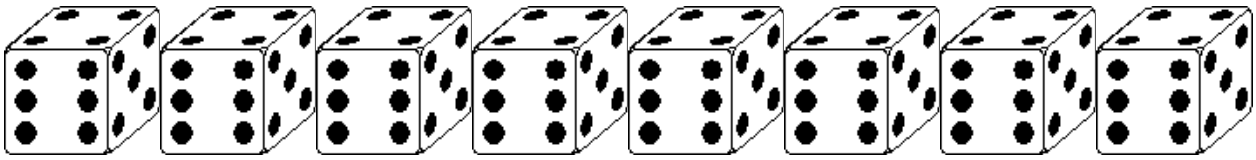
Game Time!



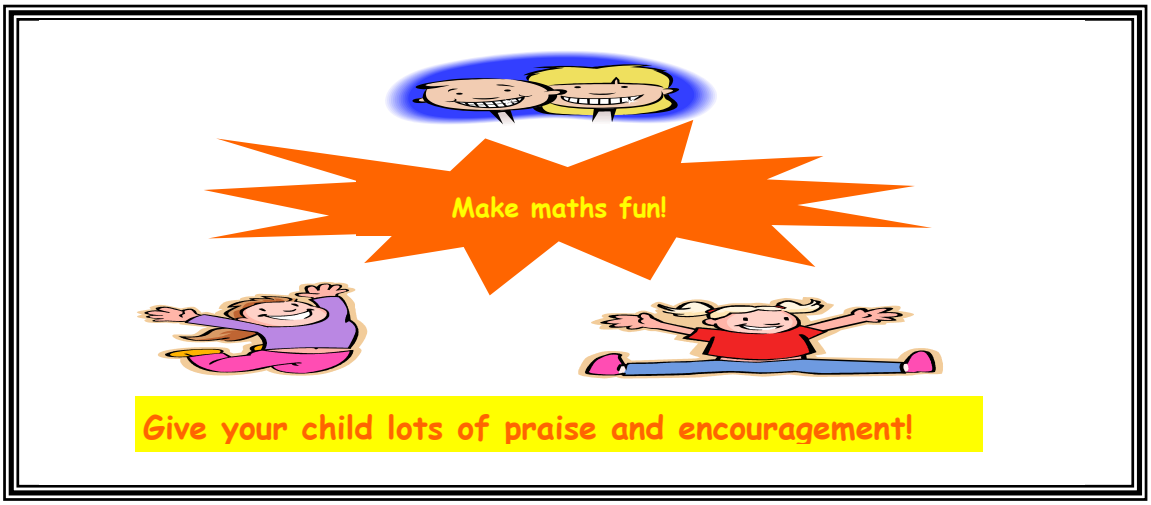
- Play board games with your child but use two dice instead of one to help your children practice making totals.

- Play board games with numbered tracks on them. Ask children to predict which what number the counter will move on to.

- Use packs of playing cards for some two player games :-
- Snap can help with counting and number recognition
- Players take it in turns to turn cards over. The first player to identify a multiple of 2 (or 5 or 10) picks up the pile of turned over cards. Play continues until one player has all the cards
- Players take it in turns to turn cards over. The first player to say the total made by adding the two cards together wins that pair of cards. The winner is the player with the most pairs.

- Bingo.
  Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five 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.

- Dominoes
  Instead of matching dots players join dominoes that make a given total e.g. 6.



Name :

Helping your child with maths

Date started:-

ORANGE 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!

Orange Wall

Know all pairs of numbers with a total of 10	Know all the addition facts for the totals 2, 3, 4 and 5	Read and write the numerals 0-20
Count on and back in ones along a number line from any small number	Count on and back in twos	Count on and back in fives
Count on and back in tens	Remember the doubles of all numbers to at least 10	Begin to work out the first ten multiples of 2
Begin to work out the first ten multiples of 5	Begin to work out the first ten multiples of ten	

Orange Wall Examples

• find pairs of cards with a total of 10; • say how many more sweets are needed to make 10 altogether.	e.g. for fours 0 + 4 = 4 4+ 0 = 4 1 + 3 = 4 3 + 1 = 4 2 + 2 = 4	Read and write the numerals 0-20 e.g. putting price labels on objects in a play shop
Count on four from 3… four, five, six, seven. Count back four from 12… eleven, ten, nine, eight. Count back from 10 to 6. nine, eight, seven, six.	Join in rhymes like: One, two, buckle my shoe Count rhythmically in twos to 20 or more. Count back again. Now start at 1. Count in steps of two to 20 or more. Count back again.	Chant in fives using hands as a visual resource to help them 20, 15, 10, 5
Count on in tens from zero... Count on in tens from 30... Count on in tens from 3… Count back in tens from 100... Count back in tens from 63	Respond rapidly to oral questions phrased in a variety of ways, such as: • Double 4. Half of 6. Two fives. • I roll double 3. What's my score? • How many toes are there on two feet? • How many socks in two pairs?	Join in rhymes like: Two, four, six, eight, Mary at the cottage gate... Colour every other number on a number track to 20.
Chant in 5's up to 50.	Colour in numbers ending in zero. Say how many 10's to make the number they have coloured in	

Frequently Asked Questions

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.

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!

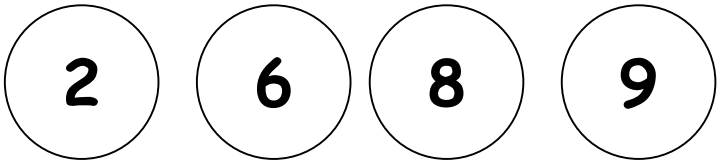
You are not alone in not knowing what some of the technical language means. So we have included a glossary. If you are still not sure ask your child's teacher

Some Fun Ideas.

Adding circles

For this game, you need a dice and pencil and paper.

- *Each of you should draw four circles on your piece of paper. Write a different number between 2 and 12 in each circle.*



- *Roll the dice twice. Add the two numbers.*
- *If the total is one of the numbers in your circles then you may cross it out.*

The first person to cross out all four circles wins

Dicey coins

For this game you need a dice and about twenty 10p coins.

- Take turns to roll the dice and take that number of 10p coins.
- Guess how much money this is. Then count aloud in tens to check, e.g. *saying ten, twenty, thirty, forty…*
- If you do this correctly you keep one of the 10p pieces.
- First person to collect £1 wins.

Glossary

Number Line - The numbers are labels for points on the number line. Like ruler

1 2 3 4 5 6 7 8 9 10

Number Names- The way we say numbers

Number Track – The numbers are in order in boxes. The numbers on many board games are organised along number tracks

1	2	3	4	5	6	7

Numerals – The way we record numbers 1, 2, 3, 4, 5, 6, 7 etc.

Match- The children know that numbers can represent an amount

e.g. **2** ☺☺

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