



Simonside's Parent Guide to Helping your Child with Primary Maths

To use measures



To use statistics

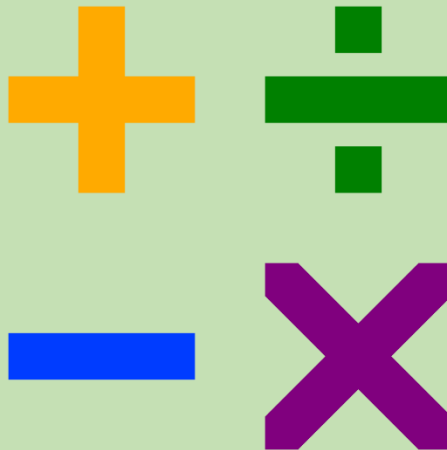


Fractions (including decimals, percentages, ratio and proportion)

To use algebra



To add and subtract

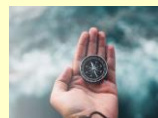


To know and use numbers

To multiply and divide



To describe position, direction and movement



To understand the properties of shapes



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.

Why is Maths important?



Maths is everywhere and we face some surprisingly tricky maths challenges every day - here are a few:

- Three for two offers - how best to compare "three for two prices" to the price of just one.
- Working out the amount of VAT paid when you've bought a new TV for £240

Maths is also needed to access learning in other subject areas e.g. science, computing and design and technology.

Attitudes to Maths



It's quite common to hear adults say things like:

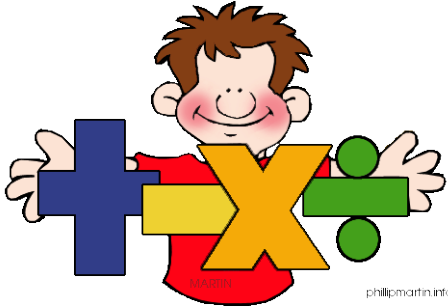
"I'm rubbish at maths..."

"None of my family were any good at maths..."

"I couldn't do maths at school but it hasn't done me any harm..."

Many parents find the prospect of helping their children with maths quite daunting - even if they are pretty good at maths. **With a little confidence and some "have-a-go attitude" parents can make a big difference.**

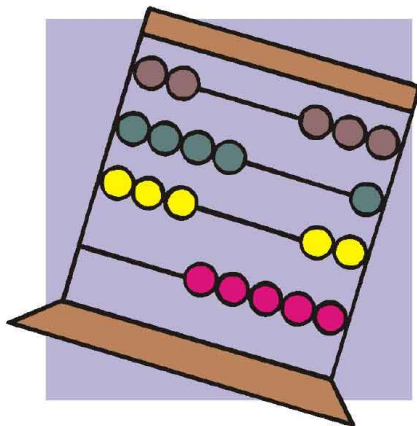
Number Sense is what we're aiming for



Developing "number sense" is the main goal in early maths education. Number sense is an intuitive understanding of numbers, their size, relationships, and how they are affected by operations such as adding, multiplication and division. It's a kind of "maths fluency" which involves applying mental arithmetic accurately

and quickly but also knowing beforehand what answer to expect. If a child can achieve number sense they'll have the perfect foundation for future challenges in maths and related subjects.

Helping at Ages 3 and 4



There are four main skills that children need to develop before they can count.

Skill 1: Children need to learn the sounds of the numbers 'one, two, three...'

Children can start to recognise the sound of numbers from an early age if they hear number songs, rhymes and people counting.

'Five currant buns in the baker's shop'

'1, 2, 3, 4, 5 One I caught a fish alive'

'Five fat sausages frying in a pan'

'1 potato, 2 potato, 3 potato, 4'

Books and stories that include numbers can help too. At story time make a point of counting the characters and the key items in the pictures. Some examples of books are:

Goldilocks and the Three Bears

The Three Billy Goats Gruff

The Very Hungry Caterpillar

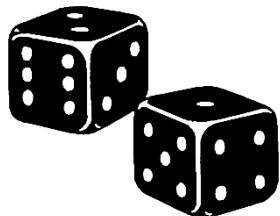
The Three Little Pigs

Skill 2: Before learning to count a child needs to understand 'one to one correspondence' in all sorts of different contexts. Laying the table is a good idea. Alternatively you can do this in a play situation e.g. make some dough cakes and ask your child to give one to each of their soft toys. Use very small numbers at first.

