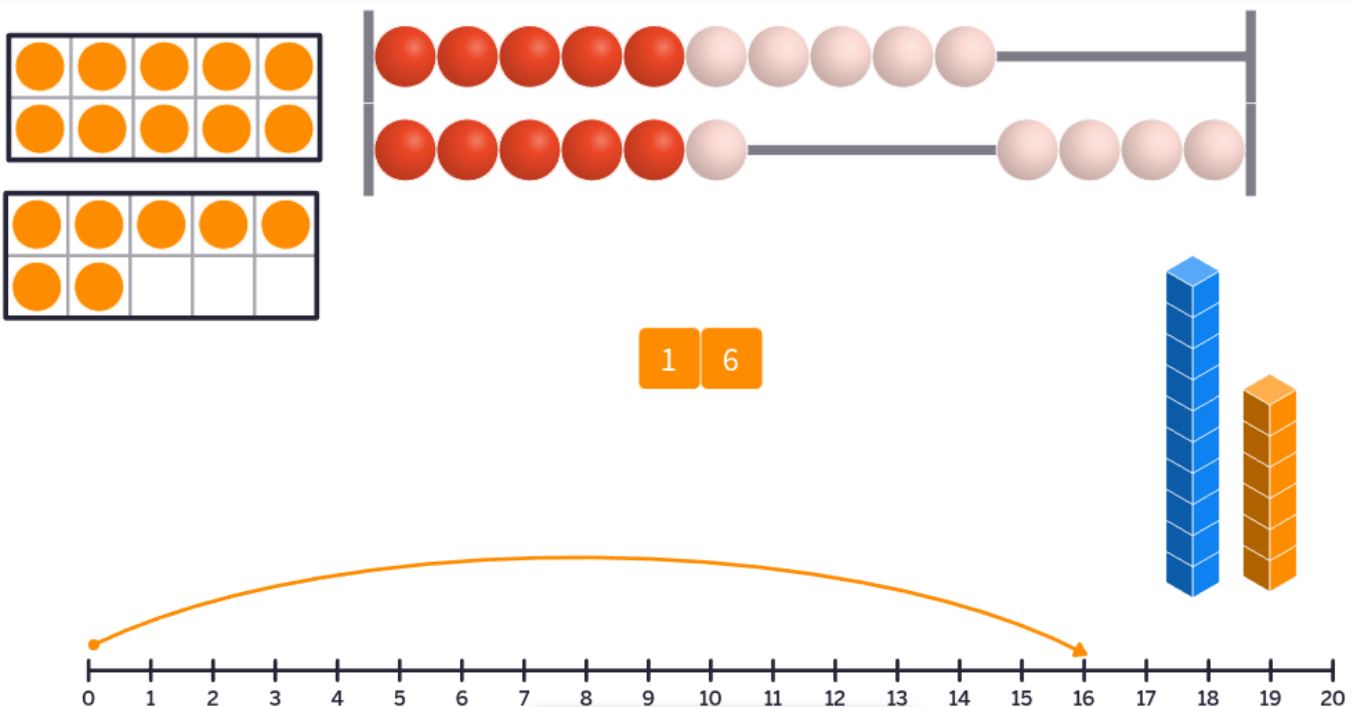


Ways to support your child with maths at home

Below are some ways you can support your child with maths at home. It is really important that the children are supported with practical resources to help them understand concepts. Where possible use objects you have at home to help or support the children to make drawings to represent numbers.

