

Numeracy Parent/Carer Workshop

Tuesday 22nd September, 2026



From our Numeracy Workshop you wanted to...

Understand how maths is taught in class so I can support at home.

How to support my child at home in a fun, engaging way.

Find out what children are learning day to day.

Understand how maths is taught at different levels.

Understand modern calculation strategies.



- Teaching approaches
- Supports
- Assessments
- Help your child love maths
- Maths in action!
- Feedback Questionnaire
- 10:20am – bell signalling the end of the workshop

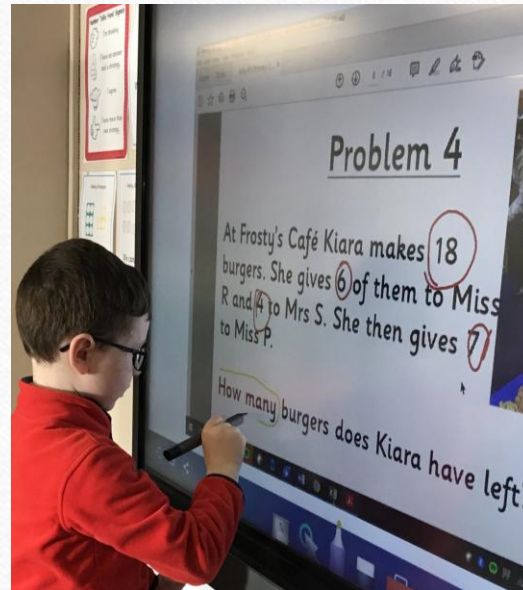




What do children learn?



- 5 main components...
- 1. Mental Agility
- 2. Number
- 3. Non-Number
- 4. Problem Solving
- 5. Yeti mindsets!

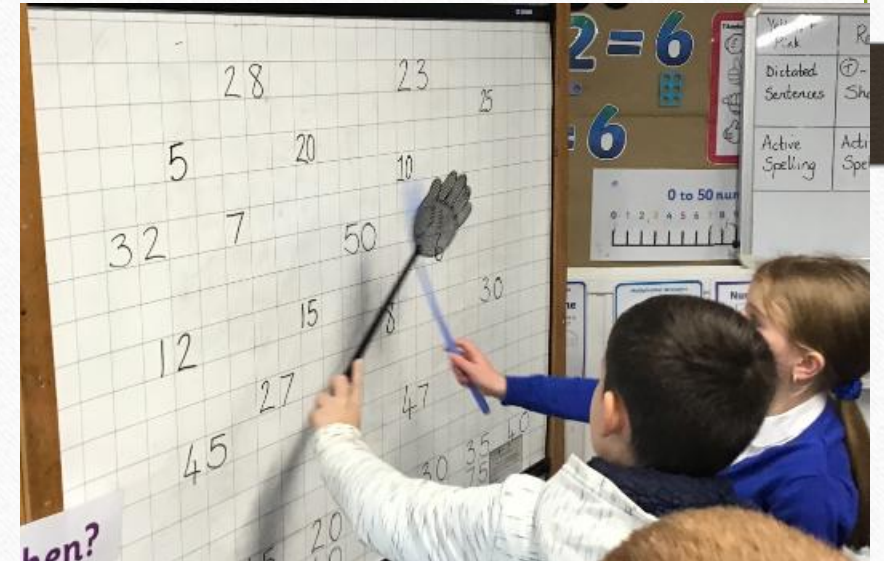




Mental Agility



- Recalling number facts such as times tables, number bonds to 10.
- Carrying out maths problems.
- Number Talks
- Explaining thinking/strategies
- Not always about speed, depth is important.

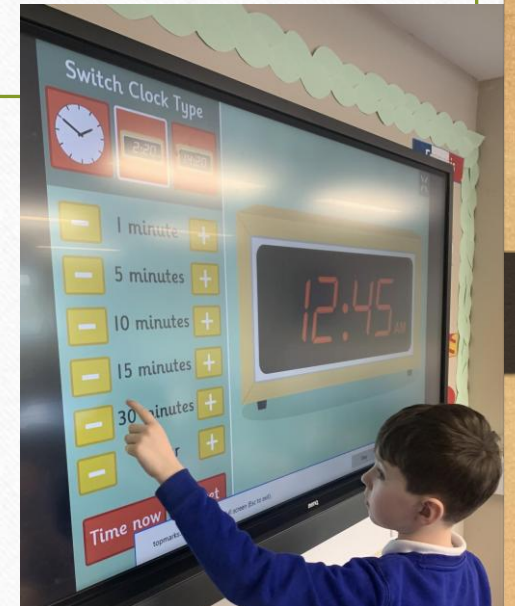




Number



- Addition & Subtraction
- Multiplication & Division
- Estimation & Rounding
- Fractions, Percentages, Decimals
- Money
- Time
- Equations





