Helping Out with Maths in the Evening

Parent booklet

Foundation stage

Made and adapted by MINI

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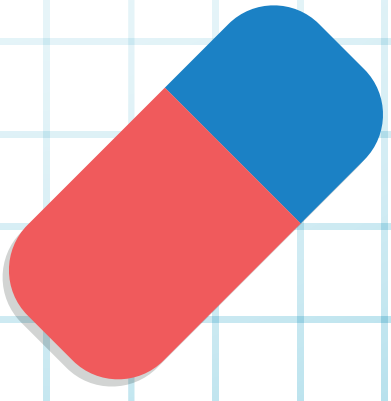
1+1=2

20 x 12 =



Targets & Strategies

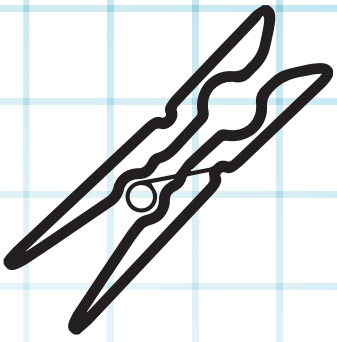
During foundation stage your child may be working on the following:

- Count orally in 1's and 10's forwards/backwards from/to zero within 50
- Count orally in 1's, 2's forwards/backwards from different starting numbers within 20
- Count orally in 10's forwards/backwards from a given number within 50
- Recognise, read and write the numbers before, after, between, within 20, then 50
- Work out one more, two more, three more - demonstrate understanding that when adding, answer will be larger
- Work out one less, two less, three less than a number - demonstrate understanding that when subtracting, answer will be smaller
- Add two numbers fewer than then by counting on e.g. 6+3 is 6, 7, 8, 9
- Take away one, two or three from a number up to 12
- Know/understand number facts to 5, 10
- Identify missing numbers in a sequence within 20
- Add 1, 2, 0 to any number, answers within 10, then 20
- Know doubles to 5+5
- Know 3+2 and 2+3 to complete number stories to 5
- Subtract 1, 2, 0 from any number, answers within 10
- Demonstrate understanding of commutative nature of addition
- From 3 given numbers within 5, give 4 number facts

Number cards 1-20

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Pin the peg on the number

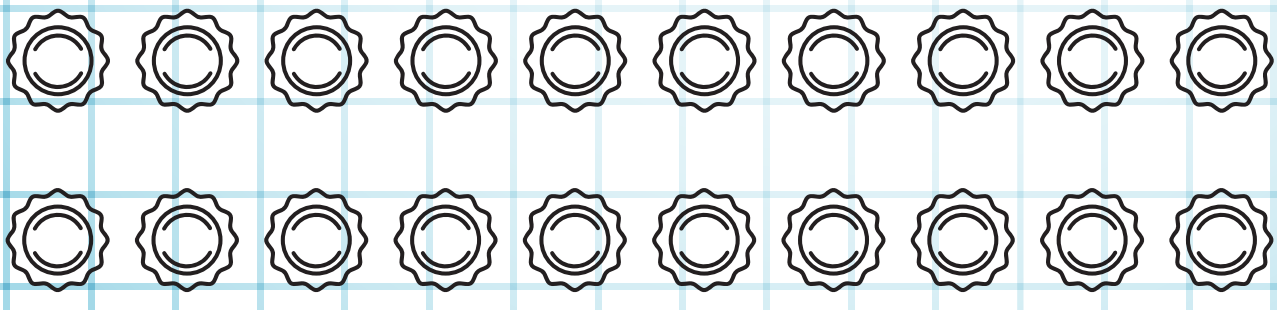


Cut out and use the number cards from p4.

