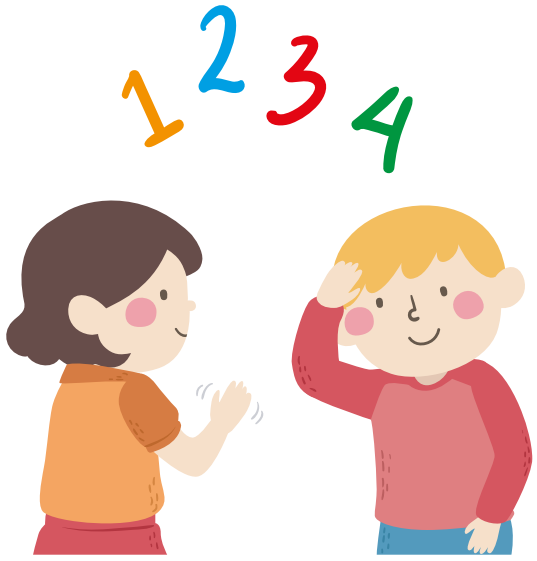
MATHS TALK

Whenever you have the opportunity, try to include Maths talk in their lives.

This is easily done when they are playing with physical objects as you can reinforce their counting skills. For instance, how many pennies are you holding? Or what shape is that object? When counting, reinforce the last number they counted as this can help their mathematical development further, for example "one, two three...three cars."

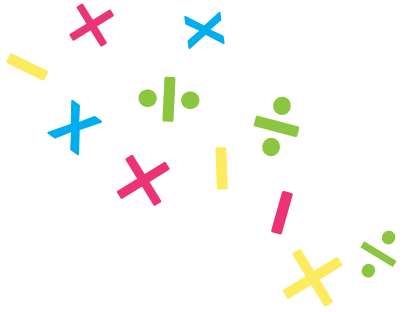


I can do this

MINDSET

Start with a **Positive Mindset** Do you ever hear yourself saying "I'm really bad at Maths" or "I just didn't get Maths in school"? It's difficult to understand just how much children will pick up on any negativity towards particular subjects from their parents. Unfortunately, this can be a real barrier to their learning. We advise parents to try and use **positive language** around their children such as "don't worry, i**t's okay to make mistakes, we all do**", also be as **patient** as possible with your them when they're doing their homework. You may not mean to be negative, but your children may take it to heart.

Positivity can go a long way to improving their attitude towards Maths!



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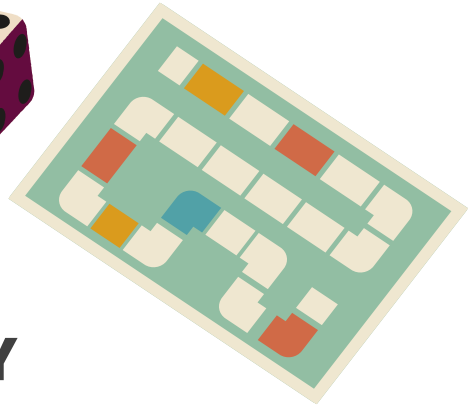
SUPPORTING MATHS AND NUMERACY AT HOME

This booklet contains some ideas for how you can help: engage children with Maths at home, and improve their outlook on mathematics in general.

PLAY MATHS GAMES

Games are a great way to bond with your children, but also many games use mathematical and logical skills that your children will need in later life.

Even a simple game such as a jigsaw puzzle helps children to develop logical and spatial awareness skills. Furthermore, games like snakes and ladders enable children to count the rolls of the dice, which helps develop their counting skills.

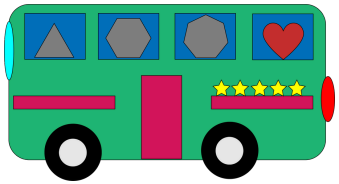


MONEY

Children learn money habits from a young age. Help them by showing them the different types of coins and notes, order coins from smallest to largest.
Talk about how you get paid and use a bank account.
In the shops ask them to think about what items cost, what change you should get and look for the best deals. Talk about budgeting.

LOOK OUT FOR SHAPES

When you look around, everything is made out of shapes. So why not encourage your children to learn the names of shapes when you're out and about to entertain them? They could identify car wheels as circles, windows as rectangles and even tiles as hexagons or whatever shape they may be!