Non-Number

- Data Analysis
- Chance
- 2D & 3D shape
- Measure
- Angles & Symmetry



North Lanarkshire Numeracy Planners

Literacy & English

Numeracy & Mathematics

Digital Literacy

Computing Science

NUMERACY & MATHEMATICS
Progression Pathway

Learning Hub

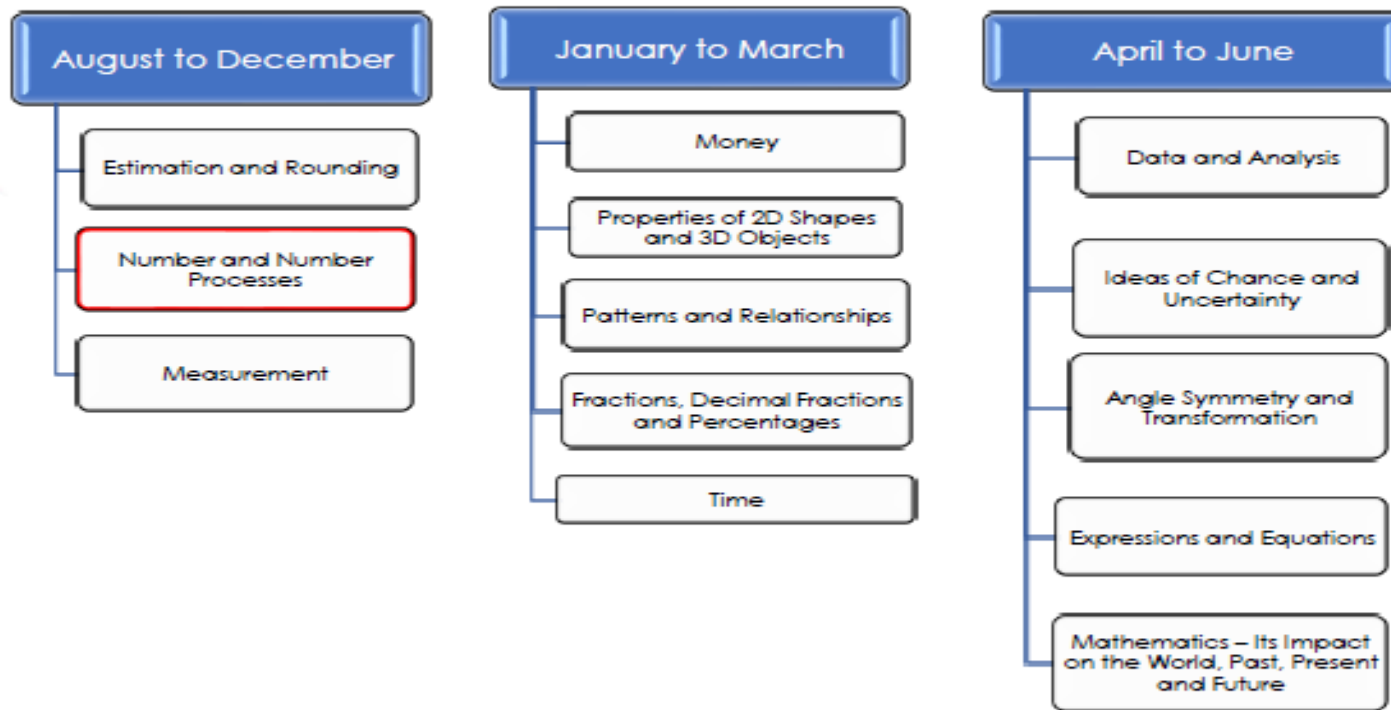
DIG

LIVE
LEARN
WORK
INVEST
VISIT



NUMERACY & MATHEMATICS - Progression Pathway

The Numeracy and Mathematics Organisers Suggested Order for *First Level*



Number and Number Processes should be revisited regularly throughout the year.



Numeracy and Mathematics

Organiser

Numbers and Number Processes

Experience and Outcome

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.

MNU 1-02a

I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.

MNU 1-03a

At the start of First Level

Through First Level

Towards the end of First Level

Benchmarks

Addition and Subtraction

Using concrete materials, pictorial representations and abstract thinking, I can:

- recognise and describe part-whole relationships.
- use number bonds to 20 to create problems.
- read and arrange a number sentence using objects and pictures.
- solve a mathematical number sentence/problem to 20 using symbols.
- add/subtract (including 0) within 20 by counting on/back.
- add/subtract within 20 (including 0) using number bonds.

Using concrete materials, pictorial representations and abstract thinking I can:

- recognise, describe and create part-whole relationships.
- use number bonds to 20 to derive related facts to 100.
- add several single digit numbers using number bonds.
- understand the commutative law and can use it.
- add and subtract with tens and ones.
- add and subtract by bridging 10.

Using concrete materials, pictorial representations and abstract thinking, I can:

- describe how to solve a variety of higher decade addition and subtraction tasks using my knowledge of tens and ones.
- describe, using appropriate vocabulary, how to solve a variety of higher decade addition and subtraction tasks through counting.
- begin to apply my understanding of number structures to develop and explain a range of non-count-by-ones strategies to solve tasks within 1000.

Demonstrates understanding of the commutative law, for example, $6 + 3 = 3 + 6$ or $2 \times 4 = 4 \times 2$.

Applies strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts.

Solves addition and subtraction problems with three-digit whole numbers.

Adds and subtracts multiples of 10 or 100 to or from any whole number to 1000.

MNU 1-01a

MNU 1-03a

MNU 1-09a

MNU 1-11a

MNU 1-22a

MTH 1-12a

MTH 1-15a

MTH 1-18a

MNU 1-02a

MNU 1-07a

MNU 1-10a

MNU 1-20a

MTH 1-13a

MTH 1-16a

MTH 1-19a

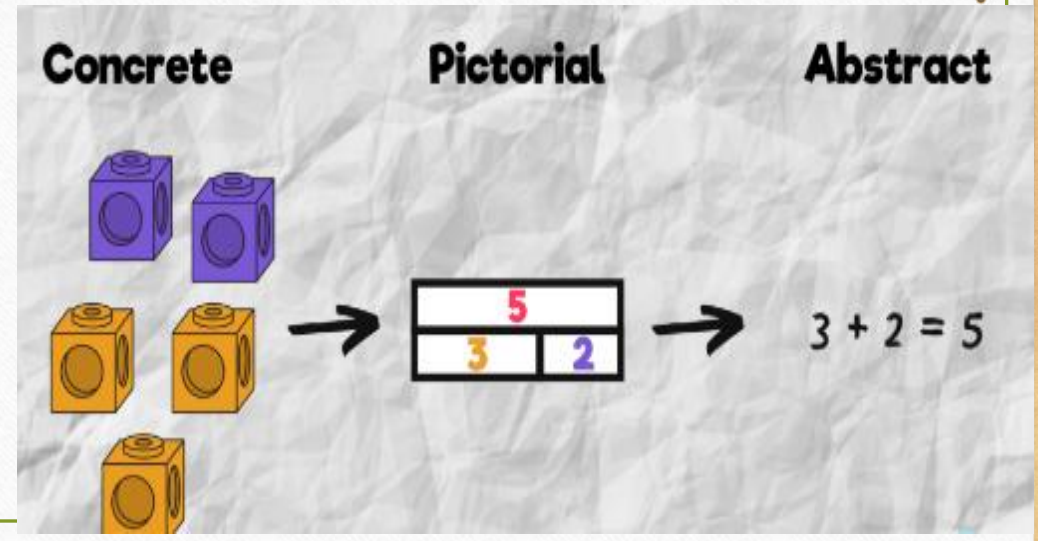




How do children learn?



- CPA – **C**oncrete, **P**ictorial, **A**bstract
 - Introduce in a tangible way to develop understanding.
 - Move to using pictures and diagrams
 - Final step written calculations



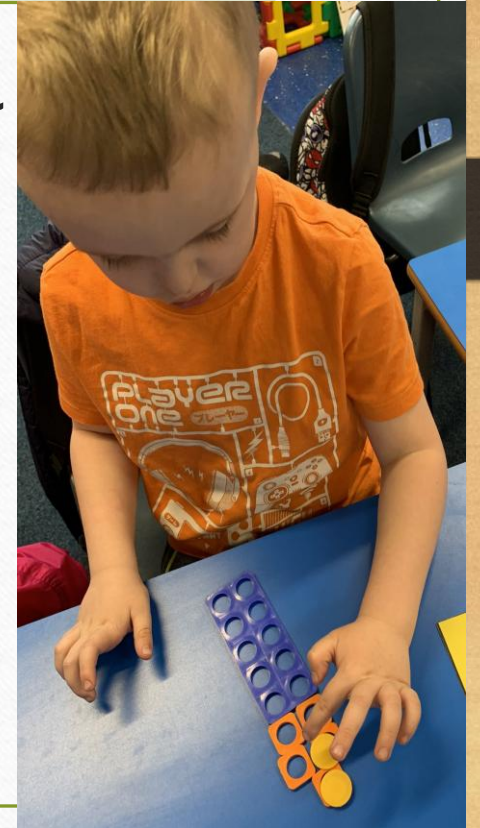


CPA



- Concrete – using physical things the children can handle and manipulate so they can actually see the maths and make sense of what is happening.

