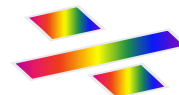


Name :



Helping your child with maths



Date started:-

INDIGO
WALL

Date completed:-

The maths work your child is doing at school may look very different to the kind of 'sums' you remember. This is because children are encouraged to work mentally, where possible, using personal jottings to help support their thinking. **One thing hasn't changed; children still need to have a secure understanding of essential facts such as times tables.**

You can help your child do well and enjoy maths by helping them learn these facts.

You can see which facts your child needs to learn by looking at page 2 of this booklet. This shows two walls. The first is made up of statements about the facts your child needs to learn. On the second wall each corresponding brick contains examples to help you understand what we expect children to be able to do.

When you or your child's teachers think they have secure understanding of the facts needed for one brick that brick should then be shaded in using the wall colour. This will show your children how well they are doing; it is always a great feeling to know you have learnt something!

INDIGO WALL

Remember quickly all the multiplication facts up to 10×10	Remember or work out quickly all the division facts up to 10×10	Identify pairs of factors of two digit whole numbers
Work out quickly the complements to 100.		Use place value to work out sums and differences of pairs of decimals
Find common multiples e.g. for 6 and 9	Multiply pairs of multiples of 10	Multiply pairs of multiples of 100

INDIGO WALL EXAMPLES

Remember quickly all the multiplication facts up to 10×10	Remember or work out quickly all the division facts up to 10×10	The pairs of factors of 18 are 18,1 9,2 6,3 These are the numbers that multiplied together give the answer 18
Play 'ping pong' to practise with your child. You say a number. They reply with how much more is needed to make 100. e.g. if you say 64, they reply 36		Using their knowledge of the pairs of numbers that make tens children can identify totals such as $0.8+0.2=1$ $3.8+0.2=4$
For 6 and 9 the common multiples include 18, 36, 54 because these three numbers are answers in both multiplication tables	$3 \times 2 = 6$ $30 \times 2 = 60$ $30 \times 20 = 600$	$3 \times 2 = 6$ $300 \times 2 = 600$ $300 \times 20 = 6000$

How long should I spend on each brick?

We expect most children to work on each wall for about one year as the emphasis is on the facts being very secure in your child's mind so they can recall them rapidly.

Frequently Asked Questions

Which brick should I start with?

Your child's teacher will let you know the bricks that will be particularly helpful to start with. However you know your child and may choose to start with an area of maths they enjoy. A positive attitude to maths is essential

What is? There seem to be so many new words in maths now!

You are not alone in not knowing what some of the technical language means. So we have included a glossary. If you are still not sure ask your child's teacher

Some quick ideas

Pairs to 100

This is a game for two players.

- ◆ Each draw 10 circles. Write a different two-digit number in each circle – but not a ‘tens’ number (10, 20, 30, 40...).
- ◆ In turn, choose one of the other player’s numbers.
- ◆ The other player must then say what to add to that number to make 100, e.g. choose 64, add 36.
- ◆ If the other player is right, she crosses out the chosen number.
- ◆ The first to cross out 6 numbers wins.

Play Bingo.

Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 7 to practise the seven times tables). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.

To help practice pairs to 100 or 1

Give your child an answer. Ask them to write as many addition sentences as they can with this answer e.g.
 $100 = \quad + \quad$. $1 = \quad + \quad$.

If you try this with multiplication it will help your child with factors e.g. $15 = \quad \times \quad$.

Glossary

Complement: A way of describing the missing number of number pairs that make a certain total.
e.g. For the total 100 the complement to 35 is 65, For the total 20 the complement to 18 is 2

Factors: The factors of a number are those that the number can be divided by to give a whole number answer. Another, perhaps easier way to think of them is as the pairs of numbers that can be multiplied to give the number

e.g The factors of 20 are 20, 1 ($20 \times 1 = 20$)
2, 10 ($10 \times 2 = 20$)
4, 5 ($5 \times 4 = 20$)

Multiples: 10, 20, 30, 40, 50, 60, and 70 are multiples of ten as they can be divided exactly by ten.

Place Value: We use ten digits to record all our numbers, 0,1,2,3,4,5,6,7,8,9. The value of each digit depends on its place in a number. As a digit moves to the left it becomes ten times bigger.

				0	•	2	Two tenths
				2			Two
			2	0			Two tens
		2	0	0			Two hundred
	2	0	0	0			Two Thousands
2	0	0	0	0			Two lots of ten thousand