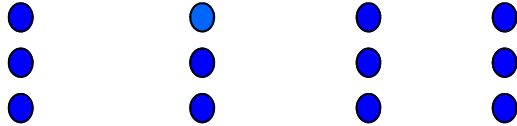


Multiplication and Division (up to 3 digits)

- * Challenge child to investigate patterns within times tables.
- * Listen to songs or make up your own to remember tables!
- * Practise 2 -10 times tables at home by playing games
- * Relate division to multiplication facts children know. (related facts)
- * Use small objects around the house (sweets, fruit, toys) to explore the link between multiplication and division. For example:



4 groups of 3 = 12 ($4 \times 3 = 12$)

3 groups of 4 = 12 ($3 \times 4 = 12$)

12 shared between 4 = 3 ($12 \div 4 = 3$) 12 shared between 3 = 4 ($12 \div 3 = 4$)

- * Encourage showing of workings during Home Learning tasks.
- * Insist on the correct layout of sums, using the correct columns during written tasks i.e.

$$\begin{array}{r} 456 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ 3 \overline{)39} \\ \hline \end{array}$$

Below are websites which help cover Mathematic and Numeracy concepts with your child which are engaging and good for reinforcement.

www.mathletics.co.uk

www.doorwayonline.org.uk

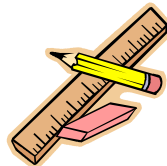
www.woodlands-junior.kent.sch.uk/maths

www.bbc.co.uk/bitesize/firstlevel/mathletics/

www.teachingtables.co.uk

www.ictgames.com/resources.html

If you have queries about Mental Maths or processes within written Maths, please do not hesitate to phone or speak to class teachers.



Handy Hints for Numeracy

A guide to helping your child in
Home Learning tasks



First Level

Welcome to your 'Handy Hints' guide to Numeracy at Curriculum for Excellence First Level. This booklet has been designed to aid you in helping your child develop good numeracy skills at home.



Mental and Written Strategies



Mental strategies are always introduced first, written methods come later.

Mental Maths strategies are continually being developed throughout first level in order for children to deepen and apply their learning throughout the four operations (add, subtract, multiply and divide).

It is important to use a mixture of strategies to aid mental calculations in order for children to become confident using maths every-day without the need to write it down.

Horizontal and vertical written methods are introduced from first level onwards. Using the correct layout of calculations is vital.

You can support your child's learning through:

- ☺ The use of board games to help practise the mental maths strategies they are practising in class.
- ☺ Songs and rhymes.
- ☺ Stories (for example—Financial Fairy Tales)
- ☺ Mental maths— card games, dice games, bingo.
- ☺ There are many interactive games online which will support and engage your child.
- ☺ Creating own sums—2 dices (multiplication), television remote.
- ☺ Playing games and everyday maths with your child by using your local environment e.g. when handling money through shopping, discussing time and timetables, counting and looking for number patterns, talking about big numbers.



Number

- * Practice ordering numbers. Use different starting points.
- * Talk about numbers before, after and in-between.
- * Talk about how many digits a number has e.g. 345 has 3 digits.
- * Ask your child to identify the value of individual digits within a number e.g. in 4381, there are 4 thousands, 3 hundreds, 8 tens and 1 unit.
- * Give your child a variety of digits and ask them to make the biggest/smallest number.
- * Estimate different measurements or answers to sums by looking closely at numbers to check whether an answer makes sense.



Addition and Subtraction (up to 3 digits)

- * Use real life problem solving situations (shopping, baking, cooking, sports) to make meaningful links.
- * Play games to build children's confidence.
- * Use different language associated with addition (plus, find the total, how many altogether) and subtraction (take away, less than, minus).
- * Ask your child to take away or add units, tens, hundreds, - **always remembering to start with the units column.**
- * Subtracting across zero i.e. 72 - 58

72	not	72
- 58		- 58
14		26

- * Encourage showing of workings during Home Learning tasks.
- * Insist on the correct layout of sums during written tasks (using the correct columns) i.e. 253 + 42

253	not	253
+42		+ 42

- * Ask children to explain how they arrived at an answer in order to see their thought process.