**We must hold maths in our HANDS first
before we can hold it in our HEADS!**

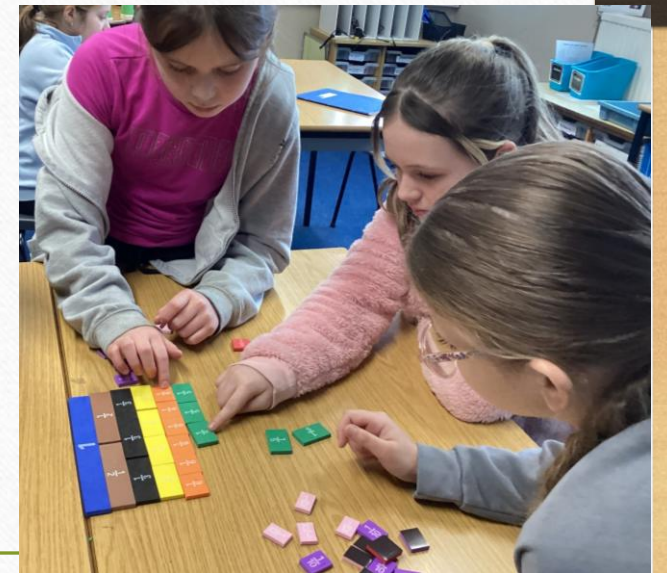




CPA



- Pictorial – No longer handling the physical resources but are still benefiting from visual support by building or drawing a model. This makes it easier for children to grasp difficult abstract concepts (for example, fractions).

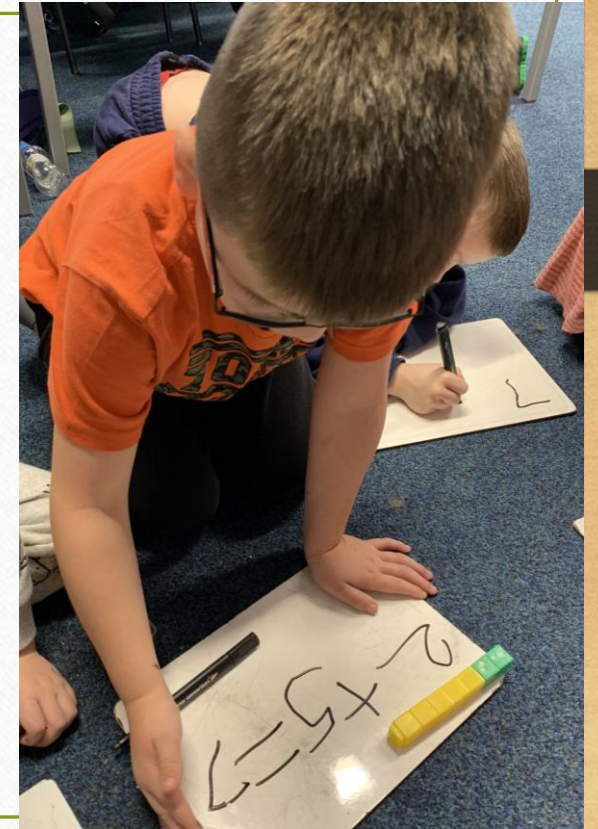




CPA



- Abstract – Secure understanding. Should be able to explain how to do the ‘maths’ before using formal written methods. If the understanding is not there, we run the risk of children relying on processes rather than understanding.

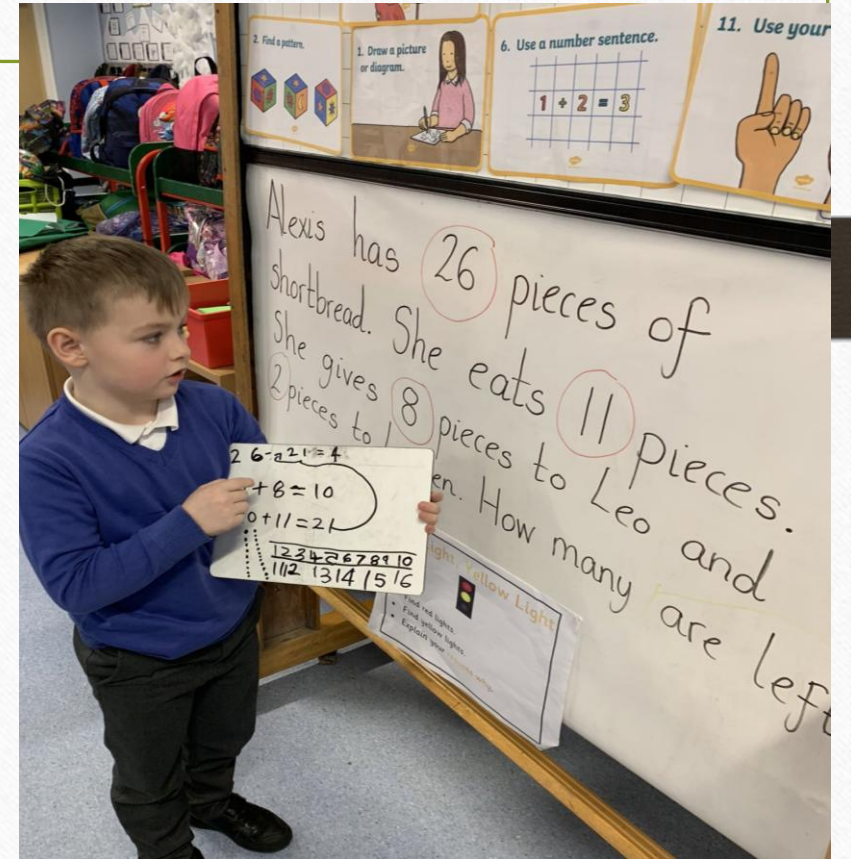




Problem Solving



- Interpret questions
- Select appropriate strategies
- Make thinking visible
- Link maths concepts
- Use mental agility