PRACTISE READING THE TIME

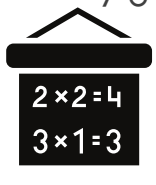
As we move into digital, many children are growing up not reading analogue clocks.
Make sure your child practises reading analogue clocks in everyday life, as this is part of the Maths curriculum.
If you don't have an analogue clock add one to your phone or tablet.
Read the clock in the house and get familiar with times in their daily routine, wake up time, time for clubs, tea time, bed time etc,

USE FRACTIONS IN DAILY LIFE

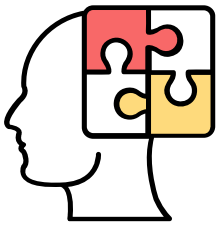
Fractions can be simple for you to practise with your child. Simple common fractions can be reinforced at home even if you're not too confident with fractions. Stick to fractions you know such as ½ or ¼. See a window split into four coloured panels? Ask your child "what fraction of the window is coloured in blue?" You don't have to use rounded shapes such as cakes and pizzas to practise fractions, just make sure the separate parts of the shape are all the same size.

PRACTISE TIMES TABLES

As everybody knows, it's essential for children to learn their times tables in order to access harder Maths questions.
This is an easy thing to practise with their children - sneak it in when they're bored! Make car journeys go by faster, or distract them on the bus by asking times tables questions. Challenge them to say their times tables backwards if they get bored of reciting them



PROBLEM SOLVING

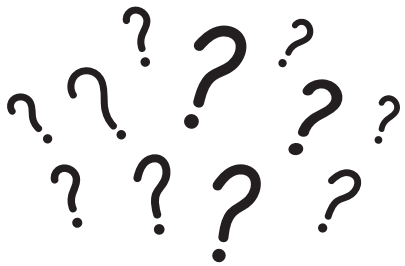


As children progress through the Maths curriculum they are expected to use a range of strategies to solve more complicated, real life problems.

As parents, you can help your children practice these skills every day. You can ask your child to tell you which is the best deal at the supermarket or how much their pair of trousers are worth when there is a 30% sale on in a clothes store, or which internet provider has the best deal when you need to switch.

USE OPEN QUESTIONS

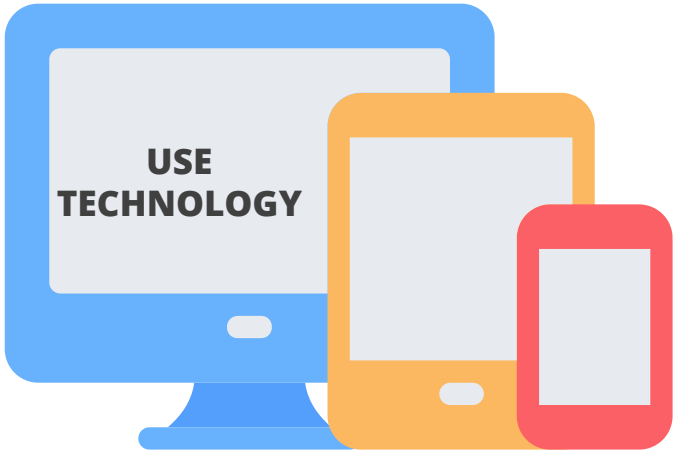
Sometimes it's just plain hard not to work out the correct answer for your child's homework without simply giving it to them.
Try to encourage them to work out the answer themselves. This means they'll not get stuck without you.



Next time your child needs help with their homework, try asking prompting questions such as:

"Why did you write that down?"
"How did you get that answer?"
"What method did you use?"

This will help your child fully understand the maths methods they're using and reinforce independent learning.



There's no substitute for personal support with your child's maths but when you're busy – or even just for a change – giving children short bursts of online practice can be really helpful!

USEFUL WEBSITES

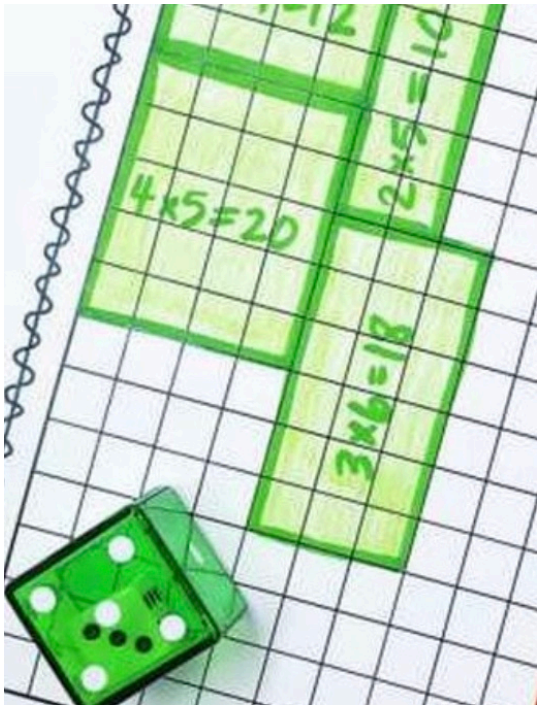
- www.sumdog.com
- www.prodigygame.com
- www.topmarks.co.uk
- www.transum.org
- www.mathsbot.com
- www.bbc.co.uk/teach/supermovers