- Practice writing numbers to 100. Ensure they are the right way round. They love this YouTube video. <https://www.youtube.com/watch?v=8ii202RoEd8&feature=youtu.be>
- Count in steps of 2, 5 and 10 (you could use coins to do this)
- To practise subitising, ask children to say how many objects they can see without counting. Play games using a dice and encourage children to say how many spots without counting.
- When you are out of the house you could ask the children to practise their subitising by spotting any groups of numbers. For example, how many blue cars can you see there? How many people are waiting at the bus stop? You could also encourage the children to spot patterns.
- Deliberately make mistakes. Children need to understand that mistakes are normal and everyone makes them eg saying 5 and 5 make 9. Ask children to explain what you did wrong.
- Watch Numberblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents Number brilliantly. Also, Numberjacks is excellent for solving problems.
- Hide numbers around the house or garden for children to find. Give children a total number they have to make and ask them to find two numbers to go together to make it.
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points.
- Read books with maths concepts e.g. The Doorbell Rang, Equal Shmequal, $2 \times 2 = 4$, Boo, What's the time, Mr Wolf?
- Draw attention to more and less and equal.
- Ask children to divide things into halves - halves of a whole such as pizza, halves of amounts, such as sweets etc
- Ask questions such as 'How many more?', "How many altogether?", "How many would I have if...?"
- Sing number songs; there are lots of songs for number bonds, counting in steps and doubles on YouTube.

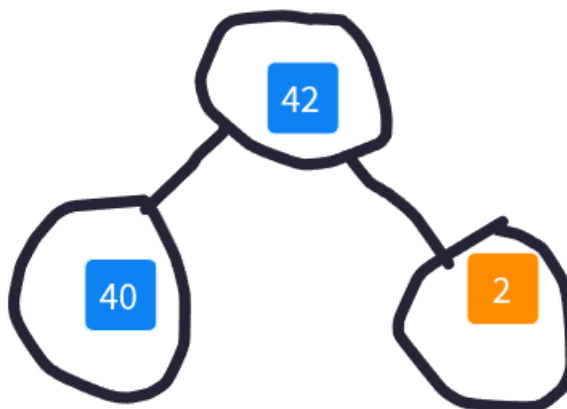
- Always ask the children to explain their thoughts by asking ‘How do you know?’ , “Are you sure?”
- Practise adding and subtracting within 10.
- Counting to 100 forwards and backwards, starting on any number.
- Match different representations of numbers eg using rekenreks, tens frames, number lines, dienes tens and ones.



- Practise representing two-digit numbers. The children could draw a line to represent ten and dots to represent ones in numbers (see below). For example in 42 they would draw 4 lines to show 4 tens and 2 dots to show 2 ones. Encourage the children to explain how many tens and ones there are in each number. Following this the children can compare two two-digit numbers by first looking at the tens and then looking at the ones. Which is greater? Again, encourage them to verbalise this. For example, 42 is greater than 36 because 42 has 4 tens and 36 only has 3 tens.



- The children can also practise partitioning (dividing) numbers into their tens and ones (see part whole model below)



42 has 4 tens (40) and 2 ones.

- As an extra challenge they could add the symbol to show greater than and less than (see below)

> Greater than

$$42 > 36$$

< less than

$$36 < 42$$

Mastering Number

We use the **Mastering Number Scheme** to further support the children's number fluency. Within this we have taught the children all of the bonds (numbers added together) to make 5, 6, 7, 8, 9, 10 as shown in the table below:

To make 5	To make 6	To make 7	To make 8	To make 9	To make 10
$5 + 0$ $4 + 1$ $3 + 2$	$6 + 0$ $5 + 1$ $4 + 2$ $3 + 3$	$7 + 0$ $6 + 1$ $5 + 2$ $4 + 3$	$8 + 0$ $7 + 1$ $6 + 2$ $5 + 3$ $4 + 4$	$9 + 0$ $8 + 1$ $7 + 2$ $6 + 3$ $5 + 4$	$10 + 0$ $9 + 1$ $8 + 2$ $7 + 3$ $6 + 4$ $5 + 5$

These facts can be said both ways, for example $4 + 1$ make 5 AND 1 and 4 make 5.

We use these stem sentences to support the children to recall these facts:

___ is the whole, ___ is a part and ___ is a part

___ is made of ___ and ___, ___ and ___ make ___

Eg. 10 is the whole, 9 is a part and 1 is a part. 10 is made of $9 + 1$, 9 and 1 make 10,

You can support your child by:

- Practising their recall of the bonds using the stem sentences above.
- Using two-coloured counters on tens frames or double dice patterns to find the different ways to make these numbers. Below shows ways to make 10 using counters and a tens frame.