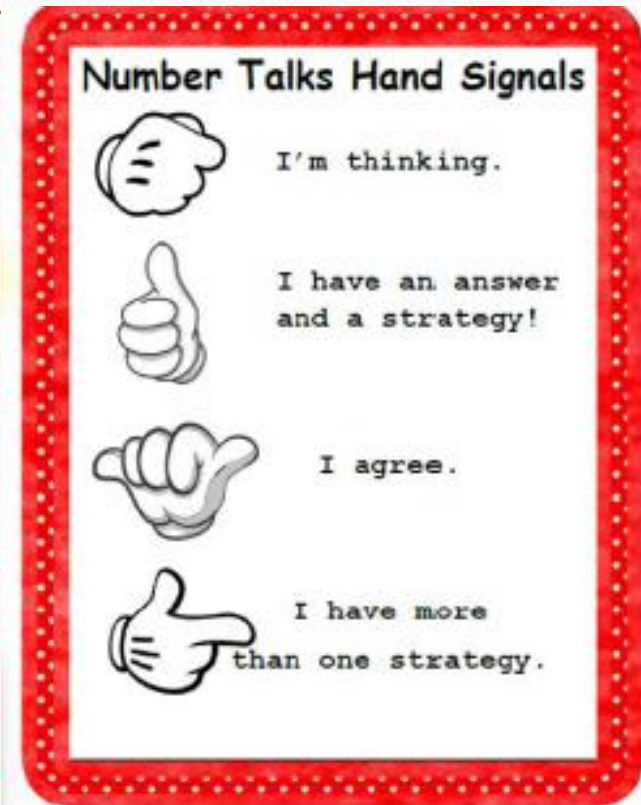




Problem Solving



- Number Talks - given calculations and are encouraged to work out the answer using any strategy that makes sense to them (this may be different for several children). The focus is then on talking about the different strategies that were used across the class and discussing the efficiency of them.



Number Talks

Addition Strategies

DIGITAL
SCHOOL
LEARN HERE

Place Value

Decompose both addends by breaking each number into its place value. Afterwards, add the broken-up numbers together in place value pairs and then altogether.

$$124 + 235$$

$$124 + 235$$

$$100 + 200 = 300$$

$$20 + 30 = 50$$

$$4 + 5 = 9$$

$$300 + 50 + 9 = 359$$

$$124 + 235 = 359$$

Adding Up in Chunks

Keeping one addend whole, partition the second addend and then add to it in friendly chunks.

$$209 + 124$$

$$209 + 124$$

$$209 + 100 + 20 + 4$$



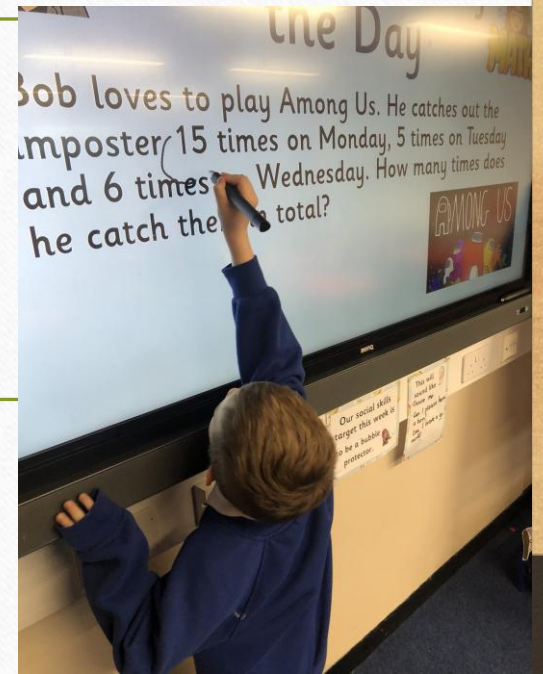
$$209 + 124 = 333$$



Problem Solving

- Which one doesn't belong?
- Open ended questions
- Word problems
- Always true, sometimes true, never true

50%	0.95
0.25	25%



I have £3.57 in my purse. What coins could I have?	I am thinking of a 2D shape that has 2 lines of symmetry. What shape could I be thinking of?
First	
35 and 45 How are these numbers similar? How are they different?	I measured an item and the answer was 17cm. What could I have measured?



School Supports



- Number Box – 1:1 support, or small groups. Uses concrete materials to build understanding of basic number concepts. Short, frequent bursts of support.

Ravenswood Primary School

Name: _____ Class: Primary _____

Your child's report indicates that he/she needs support Literacy/Numeracy/Health and Wellbeing.

She/He participates in the following additional support activities to help with this.

Health and Wellbeing	
Seasons for Growth	Drawing and Talking Therapy
Forest School	Lego Therapy
Nurture Group	Teen Talk Counselling
Play/Art therapy	
Literacy	
Adjusted Teaching Technique	Literacy Box
Reading Eggs	Rainbow Reading
Clicker 8	Read Write Inc
Immersive Reader	Speech to text apps
RTIC – Reading & Talking to Improve Comprehension	Wave 3
Numeracy	
SEAL	Numeracy Box
Adjusted Teaching Technique	





School Supports



- SEAL – 1:1 support, small groups, whole class. Uses CPA approach to build understanding and strategies rather than children memorising step by step processes.

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Numeracy	
SEAL	Numeracy Box
Adjusted Teaching Technique	