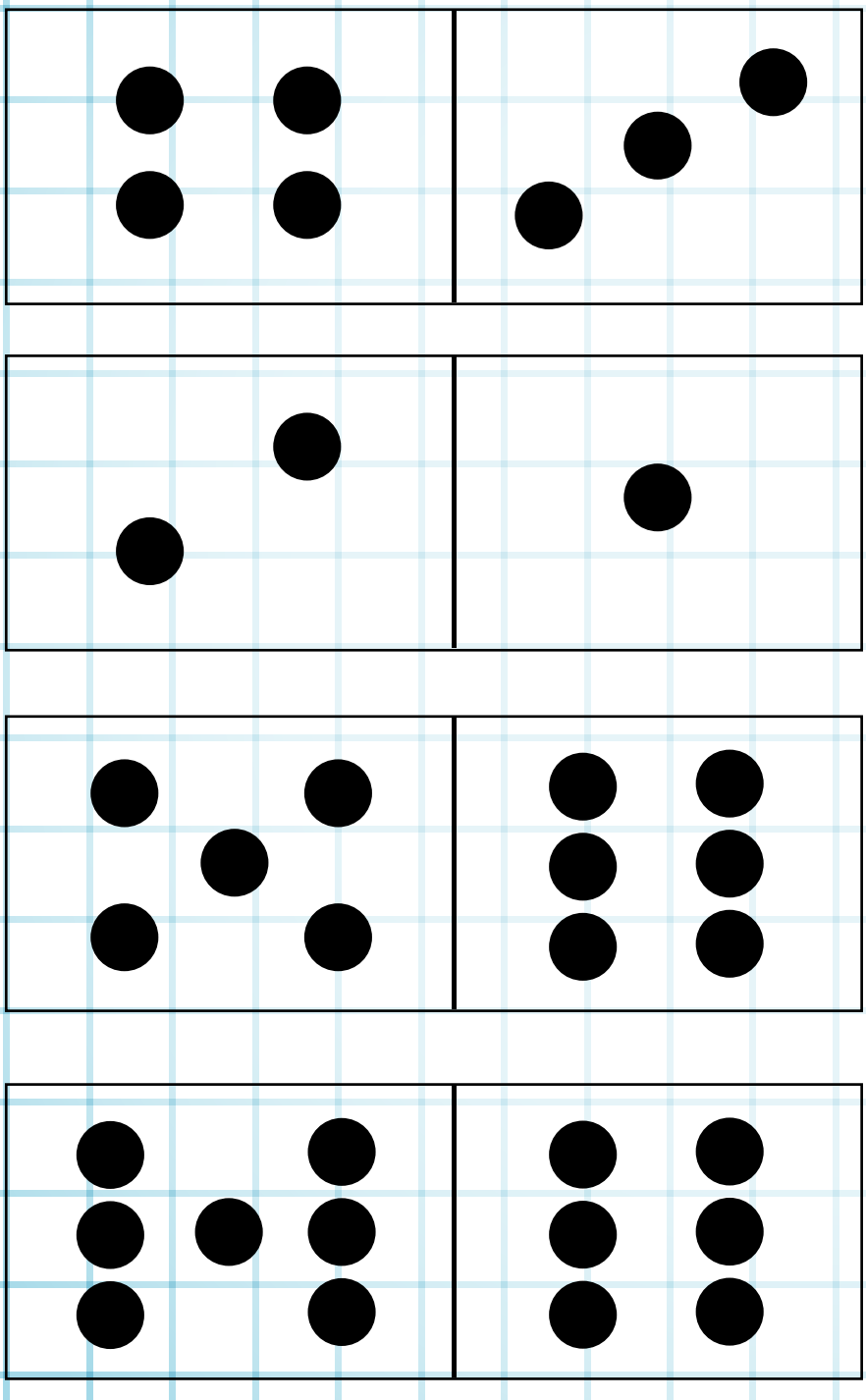
Use 20 wooden pegs
Write the numbers 1-20 on the pegs (one number per peg)
Turn the pegs over so the number isn't visible
When your child turns the peg over, they must pin it on the correct number card.

Find the pair

Use 20 milk bottle lids (or other plastic lids)
Get 20 stickers and write the numbers 1-20 (one number per sticker
Stick them to the inside of the plastic lids
Turn over so the numbers are face down
Take turns to turn over 2 lids to find the numbers that add up to 20 (e.g 8 and 12)
If the number on the 2 lids don't add up to 20 the turn passes to the next player.

