really helps children to feel confident in Maths, and enables them to make progress in areas such as calculating, fractions… even shape work can involve times tables – when we think about angles, for example.

Learning multiplication facts is a vital part of any child's mathematical development. Once rapid recall of multiplication facts becomes possible, a whole host of mathematical activities will seem easier. The expectations for each year group are set out below:

Times Table Expectations

The National Curriculum states that these Times Tables should be embedded by the end of each year. Below are the times tables end of year expectations. Your child needs to know the years before as well as their current year expectations.

Year Group	Times Table Expectations
Reception	Count in 2s practically e.g. pairs of socks
Year 1	Begin to know the 2, 5 and 10 Times Tables
Year 2	Know the 2, 5 and 10 Times Tables
Year 3	Know the 3, 4 and 8 Times Tables
Year 4	Know all Times Tables to 12 x 12
Year 5	Use Times Table knowledge to solve other number problems e.g. 800 x 7
Year 6	Use Times Table knowledge to solve other number problems e.g. 0.8 x 7

By the end of Year 4, pupils should have memorised their times tables, up to and including the 12 times table.

Times table websites with games.

Below is a list of fun websites for opportunities to practise Times Table facts:

- http://www.topmarks.co.uk/maths-games/7-11-years/times-tables
- http://www.multiplication.com/games/all-games
- http://www.crickweb.co.uk/ks2numeracy-multiplication.html
- http://www.mad4maths.com/multiplication_table_math_games/
  Try this for answering against the clock!
- http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find