First Level Number Overview				The First Level Learner	
Number Word sequences	Numerals	Number Structures	Counting Strategies: Addition and Subtraction	Counting strategies: Multiplication and Division	Expressions and Equations
Phase 1 - I can say the forward number word sequences (to at least 100) - I can say backward number word sequences (to at least 100) - I can quickly recall number word order and number word before (to at least 100) - I can say the next 2, 5, 10 numbers in a number word sequence (to at least 100) - I can count number of jumps from 0 to 5 - I can count in tens	- I can read number sequences (to at least 100) - I can sequence numerals (to at least 100) - I can identify numerals (to at least 100) - I can recognise numerals (to at least 100) - I can count on and back from a uncounted numeral to find a given numeral on a numbered track (to at least 100) - I can count on and back from a uncounted numeral to locate a given numeral on a numbered track (to at least 100) - I can work out missing numerals on a numbered square (to at least 30)	- I can recognise and describe five-wise tens frames - I can recognise and describe ten-wise tens frames - I can partition filled ten frames in different ways - I can describe numbers in relation to 5 and 10	- I can describe how I solve addition tasks when both collections are screened - I can describe how I solve missing addend tasks when both collections are screened - I can describe how I solve missing ten tasks when both collections are screened - I can describe how I solve missing hundred tasks when both collections are screened	- I can combine and count equal additive tasks when both collections are screened - I can partition a collection into equal shares and establish the number of shares - I can partition a collection into equal shares and establish the number in each share - I can describe, build and count simple arrays	- I can recognise, discuss, duplicate, create simple numeric patterns - I can recognise simple rules, e.g. getting bigger by 1
Phase 2	Phase 2	Phase 2	Phase 2	Phase 2	Phase 2
- I can say the forward number word sequences in multiples of 2s, 10s, 5s, 10s and 10s - I can say the backward number word sequences in multiples of 2s, 10s, 5s, 10s and 10s - I can say the next 2, 5, 10 numbers in a number word sequence (to at least 100) - I can count number of jumps from 0 to 5 - I can count in tens	- I can recognise, sequence and order multiples of 100 (to at least 1000) - I can identify numerals (to at least 1000) - I can recognise numerals (to at least 1000) - I can sequence decade numerals (to at least 1000) - I can sequence 2 digit numerals (to at least 1000) - I can order 3 digit numerals (to at least 1000) - I can count sequences of multiples (2s, 10s, 5s, 10s, 4s) forwards and backwards using a number track	- I can build and describe numbers to 20 using doubles and near doubles - I can build and describe numbers to 20 using ten partitioning through ten - I can describe how I solve a variety of addition and subtraction tasks to 20 - I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations	- I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations - I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations - I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations	- I can build, describe and count arrays (to at least 2s, 10s, 5s and 10s) - I can use multiplicative counting strategies to calculate the total of equal groups - I can use multiplicative counting strategies to calculate the number in each share when a collection is shared equally - I can use multiplicative counting strategies to calculate the number of groups when a collection is shared equally	- I can use numbers and symbols to record the counting task I have solved - I can interpret a written calculation (e.g. 12+4=) and calculate the answer - I can use commutative and associative properties to simplify calculations, e.g. 5+3=8 or 3+5=8 - I can use the fact that add and subtract are inverse processes to solve problems - I can interpret and solve written calculations where symbols are used for unknown numbers or operators (e.g. 12+?=16 or 12-?=4)
Phase 3	Phase 3	Phase 3	Phase 3	Phase 3	Phase 3
- I can say the forward number word sequences in multiples of 2s, 10s, 5s, 10s and 10s - I can say the backward number word sequences in multiples of 2s, 10s, 5s, 10s and 10s - I can say the next 2, 5, 10 numbers in a number word sequence (to at least 100) - I can count number of jumps from 0 to 5 - I can count in tens	- I can recognise, sequence and order multiples of 100 (to at least 1000) - I can identify numerals (to at least 1000) - I can recognise numerals (to at least 1000) - I can sequence decade numerals (to at least 1000) - I can sequence 2 digit numerals (to at least 1000) - I can order 3 digit numerals (to at least 1000) - I can count sequences of multiples (2s, 10s, 5s, 10s, 4s) forwards and backwards using a number track	- I can build and describe numbers to 20 using doubles and near doubles - I can build and describe numbers to 20 using ten partitioning through ten - I can describe how I solve a variety of addition and subtraction tasks to 20 - I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations	- I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations - I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations - I can describe how I solve a variety of addition and subtraction tasks to 20 using knowledge of inverse operations	- I can build, describe and count arrays (to at least 2s, 10s, 5s and 10s) - I can use multiplicative counting strategies to calculate the total of equal groups - I can use multiplicative counting strategies to calculate the number in each share when a collection is shared equally - I can use multiplicative counting strategies to calculate the number of groups when a collection is shared equally	- I can use numbers and symbols to record the counting task I have solved - I can interpret a written calculation (e.g. 12+4=) and calculate the answer - I can use commutative and associative properties to simplify calculations, e.g. 5+3=8 or 3+5=8 - I can use the fact that add and subtract are inverse processes to solve problems - I can interpret and solve written calculations where symbols are used for unknown numbers or operators (e.g. 12+?=16 or 12-?=4)

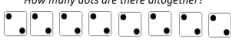
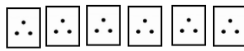
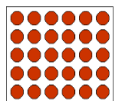


School Supports



- Developing Number Knowledge – the next step once SEAL has been completed, same idea using a CPA to build strategies.

Assessment of Multiplication and Division (Chapter 7)

A7.1: Multiplication with Repeated Equal Groups What to do and say: Place the eight cards in a row with all but the first face down. Screen all eight cards. Briefly display then screen the two dots on the face up card. <i>This card has two dots.</i> Turn the first card face down and screen all eight cards. <i>Under this screen there are eight cards in all, each with two dots, like the first card. How many dots are there altogether?</i>  Eight cards, containing two dots Large screen	A7.2: Grouping Division with Repeated Equal Groups What to do and say: Place the five cards in a row with all but the first face down. Screen all five cards. Briefly display and then screen the four dots on the face up card. <i>This card has four dots.</i> Now screen all five cards. <i>Under this screen there are some more cards each with four dots like the first card. There are 20 dots altogether. How many cards are there altogether?</i>  Five cards, each containing four dots (in a square pattern) Large screen	A7.3: Sharing Division with Repeated Equal Groups What to do and say: Place the six cards in a row face down, with the screen covering all six cards. Briefly display then screen the six cards. <i>There are six cards here and each card has the same number of dots on it. Altogether there are 18 dots. How many dots are there on each card?</i>  Six cards each with three dots (in a triangular pattern) Large screen	A7.4: Multiplication with an Array What to do and say: Screen all but the top row of five dots. <i>Here is one row of the array. This row has 5 dots.</i> Now screen the whole array. <i>There are six rows altogether. How many dots are there altogether?</i>  A 5x6 array Screen
A7.5: Grouping Division with an Array What to do and say: Screen all but the top row of three dots. <i>Here is one row of the array. This row has 3 dots.</i> Now screen the whole array. <i>There are 27 dots altogether. How many rows are there altogether?</i>  A 3x9 array Screen	A7.6: Sharing Division with an Array What to do and say: Place the array under the screen without displaying it. <i>Under this screen is an array with four rows. The array has 24 dots altogether. How many dots in each row?</i>  A 6x4 array Screen	A7.7: Multiplication Basic Facts What to do and say: I will show you a card with a multiplication fact. Tell me the answer as quickly as you can. Initially proceed through the facts in order starting from 1x3. Then mix up the cards and proceed through the facts again. Put aside cards that are answered incorrectly or slowly. Do similar activities for other multiples.  Ten expression cards as follows: 1x3, 2x3, 3x3, 4x3, 5x3, 6x3, 7x3, 8x3, 9x3, 10x3	A7.8: Multiplication with Bare Numbers – 2-digit x 1-digit What to do and say: <i>I am going to show you a card with a multiplication problem. Try to work out the answer. You may work it out in your head or use paper and pencil.</i>  Expression cards with tasks such as 12x3, 24x2, 11x5, 32x4, 48x3, 71x2, 35x3, 16x6 Paper



School Supports



- Catch Up Numeracy – more intensive one to one support to help children with core number skills, such as addition, subtraction, counting etc.

CatchUp[®]



Assessments



- SEAL Diagnostic Assessments – gives detailed information about children's understanding of numbers, addition, subtraction, multiplication, division.
- Any point in the year.
- Highlights areas requiring more support.

