

Songs and Rhymes

At this age, songs and rhymes provide a fun way of introducing children to mathematical concepts. Follow the links to find examples online:

- [One, two, buckle my shoe](#)
- [Once I caught a fish alive,](#)
- [Five little ducks went swimming one day](#)
- [Five little monkeys](#)
- [Five little speckled frogs](#)
- [Ten green bottles](#)
- [Five current buns in the baker's shop](#)
- [Days of the week song](#)
- [Johnny taps with one hammer](#)

Helpful websites

<http://www.oxfordowl.co.uk/home/maths-owl/maths>
http://www.bbc.co.uk/schools/parents/primary_support/
http://www.mad4maths.com/math_help/
http://www.familylearning.org.uk/money_games.html

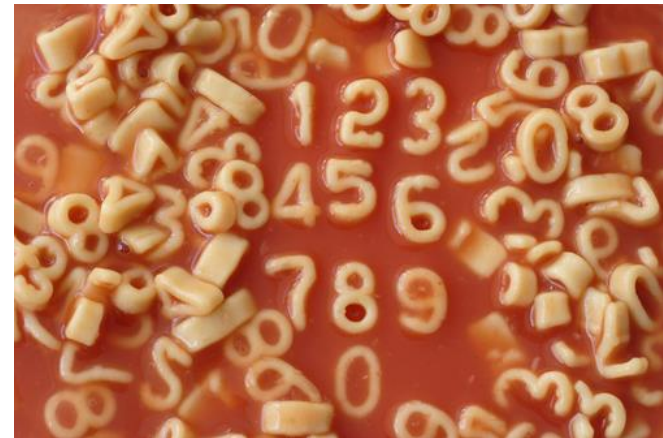
If you would like help in improving your own maths skills, the following website is a great place to start (many ideas found in this leaflet came from this fantastic site):

<http://www.nationalnumeracy.org.uk/improve-your-maths>

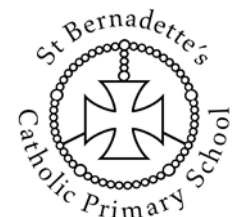
If you have other great ideas for supporting children with maths at home that you would be willing to share with our school communities, please contribute to our blog which can be accessed via either school website.

Maths at Home

A Parent's Guide
Foundation Stage



Complied with the support of staff, governors and families



Stay Positive!

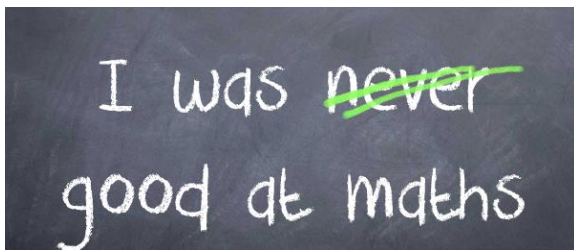
Basic maths skills are essential for everyday living - shopping, cooking, paying bills, budgeting for your family needs etc.

In order to succeed in our competitive society, it is crucial that our pupils develop a good grounding in maths and develop sound numeracy skills during their primary school years. Parents and carers are vital partners with school staff in helping their children develop these all important skills.

Studies show that Maths makes many adults feel anxious. You can help your child enormously by presenting a positive and enthusiastic attitude when talking about maths.

However you feel about maths, you can still have a very positive impact on your child's confidence and learning.

1. Be positive. Don't say things like 'I can't do maths'; your child might start to think like that themselves.
2. Praise **effort** - this shows that by working hard they can always improve.
3. Talk about and do everyday maths together.



Out and About

Exploring your local community or playing sports provides a wealth of opportunities to develop an understanding of basic mathematical concepts.

- **Go on a shape hunt** - How many 2D ("flat") and how many 3D ("fat") shapes can you find? How many circles, squares, rectangles, triangles, cubes, cuboids, cylinders etc can your child find? (eg road signs, window shapes, food cans, boxes etc). Can you spot any patterns?
- **Play games that use counting** - Hopscotch, Hide and Seek, What's the Time Mr Wolf? Skipping etc
- **Get moving!** - create repeated patterns by making up short dances, or rhythms using your body (e.g. clap, clap, hop, jump, and repeat).
- **Be Sporty** - sports provide the perfect opportunity to talk about speed, scores and time. How many times can you throw and catch a ball without dropping it? Run to the lamppost, do 5 star jumps then run back.
- **Look for numerals** on doors, buses, cars, signs, at home, at the shops... anywhere. Remember to talk about what the numbers mean. Begin to compare - which door number is greater? 9 or 11?
- **Count anything** - how many lampposts are on our street? How many houses have a red door? How many dogs can you count in a day?
- **Talk about time** - for example, how long does it take to walk to the shop, or to school? What time is your favourite television program on?

