My Child's Learning Journey

A Guide for Parents

Mathematics and Numeracy

Continuing 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 in the middle 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	Number, Money and Measure	Shape, Position and Movement Information Handling
I am learning to: • read, write and order whole numbers to 100 000, starting from any number in the sequence. • explain the link between a digit, its place and its value for whole numbers to 100 000. • read, write and order sets of decimal fractions to two decimal places. • add and subtract multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to one/ two decimal places. • recall and use multiplication and division facts to the 10th multiplication table. • multiply whole numbers by multiples of 10 and 100. • multiply whole numbers by two digit numbers. • multiply and divide decimal fractions to one/ two decimal places by 10 and 100 or a single digit. • construct a number line to answer questions that involve negative numbers. • round numbers to 1 decimal place. • use rounded numbers to estimate. • round decimal fractions to the nearest whole number, and to one decimal place.	**I am learning to:** • apply knowledge of rounding to give an estimate to a calculation appropriate to the context. • work with decimal fractions to 2 decimal places (tenths, hundredths). • add and subtract multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to one/ two decimal places. • add and subtract whole numbers and decimal fractions to one/ two decimal places, within the number range 0 to 100 000. • multiply and divide decimal fractions to one/ two decimal places by 10 and 100. • multiply decimal fractions to one/ two decimal places by a single digit. • convert an improper fraction to a mixed number. • carry out calculations with 1%, 10%, 20%, 25%, 50%, 75% and 100%. • use equivalent fractions to compare the size of commonly used fractions and put them in order. • calculate with simple fractions, decimal fractions and percentages to solve problems in everyday contexts. • compare costs and determine affordability within a given budget. • demonstrate an understanding of the benefits and risks of using bank cards and digital technologies	**I am learning to:** • talk about profit and loss in buying and selling activities. • plan purchases, making appropriate decisions within given budgeting constraints. • find all of the factors of a simple number. • apply knowledge of multiples, square numbers and triangular numbers to generate number patterns. • describe what a variable is. • form and solve simple equations. • estimate to the nearest appropriate unit, then measure accurately: length, height and distance in millimetres (mm), centimetres (cm), metres (m) and kilometres (km); mass in grams (g) and kilograms (kg); and capacity in millilitres (ml) and litres (l). • convert between convert between the units of length mm, cm, m, km. • read timetables using 12 hour time to plan a journey. • convert a number of minutes into hours and minutes. • know the start time and duration of an event (e.g. journey, movie) I can estimate and calculate when it ends. (bridging across the hour). • estimate probability by conducting experiments. E.g. coin tosses, dice throws.	**I am learning to:** • draw squares and rectangles accurately with a given perimeter or area. • calculate the area of squares, rectangles and right-angled triangles in square. • calculate the volume of cubes and cuboids in cubic centimetres (cm^3) and cubic metres (m^3). • compare different displays of the same data by discussing the key features of each. • represent data, using suitable scales, from an extended range of tables, charts, diagrams, plots and graphs. I can explain what the diagrams show. • analyse, interpret and draw conclusions from data. • display data appropriately and choose a suitable scale when creating graphs. • recognise and name quadrilaterals e.g. rectangle, kite, trapezium, rhombus, parallelogram. • recognise and name triangles e.g. equilateral, isosceles, right-angled, scalene. • construct a range of objects from their nets. • identify and draw right, acute, obtuse, reflex angles and full turns • plot coordinates on a coordinate grid • complete simple pictures or patterns that have line symmetry

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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 looking for shapes in the local environment and using timetables or durations of times from travel timetables.

Discuss planning of events, costs including multipacks (e.g. birthday party)

Discuss time and distance in journeys (home and abroad).