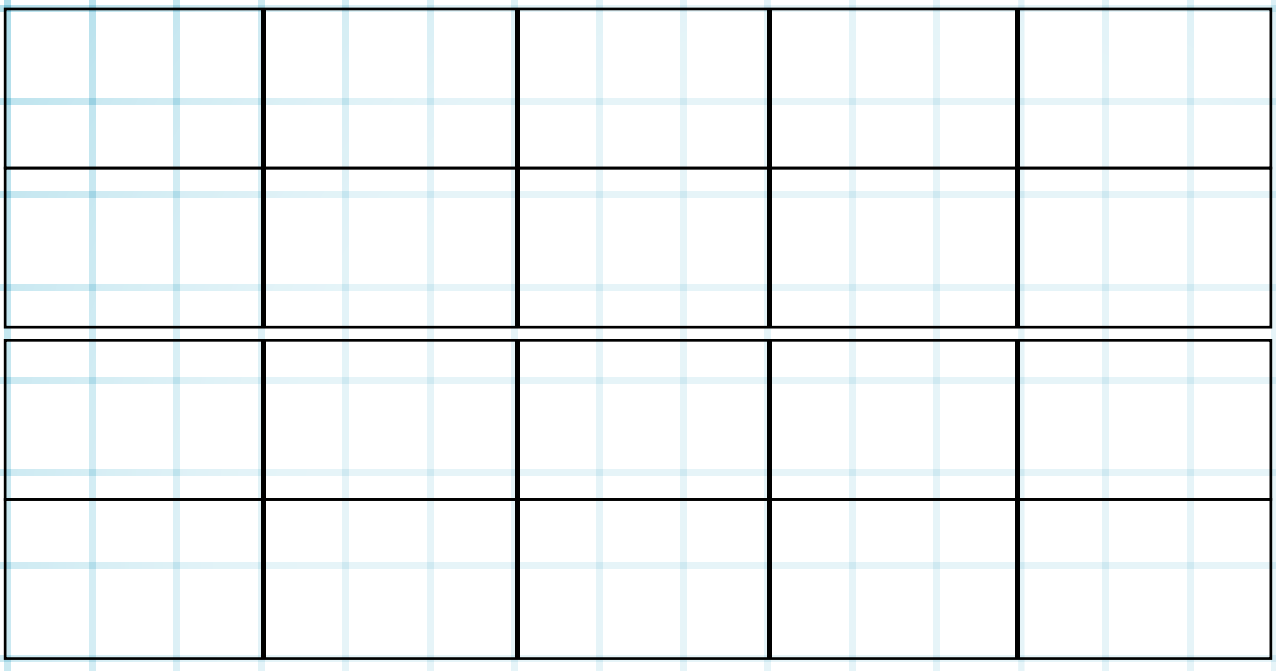


Dominoes

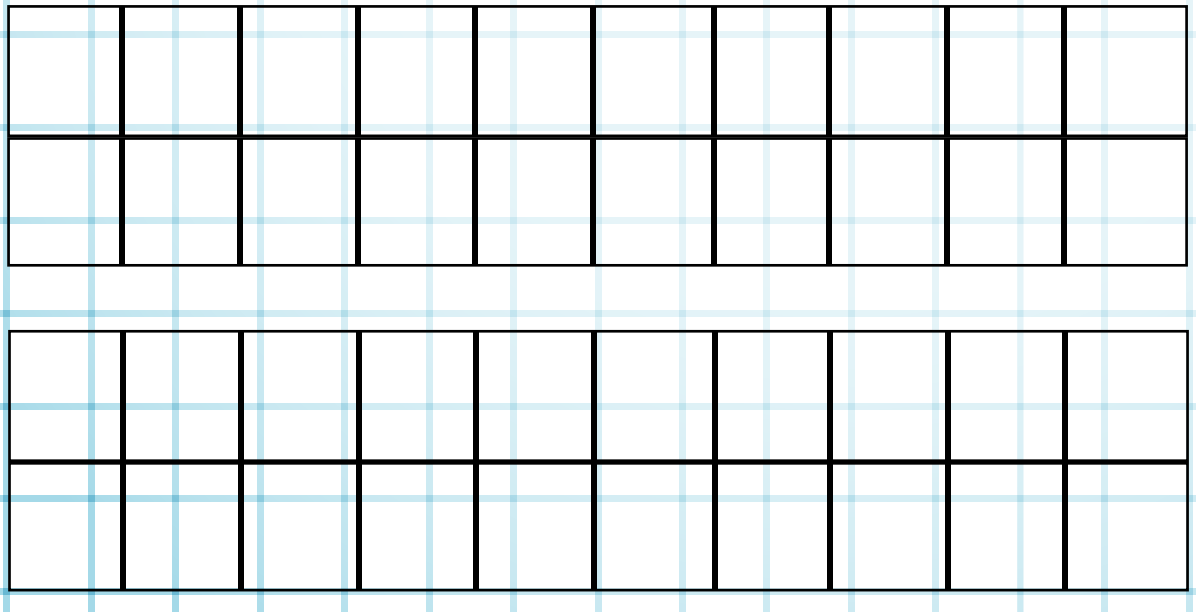


10 & 20 frames

10 frame

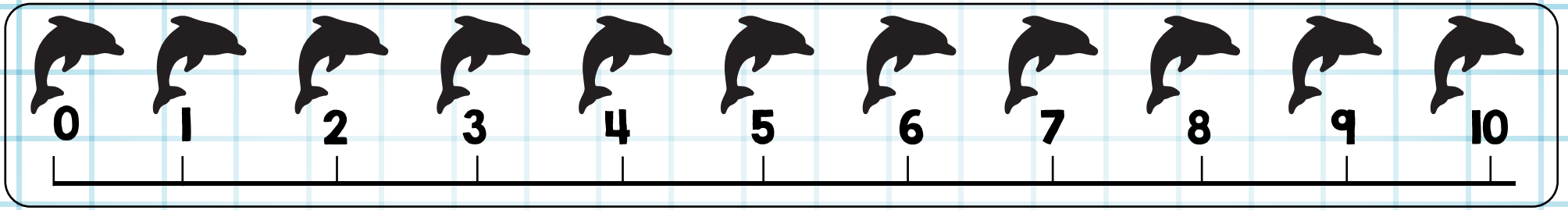


20 frame

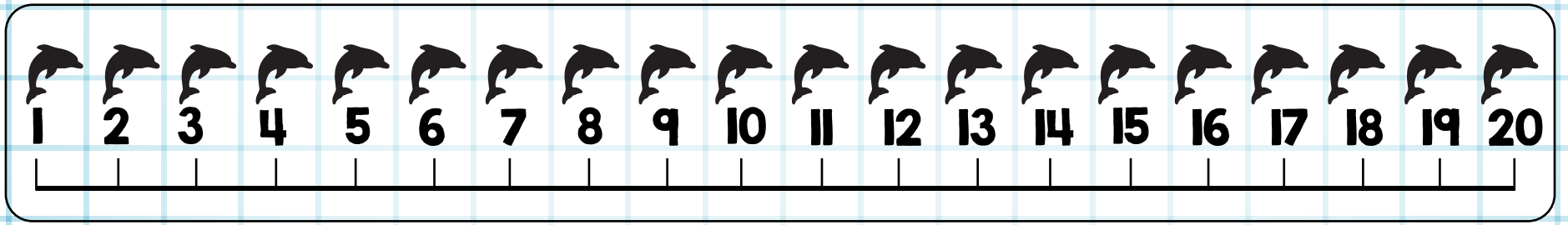


Numberlines

(1-10)



(1-20)



I can write my numbers (1-10)

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

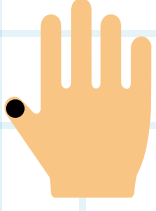
Hand Cards

Tips

To help your child you can ask similar questions to the following, using cards/hands etc

1. Show me 4, 6, 8
2. Show me 4, 6, 8 in a different way
3. Tell your child to close their eyes. You clap a number of times e.g. 3. Get your child to show you number with "hand card".
4. Repeat no. 3 only click your fingers this time.
5. Make chopping movements this time in air.
6. Do dice/dominio patterns in the air for the number e.g. 4 (3,4,5,6)
7. Mix/match the above with your child
8. Clap e.g. 3/2 pattern, 7/3 pattern and ask child to find it

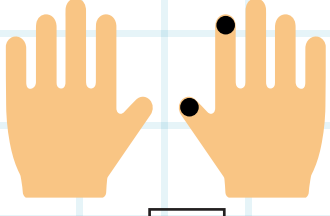
Sample



1 + ☐ =5

Questions:

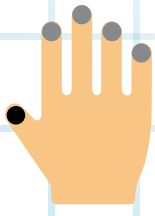
1. How many dots?
2. How many more to make 5?



2 + ☐ =10

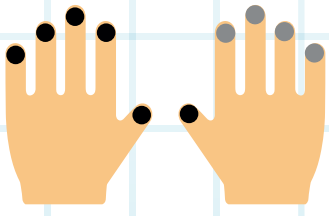
Questions:

1. How many dots?
2. How many more to make 10?



Questions:

1. How many dots altogether?
2. How many black dots?
3. How many grey dots?



Questions:

1. How many dots altogether?
2. How many black dots?
3. How many grey dots?

Bridging Cards

Tips

What I need: 2 Ten frames

* You can make, draw, use 2 empty egg cartons(2x5) or 10s/20s frames Get your frame laminated.
* 2 sets of coloured counters. Eg Red/black, Yellow/Purple. (Do not use lots of different "odd" coloured counters as it may be confusing for your child.)
* Or Reversible Counters (Red/Yellow-Downloadable from Mathsimprovementni)
*Or 1p coins (Using Heads(H) or Tails (T) for colours)

You can get your child to complete any of the "sums" which bridge over 10 on your frame as follows: eg. 6+5, 6+6...9+8, 9+9

Frame 1

E.g. Move 7 Red Counters (1p coins Heads) onto one of the Ten Frames.