Games - *Maths is fun!*

Games help children to develop a positive attitude towards maths. Whenever they are playing something that involves maths, tell them it's maths! This helps children realise just how much we use maths every day and how enjoyable it can be.

- **Play with cards** - players take 2 cards and add the numbers - the player with the highest number wins.
- **Play with blocks** - get them to think about size, colour, shape, weight, texture, and create patterns and structures too. Ask them to guess how many blocks they could pile up without them falling down.
- **Play 'I spy'** but with numbers or shapes.
- **Play with containers** - how many socks can you fit in the box? Which container holds the most sand/water/beads etc.
- **Play the Clue Game** - Pick an object and give your child clues to that object by using directional language: up, down, over, under, between, through, beside, behind, in front of, and on top of. To make the game more challenging give two part directions e.g. 'It's on top of the table and to the left of the TV'.
- **Board Games** are great for developing skills. Try games like Connect 4, Jenga, or Snakes and Ladders.



Key Language to Use

Light/lighter, heavy/heavier, one more, one less, fewer, long/longer, short/shorter, double, pair, how much? How many? How many more? How many less? Minutes, hours, sort, set, repeating pattern, circle, square, triangle, rectangle, cube, cuboid, cylinder, pyramid, up, down, over, under, between, through, beside, next to, behind, in front of, and on top of, coin, change, altogether, save, cost, price.

Indoor Activities

- **Cook together** - give your child experience of using scales, measuring jugs and timers.
- **Count everyday objects together** - for example at the supermarket, "There are 5 of us in the family - let's choose an apple for each of us". When setting the table - we each need a fork - how many forks do we need? How many knives? Grandma and Grandad are coming for dinner. How many forks will we need now?
- **Develop an awareness of capacity** - allow your child to play with plastic cups and containers at bath time - which holds the most? The least?
- **Put everyday objects in order** by weight, height and size
- **Make patterns** with objects, colouring pencils, paint or play-dough.
- **Build structures** with Duplo, Lego, or cardboard boxes.

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- **Discuss the shape and size of objects** - “Who has the smallest feet?” “Which is taller/longer/heavier?”
My hand is bigger than yours. Can you find a smaller stone? A longer stick etc. The plate is a circle shape, that road sign is a triangle. How many triangle shaped road signs can you spot on our journey to school? Play with objects - buttons, pebbles, shells, beads, Lego - look for similarities and differences, order them by size, group them by colour or shape and make patterns with them.
- **Introduce counting in pairs** - for example when pairing socks or grouping coloured pegs as shown in the photograph.
- **Solve problems** by working out ‘how many altogether’ or ‘how many more’, such as: ‘We have 3 red apples and 2 green apples, so how many apples do we have altogether?’ or ‘We have 6 chocolates/oranges/crisps, if I eat 3, then how many will we have?’ ‘We bought 6 bananas, we have eaten half of them. How many are left?’
- **Share a book** - many books promote a love of number and mathematical concepts - We’re Going on a Bear Hunt, The hungry Caterpillar, Thomas the Tank Engine, The pet Sale etc.



Maths and Money



- Match coins, talk about them and name them.
- At the shops - ask them to guess how much a couple of items will cost. Give them small amounts e.g 20p, - what can they buy? Talk about the items you buy - which are more expensive, which are cheaper? Which are heavier, which are lighter?
- When buying fruit and vegetables, allow your child to help by counting the items as they are placed in the bag.
- Play shops - make some pretend money (or use play money or even real money) for your play shop, and use items from all over the house as shop items. By 'buying' things with play money, your child begins to understand that different things need different amounts of money.
- Give your child a money box, give them your loose change each week. Help them to add together their “savings” and recognise the different coins.

