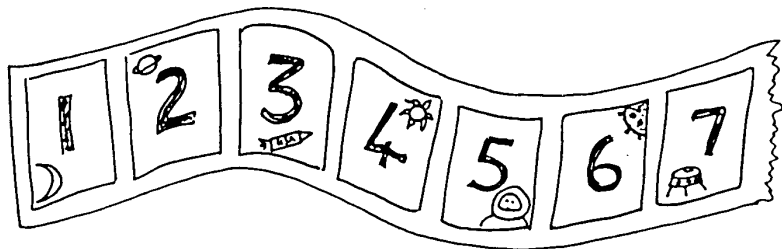


Track games

Make a number track to 20, or longer. Make it relevant to your child's interests – sea world, space, monsters... Then play games on it.



- ◆ Throw a dice. Move along that number of spaces. BUT before you move, you must work out what number you will land on. If you are wrong, you don't move! The winner is the first to land exactly on 20. Now play going backwards to 1.
- ◆ Throw a dice. Find a number on the track that goes with the number thrown to make either 10 or 20. Put a counter on it, e.g. you throw a '4' and put a counter on either 6 or 16. If someone else's counter is there already, you may replace it with yours! The winner is the first person to have a counter on 8 different numbers.

Cupboard maths

- ◆ Choose two tins or packets from your food cupboard.
- ◆ Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.)
- ◆ If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still.
- ◆ Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!

Stow Primary School

Helping with Maths



A Booklet for Parents
First Level
(2)

First Level (2)

Children will learn to :

- ☐ Continue to count forwards and backwards to 20, beginning from any starting number.
- ☐ Read and write number to 20 and beyond.
- ☐ Tell the time in whole hours using digital and analogue clocks.
- ☐ Recognise coins to £1.00
- ☐ Use 1p, 2p, 5p, 10p and 20p coins to buy things.
- ☐ Give change from 10p.
- ☐ Place objects in order of size, e.g. length, weight, area, volume.
- ☐ Use the words *add, sum, plus, total, take away, subtract, difference between...* in practical situations.
- ☐ Begin to know by heart all pairs of numbers that make 10, e.g. $3 + 7$, $8 + 2$.
- ☐ Create or copy 3D structures using building blocks or everyday objects.
- ☐ Compare two objects or containers, and say which is longer or shorter, or heavier or lighter, or which holds more.
- ☐ Name and describe simple flat and solid shapes, e.g. *It's got 4 corners, edges, sides, faces etc.*

About the activities

These activities show some of the things your child should be able to at the beginning of first level.

Some activities are harder than they seem, e.g. children who can count up to 20 may still have trouble saying which number comes after 12. They may have to start at 1 and count from there.

Fun activities to do at home

Takings

For this game you will need a dice and a collection of small things such as Lego bricks, sticky shapes or dried beans. You will also need pencil and paper.

- ◆ Take turns.
- ◆ Roll a dice. Take that number of beans. Write down the number.
- ◆ Keep rolling the dice and taking that number of beans. BUT, before you take them, you must write down your new total.
For example, Sally has 7. She throws 4. She has to work out how many she will have now. She starts counting from seven: *eight, nine, ten, eleven*. She writes 11.
- ◆ You can only take your beans if you are right.
- ◆ The first person to collect 20 beans wins!

