



Numeracy

What can we do at home?

When do children find out about maths and number?

Number is part of our every day life. It doesn't just belong in 'school maths' but is all around us. Children are naturally curious, especially about things that affect them. If we build on that natural curiosity and talk with our children, we can give them an early understanding of mathematics and how we use it everyday.

Where do children see numbers every day?

- Doors of houses
- Prices in shops
- Wheelie bin numbers
- Road signs
- Bus numbers
- Numbers at the bus station/train station
- Telephone numbers
- Numbers in the car, speedometer and mileage
- Till receipts
- Shop displays

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SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



How can I help my child?

Some suggestions...

- Play games that help number awareness e.g.
 - Snakes and ladders
 - Playing with an abacus
 - Lotto
 - Matching games
 - Card games
 - Jigsaws
 - Dominoes
 - Download and play apps
 - Search the internet for number games
- Share books, rhymes and songs that contain number
- Bake or cook together. This all involves number, weighing, counting etc
- Pretend play. Being a shopkeeper using the till, counting money, making signs, pricing goods.
- Helping to sort the washing, for example, putting socks into pairs. What is a pair? Find pairs of things in the house, shoes, gloves, hands, feet etc. This helps with number language as well as counting in twos.
- Making numbers with plasticine or dough
- Playing with magnetic numbers



Even a simple pack of cards would do the trick!

- Talk about the order of number and play games putting numbers in the correct order
- Talk about the number before and after, extend 2 more, 2 after and so on
- Number recognition - look at what number five looks like
- Play snap
- Grouping - all fives together, all three's together etc.



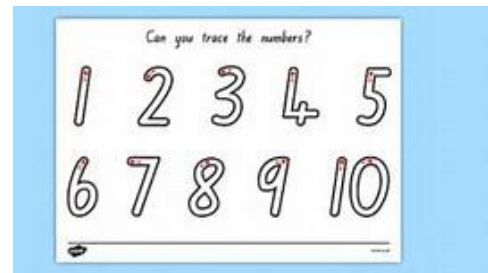
Take every opportunity to talk about numbers, shape and size. Keep it fun! Help your child to make connections. For example, all children like to know their age so if they're five show them what a four looks like, point it out everywhere (door number, shops, phone number, bus etc.) Let them know when you use 'five', for example, "We are going to need four mugs for drinks, we need four knives and forks". Children need to make connections and it's easier for them to understand if it relates to their own life.

How do I help my child to write numbers?

Children need the opportunity to write, the desire to write and praise and encouragement to keep on writing.

They can use all sort of writing materials...

- Crayons
- Pens
- Chalk
- Paints and brushes
- Paper, post its, old cards, envelopes
- Dough or plasticine
- Sellotape and stapler to make their own books



Children learn what is important from their parents and other adults. If they see us writing numbers then they will realise the importance and want to write them as well. Let your child see you writing or reading numbers.

Help children find out that numbers have an order

- Finger rhymes, 1, 2, 3, 4, 5, once I caught a fish alive
- Using fingers to count
- Fingers are a good way of showing that 3 is always 3 no matter how you look at it. If you hold up 3 fingers on one hand one way, thumb and 2 fingers and hold up 3 in a different way pm the other hand - they both are 3. This is an important mathematical development and one that children are not always aware of.
- Counting everything, stairs, bins, number of red cars that pass on the route to school etc. Extend - start at 20 and count on from there, count cars in twos, tens etc.

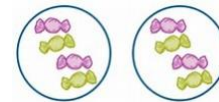


How can I help my child to understand add, take away, multiply and divide?

Use everyday situations - we use these skills everyday.

Setting the table

- "How many plates do we need?" - counting
- "Gran is coming, we will need one more" - adding
- "Jack is not here for tea, we need one less" - subtraction



Sharing toys, sweets, anything

- This is the basis of dividing. Two people, how many sweets? How do you work it out? One to me, one to you - dividing with a purpose.

In the supermarket

- We need 1 more. We have too many, take 1 back. We need 3 more. We need 1 for each of us, how many will that be?

Talking and solving simple problems in real situations helps children to begin to understand the ideas behind adding, taking away, dividing and multiplying.

When do you explain about time and money?

The idea of time is quite difficult for young children to understand. They start to get the idea from their own lives. The first starting point might be to talk about the difference between night and day. Children get the idea of different things happening at different times. Getting up usually happened during the day and going to bed usually happens at night.