For explanations of more complicated concepts

- www.corbettmaths.com
- www.bbc.co.uk/bitesize

- Roll the dice and add the numbers to find a total.

- Roll the dice and multiply the numbers on each dice. You could ask the child to draw the array to show the multiplication and find the answer.



Play Pig!

For 2+ players, you will need a dice, paper and a pencil.

Player 1 rolls the dice as often as they like and adds up the score on the dice as long as it's a 2, 3, 4, 5 or 6.

They can finish their turn by 'banking' their score at any time.

If they roll a 1 however, their turn is finished and they don't score at all.

Player 2 then takes their turn.
The first player to bank 50(or 100 for a longer game) wins!

The game can be played with 2 dice but this time a 1 on either will be a no score. A double number gets doubled to add to the score.
A double 1 will clear out the entire bank of the player too!

Match to Make 11

Lay out three rows of three cards each, face up. Then check to see if you can find any two cards that add up to 11. If so, remove those cards and set them aside. Replace them with new cards from the deck. Continue until you run out of cards or can't make any more matches.

Race to 100

Flip a card and add its value to your running total. First person to reach 100 without going over wins! (Remove face cards for younger players; use these values for older kids: Jack = 11, Queen = 12, King = 13, Ace = 0.)

Counting On

Remove the face cards for this one, and grab a die. Players flip a card and roll the die. Starting with the number on the card, they "count on" using the number on the die. For instance, if the player flips a 7 and rolls a 4, they would say, "7 ... 8, 9, 10, 11." If they get it correct, they keep the card.

Card Flip - multiply or add

This one is so simple! Have students pair up. One person flips two cards from the deck. The first student to multiply (or add, depending on what you want to practice) them correctly and call out the answer wins and takes both cards. Play continues until all the cards are gone, and the winner is the one with the most cards.

Remember!
The Power of Positive Talk

What people sometimes say...

- "I can't do maths and I get on just fine." Or "I was never any good at maths at school either."
- "It's ok, you're more of a creative person than a maths person."

What children hear from this...

- "Maths isn't important and you can get by without it. It's just a school subject and it won't be useful in real life." These beliefs may lead to children not engaging with maths at all.
-
- "Only some people are good at maths and you're not that sort of person, so there's no point trying to get better at it." This can make children believe that their ability is fixed and that skills cannot be learnt. It doesn't encourage them to keep trying

Try saying this instead...

- **"I found maths hard too, but if we keep working at it we can get it."**
- **"We can all be good at maths if we keep trying with it."**
- **"It's ok to find it hard – that doesn't mean you're bad at maths. Let's keep working at it."**

What people sometimes say...

- "This is easy, you should be able to get this one right."
- "Well done for getting that right. You're so clever."

What children hear from this...

- If you find this difficult, you must be stupid." Putting pressure on children to get things right first time can make them worry about maths and get scared by it. It's good for children to know that making a mistake is not a bad thing. Mistakes can help us learn

- Clever people always get things right. If you don't get things right then you're not clever."
- Praising a child for being clever or having a talent can make them think that maths learning comes from a natural ability rather than through hard work. If getting it right makes you clever, then children might start to think that making a mistake means they're not clever – and this can stop them trying in case they get it wrong.

Try saying this instead...

- **"I think we have got this part of the problem right, let's have another go at getting to the answer."**
- **"That was a tricky one, well done for sticking with it."**

We hope you find this information leaflet useful.

Please remember **we are here to help** and we understand that methods have changed from your own school experience.

If you would like to know more about how we teach a certain concept then please just ask.

'We cannot hope that many children will learn mathematics unless we find a way to share our enjoyment and show them its beauty as well as its utility.'
Mary Beth Ruskai