My Child's Learning Journey

A Guide for Parents

Mathematics and Numeracy

Beginning Second Level

Imagine with all your mind.

Believe with all your heart.

Achieve with all your might.

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The aim of this guide is to help you understand your child's learning journey through mathematics. They are on their way to learning skills and building knowledge to help them in this journey.

It should be noted, that this is a ***guide*** only. Your communication with the school and your child's class teacher will give you more specific information about what your child is learning, skills they have acquired and their next steps.

Resources

In working through maths your child will use a range of resources including but not exclusively Heinemann Mathematics, Sumdog and Teejay resources too.

How we assess your child's progress through the level

Throughout the year, your child will complete a range activities and assessments both formal and informal, along with the review of ongoing daily activities. These combined help your child's teacher to make professional judgements on your child's learning.

Your discussion with your child's teacher at parent's evening and throughout the course of the year will allow you to discuss in detail your child's progress, needs and next steps.

A summary of their progress will be given in their end of year report given home in June.

Should you have any questions about your child's learning then please contact the school for an appointment to discuss this.

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Mathematics at the beginning of Second Level involves the following:

(Please note that this list includes main learning but cannot cover all steps in learning)

Number, Money and Measure	Number, Money and Measure	Shape, Position and Movement Information Handling
I am learning to: • record the results of calculations using (horizontal) number sentences. • use column addition and subtraction when it is appropriate. • use place value to partition numbers. • Understand place value to decimal numbers. • read, write and order whole numbers to 10 000, starting from any number in the sequence. • read, write and order sets of decimal fractions to one decimal place. • add and subtract multiples of 10, 100 and 1000 to and from whole numbers to one decimal place. • add and subtract whole numbers within the number range 0 to 10 000 to one decimal place. • recall and use most multiplication and division facts to the 10^{th} multiplication table. • Multiply and divide whole numbers by multiples of 10 and 100. • multiply whole numbers by one digit numbers. • multiply and divide decimal fractions to one decimal place by 10 or by a single digit. • understand that addition is commutative and associative . • order numbers less than zero and locate them on a number line • read and record time in both 12 hour and 24 hour notation and convert between the two	**I am learning to:** • round numbers to the nearest unit. • round whole numbers to the nearest 10 000. • round decimal fractions to the nearest whole number. • work with decimal fractions to 1 decimal place (tenths) including addition and subtraction. • add and subtract multiples of 10, 100 and 1000 to and from whole numbers to one decimal place. • multiply and divide decimal fractions to one decimal place by 10. • Understand mixed numbers • carry out calculations with 25%, 50% and 100%. • use multiplication and division to find equivalent fractions. • add and subtract monetary values with a decimal point. • understand the terms profit and loss. • find some of the factors of a simple number. • apply knowledge of multiples to generate number patterns. • solve missing number problems using inverses. • relationship between some of the standard units of measure e.g. 10mm=1cm. • calculate the area, perimeter and volume of simple shapes . • calculate the area of squares, rectangles and right-angled triangles in square centimetres (cm^2).	**I am learning to:** • read information from a range of tables, charts, diagrams, plots and graphs. • represent data, using suitable scales, from an extended range of tables, charts, diagrams, plots and graphs. • analyse, interpret and draw conclusions from a variety of data. • recognise and name a range of 2D shapes including polygons. • describe the features of a range of shapes and objects using language such as side, angle, vertex, face, edge, radius, diameter and circumference. • construct a cube or cuboid from its net. • know the connection between quarter turns, right angles, half turns and full turns. • know the measurements of a few basic angles e.g. right angles, straight lines and full turn. • draw right angles. • basic compass points and the connections with right angles. • find objects on a coordinate grid given its coordinates. • find and draw the lines of symmetry on simple pictures, patterns or objects.

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We try to develop these mathematical skills across the curriculum where it is most relevant. Your child may use mathematics and numeracy across other curricular areas of learning which helps them to deepen their understanding of the skills and concepts involved.

Supporting your child

Some children will require support in learning and developing these skills through additional one to one teaching time, additional support through working at a different pace, different material and resources to support their learning or spending time out of the class working within small group to support learning. Children may also need additional support to challenge them to achieve their potential and this may involve working at a quicker pace, covering additional activities or working at a slightly higher level than would normally be expected.

Your child's class teacher will know the needs and abilities of your child and will prepare a range of activities to support their learning. For this purpose children work in groups within mathematics. These groups are fluid and change throughout the course of the year as your child learns new skills, reinforces other skills or perhaps needs a little additional support or challenge. As the concepts in mathematics can be quite different, children can have a range of mathematical abilities. For example, children may be confident and capable when using the four number process of addition, subtraction, multiplication and division but less confident and need more support when it comes to telling the time. In this way we encourage a change in groups as it helps children to understand their own learner needs and matches the learning more specifically to meet those needs.

You can continue to support your child's learning by:

Allowing your child to use as much real life maths as possible including using clocks, money in shops and using timetables or durations of times from TV guides.

Increasingly use the language of maths. (estimate, cm, grams etc.)

Discussing direction to places from home and compass directions.

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