Diagnostic Assessment Pupil Assessment

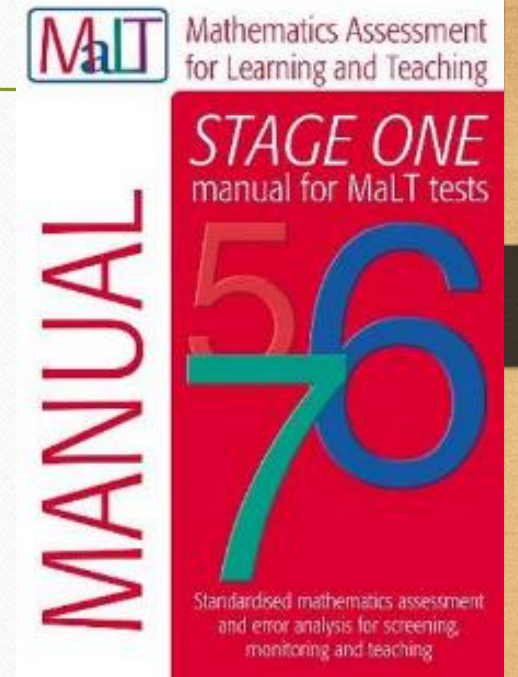
Emergent Early	Emergent Early	Perceptual Early	Figurative First	Counting on First	Facile First
Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes
Forward Number Word Sequence					
Emergent (developing) Developing FNWS up to 50	Emergent FNWS up to 20 and number words after	Perceptual FNWS up to 30 and number words after	Figurative FNWS up to 100 and number words after	Counting On FNWS in 2s 5s 10s and 5s beyond 100 and number words after	Facile FNWS up to 1000 and beyond in 10s, 20s, 50s, 100s and 1000s and number words after
Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes
Backward Number Word Sequence					
Emergent (developing) Developing BNWS from 10	Emergent BNWS from 20 and number words before	Perceptual BNWS from 30 and number words before	Figurative BNWS from 100 and number words before	Counting On BNWS in 2s, 3s, 4s, 5s and 10s. Count backwards in 10s both on and off the decade and number words after	Facile BNWS in 100s, 10s and 15s on and off the decade
Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes
Addition and Subtraction					
Emergent Counts one-to-one but can't join sets	Perceptual Counting from 1 with materials	Figurative Imaging Count on / count down from / count down to	Counting On Initial Number Sequence/Counting on / back Immediate number sequence	Facile Advanced additive	
Date/Notes	Date/Notes	Date/Notes	Date/Notes	Date/Notes	



Assessments



- MALT – Mathematics Assessment for Learning and Teaching. Overview of maths, lots of concepts both number and non-number.
- Beginning and end of school year, usually. Helps with initial class groupings.





Assessments



- NLC Dyscalculia Framework – for children experiencing day to day difficulties with various aspects of numeracy.
- No one, single assessment for dyscalculia. At all stages, dyscalculia is on a continuum varying from mild to severe.



Short-term and working memory



Subitising



Everyday tasks involving number e.g. money, time



Applying number skills to solve problems

$$4 + 17 = 17 + 4$$

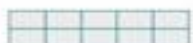
Learning and recalling basic maths facts and processes



$$12 - 3$$

Scottish
Dyscalculia
Definition
2022



10  Ten

How numbers and amounts relate to each other in their representation



Estimating



2, 4, 6
Ordering, sequencing and directionality



Recognising and understanding number symbols

The impact of dyscalculia as a barrier to learning varies in degree according to the learning and teaching environment



Assessments

- NLC Dyscalculia Framework – observations, gathering of evidence to form next steps.
- Strategies within NLC Dyscalculia Policy.



Dyscalculia Policy



"Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum."

Numeracy across learning, Principles and practice.

Introduction

The purpose of this policy is to provide a framework to support students experiencing difficulties with numeracy and mathematics, including those with dyscalculia, to ensure they have equal access to educational opportunities. This policy sets out a multifaceted approach that addresses assessment, planning, intervention, identification, strategies for supporting learners, curriculum adaptation where appropriate and teacher CLPL. Through the development of this North Lanarkshire Dyscalculia Strategy:

- Young people will be appropriately supported to ensure they experience confidence and success in numeracy.
- Parents will know how best to support their child/children with numeracy difficulties.
- Practitioners will have access to up-to-date training and know how best to support children who have been identified with numeracy difficulties, including dyscalculia.

This policy has been written in line with legislation, national guidance provided by Education Scotland and incorporates the findings of a North Lanarkshire (NL) short life working party.

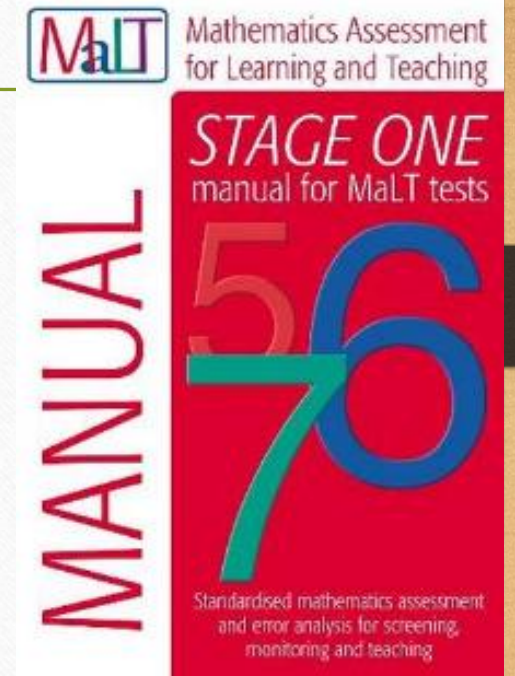
Following approval from SMT in November 2023, a working party of over 30 practitioners from a range of establishments (ASN, Primary, Secondary, SAM Group) was established. The aim of this group was to review the documentation and follow the process/ recommendations set out by Education Scotland (2022). Feedback and evaluation from the working party has informed selected amendments and adjustments to the guidelines to ensure these are fit for purpose for young people within North Lanarkshire.



Assessments



- MALT – Mathematics Assessment for Learning and Teaching. Overview of maths, lots of concepts both number and non-number.
- Beginning and end of school year, usually. Helps with initial class groupings.



National Numeracy Programme



- We are delighted to be part of a new pilot study led by the National Numeracy Programme.
- The pilot is designed to...
 - provide parents/carers with advice on how to support child's numeracy
 - provide family fun maths activities to promote a love of maths
 - reduce maths anxiety for parents and pupils