Skill 3: Children need to understand what is meant by 'How many are there?' As you count objects together touch each one. This helps children understand they are counting one thing at a time. Count anything and everything!

Skill 4: The number of objects is the same however they are arranged. Count objects e.g. dried pasta on a plate, playing cards or buttons. Rearrange these objects in different formations and recount them. It is important that your child can recognize the number of objects however they are arranged.

Helping at Ages 5 and 6



At ages 5 and 6 the focus moves from counting to addition and subtraction. Things you can do at home:

- Practise recalling number bonds e.g. splitting 10 counters or button into two groups. "If I take 3 buttons away from this group of 10 buttons, how many buttons will I have left?"
- Play board games with dice - such as snakes and ladders.
- Ask children to set the table and let them collect the right number of knives & forks.
- From a pack of cards (without the tens, Jacks, Queens and Kings) play a game of pairs where you try to turn over two of the same.
- As above, but turn over two cards that add up to ten.
- Talk about what numbers mean when they appear in everyday situations such as signs, adverts, on a clock face, a flat or a house number. For example, counting out odd and even house numbers.
- Talk and ask questions about the common fractions, half, quarter, third whenever you are cutting pizza.

Helping at Ages 7 and 8

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Helping your child to learn multiplication facts and regularly going over them will benefit them enormously. They should learn to recite them in order as well as give 'quickfire' answers when they are jumbled up (e.g. "What are seven eights?", "How many nines make 81?"). This can be done on car journeys or whenever there is a spare 5 minutes.

By the time your child reaches Years 5 and 6 it is hoped that they will be familiar with all of their times tables. The focus now will not be on learning their times tables, but on cementing their confidence and knowledge of multiplication facts.

If you and your child are looking for some new ways to get those tables learnt, try these:

- Chant the table being learnt over and over, but using a different silly voice each time. Or take it in turns with a partner to say one fact each, again in a silly voice. Or try singing the tables along with your favourite song!
- Play tables bingo. Write the multiplication questions on separate pieces of paper and place in a bowl. Make a 4 by 3 square bingo card each and write 9 of the answer numbers onto it. Take it in turns to draw a question out - if the answer's on your card, cross it off. The winner is the first to cross off all their answers.
- Look at the way the different digits work in the 9 times table. What happens when we add the digits of each answer? Challenge: does this continue even past 12×9 ?
- There is a multitude of brilliant interactive games and apps to help with learning tables. Search on the internet and see what you can find.
- Look for patterns in the answers to the different tables. Do any tables have only even answers? Do any share a common digit?

Helping at Ages 9 and 10

By 9 your child should know their times tables fluently - so it's worth checking to ensure this is in place. They will also be dealing with decimals, fractions, percentages and money.

- Include your child in decisions around household finances - "which one is best value?", "how much is the gas/electricity per year?"
- Monopoly is a fun whole family game involving handling money in hundreds.
- Ask them to read the dietary information on various foods and ask "how many grams of fat in 100 grams of . . . "?
- When shopping challenge children to keep a running total, calculate change and work out percentage decreases.
- Talk to your child about their school homework and ask them to explain what they're doing and how they do it.
- Don't miss any opportunities to talk and ask about fractions and percentages.

Support from School



Children in Y2 to Y6 all have a **Times Tables Rockstars** login. This is a great website to use for practising tables.

Children also have a **Mathletics** login. This website covers all aspects of maths and also lets children compete with others around the world.

Please talk to your child's class teacher if you have any concerns about your child's ability in maths. They can provide further ideas, tips and activities to help.

Useful websites:

<https://nrich.maths.org/parents>

<https://www.bbc.co.uk/bitesize>

<https://www.topmarks.co.uk>