



OAK LODGE

# **Helping your Child with Maths**

## **Oak Lodge Primary School**

## COUNTING IDEAS

Counting is the basis for all mathematics and it is one of the easiest to practise. It doesn't matter where you are, how much time you have or the age of your child, counting can always be a fun, challenging activity.



You could try:

Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers: 4, 5, 6 . . .

Sing number rhymes together - there are lots of commercial CD's and downloadable music files available, as well as many that are available without cost online.

Give your child the opportunity to count a range of interesting objects (coins, pasta shapes, buttons etc.). Encourage them to touch and move each object as they count.

Count things you cannot touch or see (more difficult!!). Try lights on the ceiling, window panes, jumps, claps or oranges in a bag.

Play games that involve counting (e.g. snakes and ladders, dice games, games that involve collecting objects).

Look for numbers in the environment. You can spot numbers at home, in the street or when out shopping.

Cut out numbers from newspapers, magazines or birthday cards. Then help your child to put them in order.

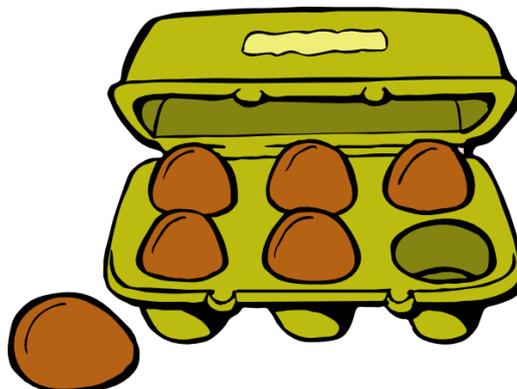
Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?

Choose a number of the week, e.g. 5. Practise counting to 5 and on from 5. Count out groups of 5 objects (5 dolls, 5 bricks, 5 pens). See how many places you can spot the numeral 5.

Counting activities can be extended for children further on in their primary school career to further develop their understanding and familiarity with number.

Ideas and games could include:

Counting in groups of different multiples up and down from any number, especially when your child is learning their times tables.



Count up and down into, and out of, negative numbers.

Count up and down in fractions and decimals, recognising when a whole number is reached and what happens when the sequence continues.

Count up or down in a sequence and ask your child to identify the pattern. How can they describe this pattern? *It is going up in 5s starting from 7 or even it is the sequence  $5x + 2$ .*

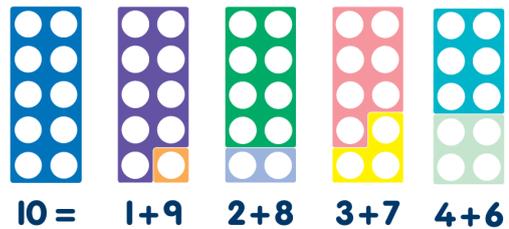
The possibilities and opportunities for challenge are limitless



## PRACTISING NUMBER FACTS

The significance of knowing and recalling these facts at speed is recognised throughout the course of your child's mathematics experiences. The more proficient your child is at recalling these facts the more effective they will be at answering all manner of questions in each year of their school career.

Activity ideas:



Find out which number facts your child is learning at school (addition facts to 10, times tables, doubles etc). Try to practise for a few minutes each day using a range of vocabulary.

Have a number 'fact of the day'. Pin this fact up around the house. Practise reading it in a quiet, loud, squeaky ... voice. Ask your child over the day if they can recall the fact.

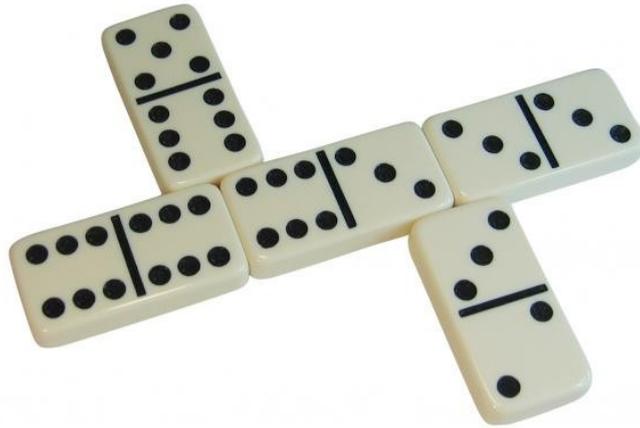
Play 'ping pong' to practise complements with your child. You say a number. They reply with how much more is needed to make 10. You can also play this game with numbers totalling 20, 100 or 1000. Encourage your child to answer quickly, without counting or using fingers.

Throw 2 dice. 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 (no pictures). 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?

Play Bingo. Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.



Give your child an answer. Ask them to write as many addition sentences as they can with this answer (e.g.  $10 = +$  ). 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.  $3+5=8$ ,  $5+3=8$ ,  $8-5=3$ ,  $8-3=5$ ,  $50+30=80$ ,  $500+300=800$ ,  $15+3=18$ ). Add to the list over the next few days. Try starting with a multiplication fact as well.

Try to make the most of any and every opportunity; little amounts of practise often will make a real difference in helping support your child with the fluency of mental recall.

## CALCULATION

The maths work your child is doing at school may look very different to the kind of 'sums' you remember. This is because children are encouraged to work mentally, where possible, using personal jottings to help support their thinking. Even when children are taught more formal written methods at school, they are only encouraged to use these methods for calculations they cannot solve in their heads.



When faced with a calculation problem, encourage your child to ask...

Can I do this in my head?

Could I do this in my head using drawings or jottings to help me?

Do I need to use a written method?

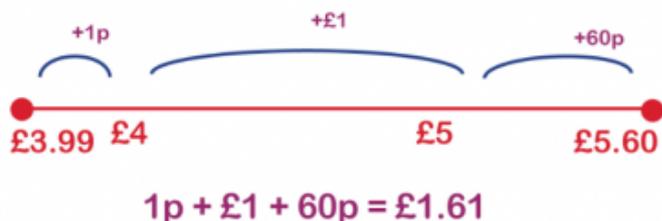
Should I use a calculator?

Also help your child to estimate and then check the answer. Encourage them to ask...

Is the answer sensible?

For extra guidance with calculation strategies taught at Oak Lodge please see our Progress in Calculation document on our website.

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$$123 \times 5$$

$\times$	100	20	3
5	500	100	15

$$\begin{array}{r} 500 \\ + 100 \\ + 15 \\ \hline 615 \end{array}$$

## REAL LIFE PROBLEMS

Maths is essentially a tool to be used to support our understanding of the world around us. And as such, it is vital that children see its function and use in the real world at every possible opportunity.



A few situations that you may consider:

Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.

Buy some items with a percentage extra free. Help your child to calculate how much of the product is free.

Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.

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?

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?

Help your child to scale a recipe up or down to feed the right amount of people: work together to plan a party or meal on a budget.

These are just a few ideas to give you a starting point. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it.



Please see our website for more information and support with your child's mathematics, including:

- Oak Lodge calculation policy, which details different stages of calculation
- Maths calculation videos—our growing bank of explanations for using different strategies
- Useful mathematics website links
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1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100