HINTS AND TIPS TO HELP AT HOME...

Remember it is ok for your child to struggle and find a problem difficult – if they could do every problem straight away they wouldn't be learning anything new!

Encourage your child to act out the problem using toys, counters, etc.

Remind your child about drawing pictures, diagrams, bar models and number lines.

Talk to your child about the problem, asking them to talk about how they are working out the problem and what they already know to help.

Useful websites

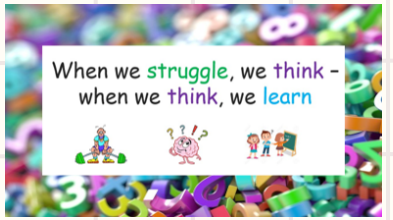
www.mathisfun.com

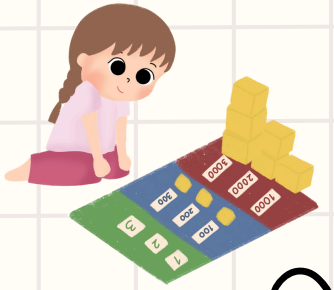
www.nrich.maths.org

www.mathsplayground.com

SUPPORTING YOUR CHILD WITH NUMERACY AND MATHS AT HOME

Parent and carer guide





'PAGES OF SUMS WITH TICKS DOESN'T MEAN A CHILD UNDERSTANDS NUMBER'

'FAST MATHS DOESN'T MEAN GOOD MATHS'

NUMERACY AND MATHS IS ALL ABOUT RELATIONSHIPS AND MAKING LINKS – NOT HOW WELL OR QUICKLY YOU CAN REMEMBER FACTS

Things you may have noticed about your child's numeracy homework:

- your child has one number question to complete instead of a page of sums to complete.
- the question requires your child to think about the maths and numeracy they have been learning – we don't ask them to remember the times tables off by heart or to recite facts.
- children are allowed to be creative and have ownership of their own learning by using their own methods and strategies to work out their answer to problems.
- teachers assess numeracy and maths based on your child's thinking and maths understanding and not just the correct answer.

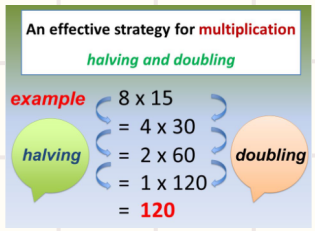
The end game is accuracy but children need to understand how they got there.

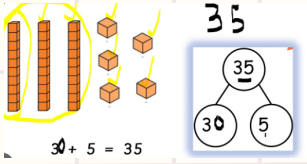
CHILDREN NEED TO THINK FOR THEMSELVES

SOME STRATEGIES YOUR CHILD MIGHT USE...

1

Making **friendly numbers, partitioning, doubling/ halving** and using **'it's nothing new'** facts they already know to help:

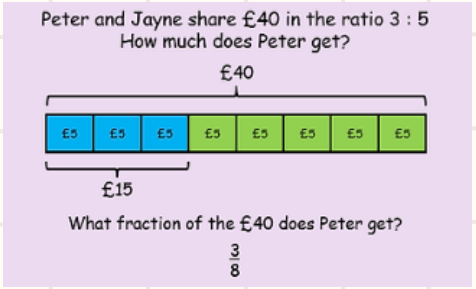




If 3 + 7 = 10 then
30 + 70 = 100

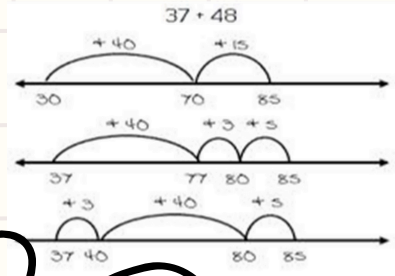
2

Using **bar models** to represent their problem and allow them to see it on the page:



3

Using number lines to **chunk numbers and add on:**



'MAKING MISTAKES AND UNDERSTANDING THEM IS COOL'

Children should be encouraged to see making mistakes as an important part of learning – when we make a mistake and learn a strategy to fix it our brain pathways grow stronger.

Concrete-Pictorial-Abstract

Concrete is using materials like cubes or counters to show thinking and understanding. These should be used by ALL children at ALL stages in their maths development.

Pictorial is using a diagram or picture like a bar model to represent or solve a problem to deepen understanding and demonstrate thinking.

Abstract is probably the maths and numeracy most of us will remember from school with numbers and symbols. However, children need to be able to relate this to the pictorial and abstract first rather than simply remember processes and facts.