Use words connected to day and night. For example,

"This morning we are going to the shops. In the afternoon we can go to grans" etc.

"When the big hand is at 6 and the little hand is at 8, we'll go to school"

"Your programme is on when the big hand is..."

Once they have a general idea what time is all about we can show them the connection with watches and clocks.

Money

Using real money in real situations.

- Giving money to shop assistant and collecting change
- Handing over money in the bus
- Paying in the café for their juice
- Pocket money
- How much change is in my purse?
- Is their enough dinner money, milk money in the envelope for Mrs Jones?



Curriculum for Excellence Level: End of Early Level

Number, money and measure

I can ...

Through my play, activities and experiences I can:

- talk about the size of things in the world around me
- show that I understand the vocabulary of size and amount
- use the language of comparison
- put things in order of size and amount
- find a number more than / less than
- talk about numbers that mean something to me
- show that I have an awareness of number, including zero, in real life, play, role play, stories, songs and rhymes
- understand that numbers have a value and use them in my environment
- match a numeral to the quantity
- confidently and correctly read the numbers I have been working with
- recite sequences
- confidently manipulate numbers on a number line
- order a set of numbers
- form numbers with different sets of materials
- write the numbers I have been working with
- recognise, choose and match groups of items
- count them and understand that the size of a set is given by the last number counted
- sort items/people and talk about what I have done
- put/group items together and count them

I can use a range of words to show my understanding of:

- more and less
- matching
- counting on and back
- adding and subtracting

Through my play, activities and experiences I can:

- share out practical materials in a range of contexts and a variety of purposes (snack, construction, etc)
- recognise smaller parts made from a whole object
- understand that to halve something is to share it into two equal parts
- understand that double means twice as many
- understand that to quarter something is to share it into four equal parts
- use appropriate language when sharing/making smaller groups
- understand what money is and what it is used for in everyday life
- use some of the language of money, e.g. pounds, pence, how much, cost, etc
- take on the role of customer and shopkeeper

I can:

- identify and sort coins
- understand that the number on a coin can tell us what it is worth
- understand what 'change' means
- understand how to use different coins to make totals, e.g. $5p + 5p = 10p$

Through my play, activities and experiences I can:

- talk about some events in my day, using words like before and after
- order events in my day
- recite the days of the week in the correct order
- talk about e.g. light, dark, day, night, moon stars, sun, etc
- understand patterns of time
- match events to a month or season
- understand that clocks and watches are used to tell the time
- understand that time can be shown in different ways
- compare two objects using measurement terms, eg longer, shorter, etc
- order more than two objects according to size, eg longest to shortest, etc
- use non-standard units, eg hands, cubes
- select appropriate measuring tool, eg tape measure, pan balance
- use the correct words when I talk about measuring and ordering
- identify and talk about patterns in my own environment

- identify and talk about patterns in the wider environment, both natural and man-made
- copy a pattern using beads, bricks, etc
- copy a pattern in art and craft activities
- create my own patterns

Shape, position and movement

I can ...

Through my play, activities and experiences I can:

- recognise and name familiar shapes in play settings and in the environment
- sort and match 2D shapes
- sort and match 3D shapes in to groups which roll, slide, stack, etc
- name some 3D shapes
- use the correct words to describe positions, e.g. behind, in front
- use the correct words to describe directions, e.g. forward, backward
- take part in games, songs and activities
- use computers and programmable toys
- paint and fold paper to make symmetrical patterns
- talk about things that are the same in pictures and patterns
- tell if a simple picture/pattern is symmetrical or not
- use different objects to make symmetrical patterns, e.g. pegboards
- use technology to make symmetrical patterns

Information handling

I can:

Through my play, activities and experiences I can:

- collect objects, sort and talk about the sets, groups I have made
- ask questions, e.g. what is your favourite colour (from a limited choice)
- talk about the information I have gathered
- recognise, choose and match groups of items
- count them and understand that the size of a set is given by the last number counted
- sort items/people and talk about what I have done
- put/group items together and count them

I can use a range of words to show my understanding of:

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- counting on and back
- adding and subtracting

Through my play, activities and experiences I can:

- understand and follow the symbols on charts that I use
- understand labels and instructions around me
- recognise some signs which tell me about keeping safe
- find simple information from charts and displays around me

Useful websites for games and information...

Read Write Count

Maths 4 Mums and Dads

Family Maths Toolkit

BBC Bitesize

Topmarks

NRICH