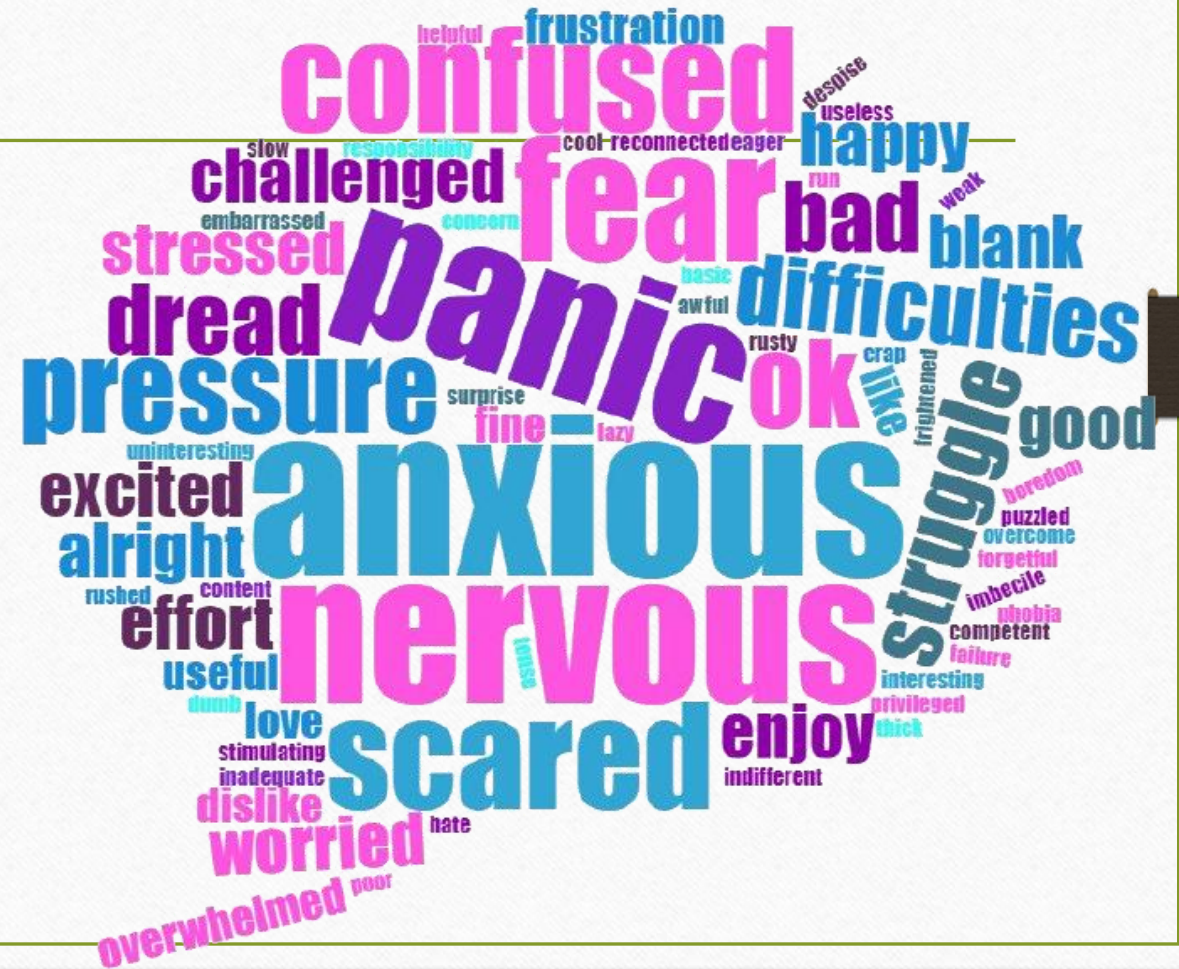
National Numeracy Programme



- 3 classes have been chosen to be part of the pilot, P1, P3 and P7. However, we are hoping to open this up to more classes throughout the year.
- Scrapbook for every child.
- Activity every fortnight.
- Most of the activities are open-ended and are not seeking a single, correct answer. This allows families to explore the activity with less pressure and anxiety and can take the learning in different directions.

National Numeracy Programme

- How do you feel about maths?



National Numeracy Programme

1

**Point
out maths in
the real world**



2

**Be positive
about
maths**



3

**Praise effort
rather than
talent**



4

**Improve
your own
confidence**





National Numeracy Programme – Home Tips

- Point out the numeracy in everyday life.



Planning journeys

- Using time
- Reading timetables



Shopping

- Recognising coins
- Checking change
- Working out sale prices
- Using a budget



D.I.Y.

- Measuring materials
- Using ratios to mix materials

National Numeracy Programme – Home Tips

- Point out the numeracy in everyday life.



Cooking

- Counting and weighing ingredients
- Using metric and imperial measurements
- Scaling up recipes



