

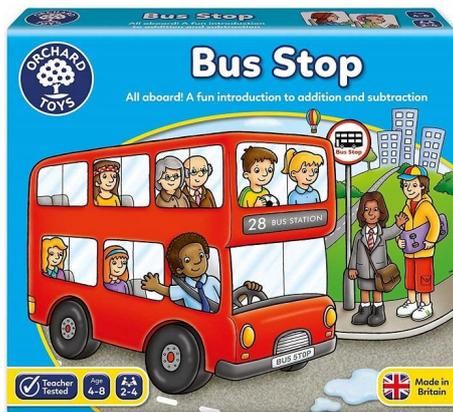
Supporting maths at home

Useful online resources:

- Numberblocks - BBC iPlayer
- Sumdog
- Nrich Maths - Can locate challenges appropriate for 3-7 years
<https://nrich.maths.org/8937>
- Top Marks Maths Games -
<https://www.topmarks.co.uk/Search.aspx?Subject=16>

Suggested games and resources:

- Orchard learning games
- Numberblocks resources (available from Learning Resources -
<https://www.learningresources.co.uk/>)
- Any boardgame game including numbers or counting - snakes and ladders, hungry hippos, Ravensburger children's board games
- Uno (used for number bonds)



Maths based books:

<https://nrich.maths.org/14112>

<https://nrich.maths.org/14115>



How can you support maths at home?

Number recognition and counting:

- Number recognition on shoes, clothes, clocks, TV remote, oven etc.
- Looking at books and page numbers
- How many knives and forks do we need for everyone?

Calculating:

- Laying the table - 'What if one more person came to dinner? How many chairs would we need?' 'How many knives and forks and glasses do we have altogether?'
- There are 4 biscuits - you and ___ can share them equally/halve them - how many will you get each?
- Play games which include numbers (snap, memory games like pairs, boardgame etc.) - useful for number bonds, doubles, number, subitising using a dice, 1:1 correspondence, quantity matching to numeral etc.
- Shoe sizes - whole family's shoe size adding the numbers together, ordering based on the number etc.
- Monthly calendar - how many days are left in this month? How many days are left until ___'s birthday?

Shape, Space and Measure:

- Talk about the size of objects and compare - big/bigger/biggest, small/smaller/smallest, long/longer/longest, short/shorter/shortest, heavy/heavier/heaviest, light/lighter/lightest etc.
- Create patterns using blocks, construction materials, hanging out clothes, food items, socks etc.
- Introduce to weight through cooking and baking, mainly focusing on heavy and light.
- Talk about positioning of objects - under, over, on top of, below, next to, opposite to, behind, left to, right to etc.
- Discuss daily routines and significant events
- Have a monthly calendar to cross off days, discuss today's date.
- Look for shapes in the home

How can you support maths in the environment (walking home, in the park and in the shops?)

Number recognition and counting:

- Looking for numbers in the environment (house numbers, bus numbers, registration plates, clocks etc.)
- Count anything and everything!
 - o How many red cars will we see? How many buses will pass us? How many steps until we get to the end of the road? Etc.
 - o How many dogs will we see on our walk?
 - o Make it into a competition “I predict we’ll see 6 dogs.”
 - o How many bounces of the ball will you be able to do?
 - o Time children running to the swing, up a hill, down the road and show the timer and compare in seconds. Can you do it faster or slower?

Calculating:

- So we saw 2 red cars and 3 blue cars. How many cars did we see altogether? Should we check on our fingers?
- I saw one bus, how many more buses do I need to see to get to 4 buses?
- There are three cars parked there. How many will be left if two drive away?
- “I predicted 6 dogs. We’ve seen 4 how many more dogs do we need to see?”
- *Choose a context which interests your child* - flowers at the park, vehicles, items in a shop, animals.
- In shops, ensuring we have one object for each member of the family.

Shape space and measure:

- What patterns can you see on the houses, pavements, leaves in the park? Etc.
- Talk about 2D and 3D shapes and identify them in the environment.
- Discuss durations of journeys (our walk to school is 8 minutes, which is a short walk).
- If using money, show your child money and different coins and their value when paying for things.
- Which is the tallest, shortest, thinnest, widest tree?
- Can you describe our journey to the park, shop, museum, school?
- Can you follow my directions in the park? Go to the top of the climbing frame, turn to go under a tunnel etc.