Can you? Ideas to support your child's Maths learning at home.

Doing the washing

- Counting in 2s – matching shoes
- Sorting by colour and size.
- Matching/pairing up socks.
- Find four shoes that are different sizes. Can you put them in order?

FOOD

- Can you cut your toast into 4 pieces? Can you cut it into triangles?
- Setting the table.
- Counting the right number of plates etc. How many more do we need?
- Can you make shapes/ patterns out of the knives and forks.
- Can you put them in the right place in the drawers?
- Helping with the cooking by measuring and counting ingredients.

Going shopping

- Reading price tags
- Counting items into the basket
- Finding and counting coins
- Comparing weights – which is heavier?

Number rhymes and songs

Eg: 5 little monkeys jumping on the bed
One fell off and bumped his head
Mummy called the doctor and the doctor said
"No more monkeys jumping on the bed!"
4 little monkeys jumping on the bed …

Your child can teach you lots more or try this website which has the words and sings it for you:
http://www.nurseryrhymes4u.com/NURSERY_RHYMES/COUNTING.html

Websites

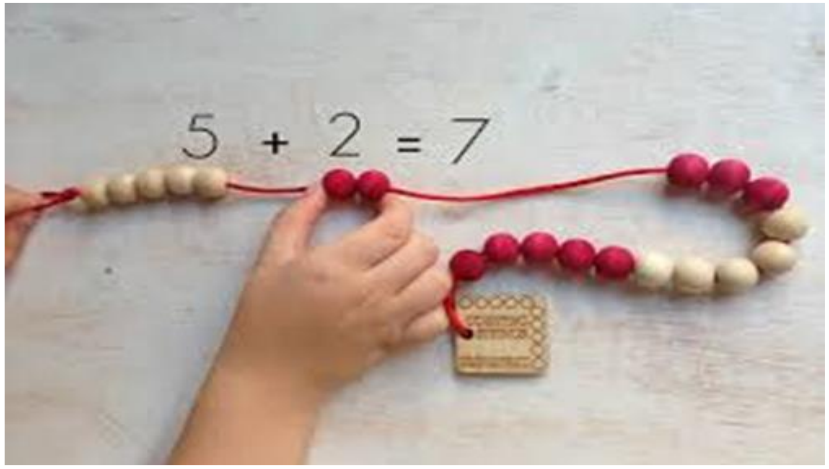
https://www.bbc.co.uk/iplayer/cbeebies/numberblocks

Shapes

Cut a potato into shapes (circles, triangle etc). Use with paint to make pictures and patterns.
Cut out shapes from coloured paper/ newspaper and arrange into pictures.
Shape hunt: Can you find a square in your house (windows etc)

Langtree Community School

From 'Counting to Calculating



A booklet to enable the partnership between parents, carers and staff at Langtree Community School

Don't forget to post observations to Tapestry for any 'WOW' moments in your child's mathematical learning

To develop the learning of our children.

The 5 'Counting Principles'

How to count…….

1.One-one principle – ***one-to-one correspondence***; when a child points to each object individually and they count and match a tag (a number) to each object they are counting.

2.Stable order principle- the same order of numbers; you will observe children gradually working towards the knowledge that the number words must always be said in the same order.

3.Cardinal principle – A **key** concept. I know that the last number I say when I count is also the name used to represent the size of the group.

What to count…….

4.Abstraction principle – that anything can be counted; children, if given an assortment of opportunities to count in a variety of ways, for a variety of purposes, will develop the understanding that anything can be counted (for example, noises, claps) not just the objects.

For example, start counting with the yellow objects and then ***red***.

5.Irrelevance principle - it does not matter which object you start with when counting – children will understand that you can count objects in any order and you will get the same result provided that you count each of them once and use the counting sequence.

Respect

Kindness

Honesty

Responsib-ility

HOW CAN YOU HELP AT HOME?

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.

In the street

- Recognising bus numbers
- Number plate hunt. Who can find a 7? Add the numbers up.
- Comparing door numbers
- Counting – how many lampposts on the way to school?

Time

- What day is it yesterday, today, tomorrow?
- Use timers, phones and clocks to measure short periods of time.
- Count down 10/ 20 seconds to get to the table/ into bed etc.
- Recognising numbers on the clock. If you cover a number, what number was missing?