Making financial decisions

- Setting up a monthly budget
- Interest rates



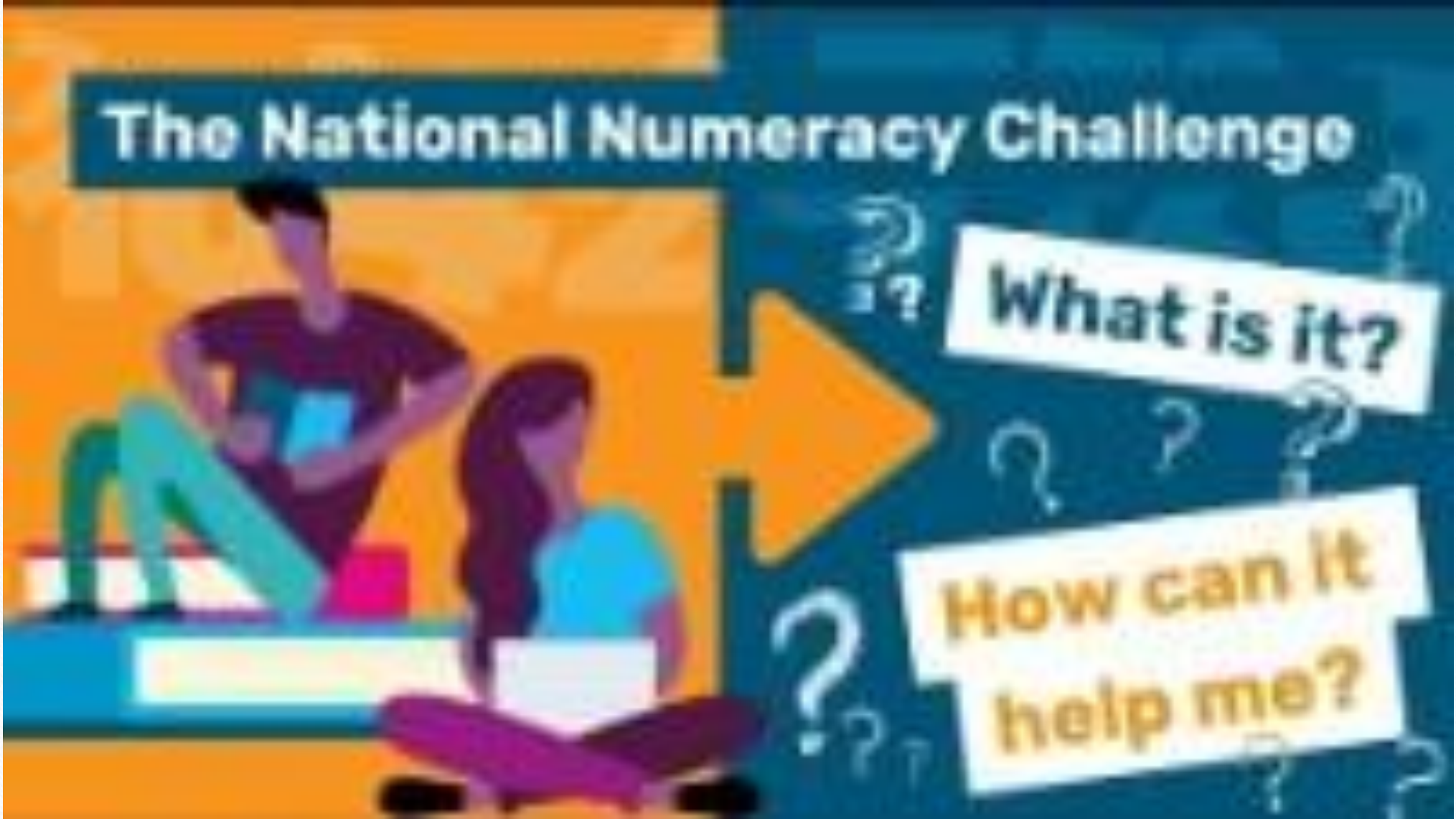
Reading the news

- Understanding graphs
- Understanding facts and figures, including percentages

The National Numeracy Challenge

What is it?

How can it help me?





Home Supports



Be positive, don't let your own experiences trickle down!

Encourage children to explain how they worked something out.

Encourage them to use concrete things and drawings.

Don't be tempted to start formal written sums too soon.

Encourage children to have a go! Praise, praise, praise!

Never associate maths with speed.

Check our Twitter and School Website.

Don't put children under pressure.



Home Supports



Early Level (P1)

- Play 'how many' games. "How many apples are in the fruit bowl? How many are left if I eat one?"
- Play sorting games – "Put all of the oranges into this bowl and the apples into this one. How many are in each?"
- Ordering objects – "Put these tins in order, the smallest here and the biggest here."
- Play board games with dice - such as snakes and ladders.
- Ask children to set the table and let them collect the right number of knives & forks.
- From a pack of cards (without the tens, Jacks, Queens and Kings) play a game of pairs where you try to turn over two of the same, or turn over two cards that add up to ten.
- Talk about what numbers mean when they appear in everyday situations such as signs, adverts, on a clock face, a flat or a house number. For example, counting out odd and even house numbers.
- Talk to your child about their school homework and ask them to explain what they're doing and how they do it.



First Level (P2 - P4)

- Play board games with dice - such as snakes and ladders.
- Practise writing numbers using flour, salt, paint, shaving foam – the messier the better!!
- Talk and ask questions about common fractions; half, quarter, third whenever you are cutting pizza.
- Use a calendar to plan out some family events throughout the year. How many days or weeks are between events?
- Budgeting - Imagine you have £10. Choose three sweets to buy. Work out the total cost and/or how much change you would have.
- Practise number bonds to 10 (2 numbers that add up to 10) and times tables (from P3 upwards).
- Practise counting in patterns – in 10s, 5s and 2s.
- Talk to your child about their school homework and ask them to explain what they're doing and how they do it.



Second Level (P5 - P7)

- Play board games with dice - such as snakes and ladders. If you're feeling really competitive dig out the Monopoly board!
- Include your child in decisions around household finances - "Which one is best value?", "How much is the window cleaner per year?"
- Ask them to read the dietary information on various foods and ask "How many grams of fat in 100 grams of...?"
- Give your child responsibility for their own money. Open a bank account for them allowing them to track their savings.
- Get your child involved in any DIY projects you're doing - you can secretly check their measurements!
- Don't miss any opportunities to talk and ask about fractions and percentages when out shopping, or even when serving dinner.
- Talk to your child about their school homework and ask them to explain what they're doing and how they do it.





#Live #Learn #Love

Home Supports



#Live #Learn #Love

Numeracy Home Supports



Numeracy Home Supports

Useful tips and links to help support your child's maths at home

Helpful Tips

Parent/Carer Maths Guide

Parent/Carers Maths Guide



Top Tips for All

- Keep it light, brief and most importantly FUN!

- Encourage a 'have a go' attitude. At Ravenswood we celebrate our mistakes and know that they are part of

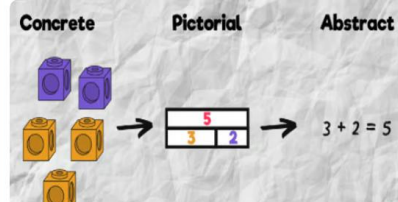
PDF

Parent Carer Maths Help Sheet

Top tips for Primary 1 -7 of simple things that can be done daily at home to support maths learning.

How does my child learn maths?

CPA - Concrete Pictorial Abstract



Concrete - using physical things the children can handle and manipulate so they can actually see the maths and make sense of what is happening.

Concrete - using physical things the children can handle and manipulate so they can actually see the maths and make sense of what is happening.

We must hold maths in our HANDS first before we can hold it in our HEADS!

Maths with Michael



Watch different videos about how approach at home to help your child with subtraction, multiplication, division

Video Links

Primary 1 - Early Number

Forum of Scotland
Learning Together
Online Numeracy and Mathematics sessions for parents to support learning at home
Session One: Early Number Development

With support from Education Scotland and Scottish Government, building on themes emerging from the 'Making Maths Count' Group report

Videos designed for parents with practical ideas for supporting your child at home.

YouTube video: NPFS - Learning Together Session 1 - Early Number Development (05/06/2020)

<https://youtu.be/BH7k8xyn9IU>

Decimals Primary 4-7

Forum of Scotland

Multiplication and

Forum of Scotland

Learning Together
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<https://youtu.be/HCVZ>

Percentages Primary 4-7

Forum of Scotland

Family Activities

Bedtime Math App



Available from the Apple Store and Google Play, get this free App that can be used as a bedtime story and maths practise!

Bedtime Math - We inspire kids to love math so they embrace and excel at it.

Family Maths Toolkit



familymathstoolkit.org.uk

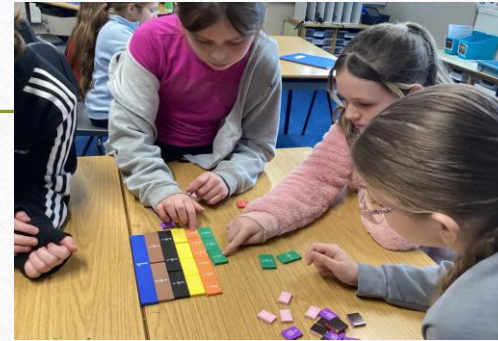
Supporting children | National Numeracy

Sign up for free to get access to lots of maths activities for a range of ages.

Free Family Maths Toolkit | Resources For Schools, Parents & Carers (nationalnumeracy.org.uk)



Maths in Action!





Feedback



Please don't forget to fill out our feedback form
before you leave.

Thank you! 😊