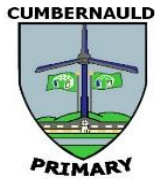# Cumbernauld Primary

First Level

Developing your Child's Mental Agility in Numeracy

An information leaflet for parents

In Cumbernauld Primary, we have been working really hard to improve the mental agility of our pupils. Please find below some activities that you can do at home to help your child.

Saying Number Word Sequence Forwards in 2's, 5's, 10's and 100's not always starting at 0

Give examples such as:
- "Count forwards in 5's from 25"
- "Count forwards in 2's from 12 to 18"
- "Count forwards in 100's from 212 e.g. 212, 312, 412, 512
- "Count forwards in 10's from 23 e.g. 23, 33, 43, 53 etc.

- "Count backwards in 2's from 20"
- "Count backwards in 100's from 900"
- "Count backwards in 2's from 180"
- "Count backwards in 10's from 990"
- "Count backwards in 100's from 880 e.g. 880, 780, 680 etc."

Number Tennis
Take alternate turns at saying numbers forwards and backwards. Work within numbers to 30, then to 100, then to 1000

Identifying Numerals
- Identify and talk about numerals in real life contexts e.g. on television, in your home, on food packaging.
- Write a 2 or 3 digit number and ask your child to name the number.
- Ask your child to locate a specific number on a hundred square. E.g. 5, 12, 21, 29 etc.

Number Word Before/Number Word After
Ask your child to identify the number before (In the range up to 20, then 30, then 100, then 1000) and after (up to 30, then 100, then 1000) or in between e.g. before 183, after 125, in between 457 and 459.

Ordering Numerals
Cut out the numerals from 0-100 from a hundred square. Mix them up. Take *a few random numerals* and ask your child to order them from smallest to largest or vice versa. Extend to include numerals to 1000. (You could write a selection of 3 digit numbers on pieces of paper)

Sequencing Numbers
- Say a sequence of 3 or 4 numbers and ask your child to continue the sequence e.g. 323, 324, 325………………….
- Extend to include backward sequences e.g. 189, 188, 187………………………..

Doubles
Ask your child to *quickly* recall the double of numbers 1-10. Extend to ask your child to mentally double 2 digit numbers by partitioning e.g. 26 + 26= (20+20) + (6+6) = 40 + 12 = 52

Number Lines
Draw a line on a piece of paper. Mark number 0 at one end and number 100 at the other. Ask your child to show you where a particular number should be placed on the line e.g. "Where should number 59 be? Number 83? Number 34 etc.

_____

0   100

Extend to numbers from 0-1000

_____

0   1000

Play "Guess the Number"

Give your child clues and help them to guess the number e.g. "I am the number before 58", "I am the number between 712 and 714", "I am 2 more than 397" etc.

Multiplication Tables

Practice the times tables with your child.

- Take turns asking each other a times table fact e.g. 3 x 4, 5 x 9.
- Recite the tables together.
- Say the multiples (answers) from a times table e.g. 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36
- Play times table bingo. You need a dice, pencil and paper for each player. Each of you draw a table like this on a piece of paper.

Decide which table to practice. Each of you rolls a dice. Multiply the number you have rolled by your chosen table e.g. if you are practising 6 times table and you roll a 4 you must quickly work out 6 x 4. Write the answer in a box. Keep doing this until you have filled all the boxes. Now keep going and if you have written an answer in your table, cross it out. The first person who crosses out all of their answers is the winner.

Number Compliments to 20, 100 and 1000

Ask your child what would be added to a given number to make 20? E.g. "12 + what makes 20?"

Repeat for numbers to 100 and then to 1000.

Play "I Say, You Say"

You say a number and your child tells you what number should be added to it to make a total of 20, 100, 1000

E.g.

(P2) Parent: "I say 17"   Child: "I say 3"

(P3) Parent: "I say 38"   Child: "I say 62"

(P4) Parent: "I say 345"   Child: "I say 655"

Mental Addition and Subtraction Problems

Give your child some addition and subtraction problems to solve mentally. Ensure the problems you give are within their reach and then challenge them with slightly harder examples.

Know One Fact, Know Four!!

In school, children are encouraged to use their times tables to help them to solve division sums. They can use this triangle to help them.

I know that **4 x 6** =**24** and I can show it on my triangle like this.

24

÷ ÷

4   x   **6**
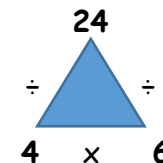
I can use my triangle now to help me to find 3 more facts.

6 x 4 = 24
24 ÷ 6=4
24 ÷ 4=6

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100