H	H	H	H	H
H	H			

Frame 2

Move 5 Yellow Counters (1p coins Tails) onto the other frame (Frame 2)

T	T	T	T	T

Ask your child to move yellow counters (1p coins Tails) from frame 2 to fill up Frame 1 (Encourage your child to remove counters (coins) from the right hand side/far end/side of the frame).

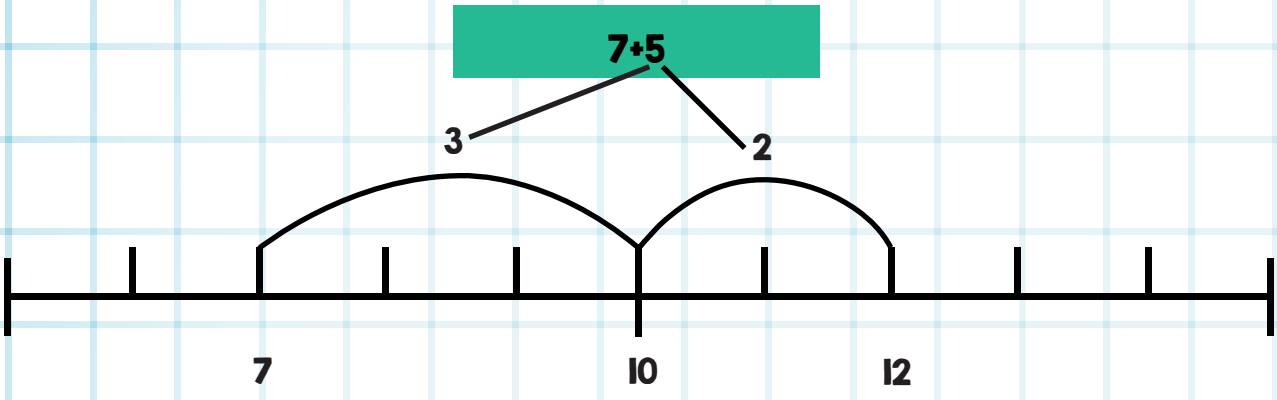
The answer should look like this:

H	H	H	H	H
H	H	T	T	T

T	T			

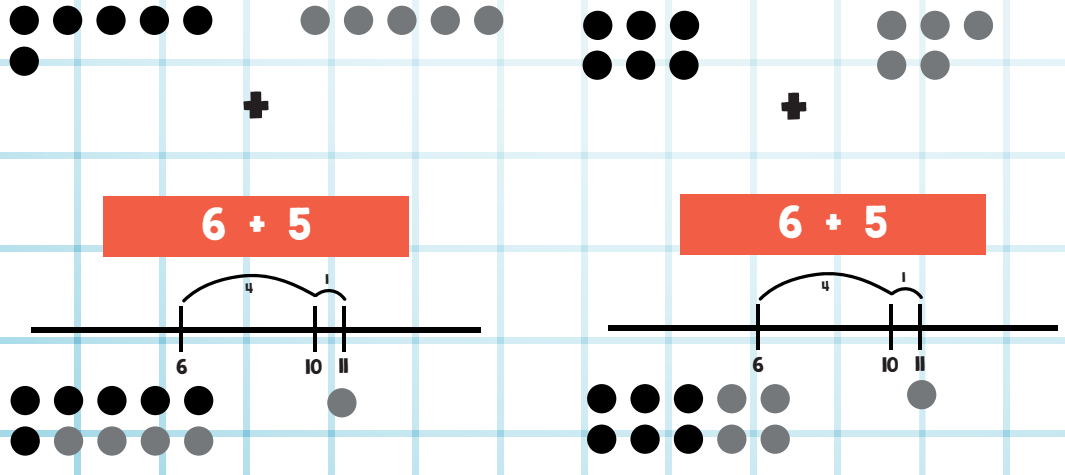
Bridging Cards

* How many counters (coins) altogether? (Ans=12)
* How many in Frame 1? (Did you need to count? Why not?)
* How many in Frame 2?
* So 7+5=12
* Get your child to do the sum making their own Empty Number Line (ENL) which they can draw on a whiteboard or book as follows:



