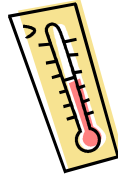


Moving on to the next levelchallenge and explore

To fully prepare your child for 3rd Level we must expose them to more mathematical vocabulary and concepts. We can do this through discussions about:

- Powers & Roots
- Prime Numbers
- Negative Numbers
- Proportions in relation to Fractions & Percentages
- Multiples & Factors



You can make this experience fun and motivating through exposure to different websites, maths challenges & real life experiences.

There is a book called [,Help your kids with maths](#), by Carol Vorderman, which is extremely good at explaining procedures with all areas of maths and numeracy. It is money well spent, both for your child's benefit and also to remind parents of the way in which various procedures are carried out. It is very visual with good layout and diagrams. This can be found on Amazon or any good bookshop, along with other titles which she has produced.

Below is a list of web-sites which are also fun to do while at the same time being educationally beneficial in raising the standard of numeracy.

www.ictgames.com

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

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

www.maths-games.org

www.mad4maths.com/parents

<http://www.bbc.co.uk/bitesize/secondlevel/>

www.multiplication.com

www.crickweb.co.uk

www.topmarks.co.uk

<http://www.mathletics.co.uk/>

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

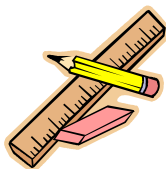


Second Level

At **level 2** we are building on the basic numerical skills which have already been taught and hopefully embedded fully. This will enable your child to progress whilst making the correct use of these skills in more complex calculations.

Numeracy is for '**LIFE**' - we use numbers all the time for basic every day living, through a huge variety of things e.g.

- Telling the time
- Reading timetables, bus and train journey durations
- Banking and budgeting
- Measuring and weighing
- Calculating journey distances and times
- Shopping, using money and comparing prices.



How does my child learn numeracy? Be positive about numeracy!

Children learn about numbers best through activities that encourage them to:

- explore.
- think about what they are exploring.
- solve problems using information they have gathered themselves.
- explain how they reached their solutions.

Children learn easily when they can connect numeracy concepts and procedures to their own experience. By using common household objects (such as measuring cups and spoons in the kitchen) and observing everyday events (such as weather patterns over the course of a week), they can "see" the ideas that are being taught.

An important part of learning numeracy is learning how to solve problems. Children are encouraged to use trial and error to develop their ability to reason and to learn how to go about problem solving. They learn that there may be more than one way to solve a problem and more than one answer. They also learn to express themselves clearly as they explain their solutions, thus helping their literacy skills.

What tips can I use to help my child?

- Let your child know that **everyone** can learn about numbers.
- Let your child know that **you** think numeracy is important and fun.
- Point out the ways in which different family members use numbers in their jobs.
- Be positive about your own maths abilities. Try to avoid saying "I was never good with numbers" or "I never liked maths".
- Encourage your child to be persistent if a problem seems difficult.
- Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.



Numeracy activities to help your child at home and out-and-about

- **Shopping**—ask your child to try and keep a running total of the cost of the items in the trolley—this can also involve rounding up and down of figures. Also calculate costs of multiple items.
- **Play darts**—keep running totals of your scores, and work out numbers required in the game.
- **Baking and cooking**—ask your child to help weigh out the ingredients. If doubling or tripling a recipe then get them to work out quantities. Set the cooking times and work out the finish times.
- **Temperatures**—record the temperature every day for a period of time in both Celsius and Fahrenheit and graph results. Work out averages for a week or for a month.
- **Play monopoly**—budget and speculate with the prices of property
- **Car journeys**—work out distances travelled and distances still to go. Look at the speedometer and estimate times to destinations. Look at road signs and distances displayed.
- **Maps and scales**—encourage your child to follow your route on a road map, look at the scale and work out distances between points along the journey. Discuss direction and be able to calculate direction of travel between given points. (in addition to sat-nav methods)
- **Fractions and percentages**—divide up a cake or pizza in equal portions and ask your child what fraction of a whole does 1,2 3 pieces etc make and then extend this to percentages and decimals. Share out a chocolate bar, look at total numbers of pieces and work out accordingly in fractions/percent/decimals
- **Measuring and weighing**—from a litre bottle pour out set number of mls, work out how much is left. Weigh out dry ingredients accurately. Help dad (or mum) with DIY activities to measure pieces of wood etc.
- **World around us**—observation skills, look at windows, doors, roofs etc in buildings and identify types of angles, parallel lines, symmetry etc. Using your eyes to take in mathematical concepts and become aware of the impact of number around our daily lives.

! TIMES TABLES !

The last but probably the most important factor in confident numeracy skills.

It is absolutely vital that children know their '**times tables**' confidently in order to do calculations in all areas of numeracy and maths. It is not sufficient to just know the stations of the tables—they must know that 9×5 and $5 \times 9 = 45$.

Extending this to 45 divided by 5 or $9 = 9$ or 5

There is no easy way to do this other than by the old fashioned rote method.