* There are about 30 different sums to give your child to practise.
* Take your time and give your child "wait" time too!
* Check the answer

Sample

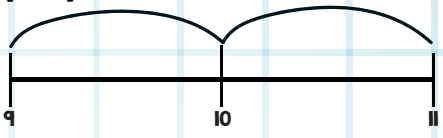


Counting On/Back

Teaching Activities

Note: Pupils may use number lines where and when appropriate

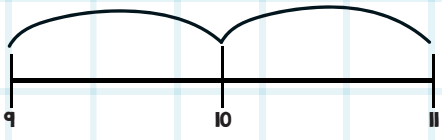
A. Counting on (1's)



Example: 9-11

- Count from 9 to 11, and say it after me. Ready; 9, 10, 11.
- Now count from 12 to 14 and I want you to say it after me. Ready; 12, 13, 14.
- This can be repeated for any 1, 2, or 3 digit number e.g. 69, 70, 71 or 99, 100, 101.
- Count from 9 to 13 and I want you to say it after me. Ready; 9, 10, 11, 12, 13.
- Now, count from 9 to 13 by yourself.
- Similarly 24 to 28, 99 to 103.

B. Counting Back (1's)



Example 9-11

- Count backwards from 11, and say it after me. Ready; 11, 10, 9.
- Count backwards from 14, and say it after me. Ready; 14, 13, 12.
- Count backwards from 8, and I want you to say it after me. Ready; 8, 7, 6.
- The decade 10-12 is particularly difficult, so loads of practice is required using 3 numbers before progressing to the next step of 5 successive numbers.
- Now, count from 14 back to 9 by yourself.
- Similarly, 18 to 14, 20 to 16, 82 to 78, 103 to 99.

C. Counting Forwards/Backwards (alternately and sequence)

For this section the teacher's words are plain and the pupil's words are in (brackets):

- This time we'll take turns to say the numbers. I will say 15, then you say 16, and we will keep going like that. Ready; 15, (16), 17, (18),...
- Now we'll swop around. You start with 92. Ready; (92), 93, (94), 95,...
- Let's try that going backwards. I'll start off. Ready; 21, (20), 19, (18),...
- This time we'll go backwards again and you can start from 34. Ready; (34), 33, (32),...
- This time I'll say a list of numbers and you tell me what the next number is. Ready; 11, 12, 13, (?); 27, 28, 29, (?)
- Now we'll try that backwards. Ready; 21, 20, 19, (18); 34, 33, 32, (31).
- I'll say a number and you tell me what number comes after it. Ready; 6, (7); 16, (17); 26, (27) etc.
- This time you tell me what number comes before the number I say. Ready; 93, (92); 53, (52); 33, (32); 30, (29); 41, (40) etc.

Useful Websites/Links

Website Address	Details
http://illuminations.nctm.org/ Best opened with Google Chrome	Go to Interactives Select Pre-K-2 Select Number & Operations Search for Five/Ten Frame Search for Five/Ten Frame
http://www.taw.org.uk/lic/itp/ (Interactive Teaching Programme)	Number facts Difference Number grid
www.primaryresources.co.uk	
www.suffolkmaths.co.uk	(Useful ideas with playing cards)
www.topmarksmaths.co.uk	Whiteboard Resources
www.tbbcbitesizemaths.co.uk	
www.clounagh.org	
www.nrichmaths.org	Go to Primary (Lower) Click on "Strategy Games"

Games
- Jigsaws (number)
- Shopping (counts)
- Hop scotch
- Playing cards
- Money spins (heads/tails)
- Ludo
- Dominoes

Resources
- Counting frames to 20
- Reversible (2 colour) counters
- Dice
- Blank dice

Helping out at Home

Out and About

- Sorting coins
- Playing with 1p, 2p, 5p, 10p, 20p
- Making/ordering lists
- Estimating e.g. how many bags?
- Change from 5p, 10p, 20p

In the Kitchen

- Measures - full/half-full/nearly full/empty
- Maths vocabulary
- Numbers in the kitchen: microwave, TV, radio, clock

Around the house

- Can you put these in order?
- Find Sky Sports 1? Etc.
- Weighing: heavier/lighter - heaviest/lightest
- Fractions - half an apple, Kit Kat, sandwich etc.