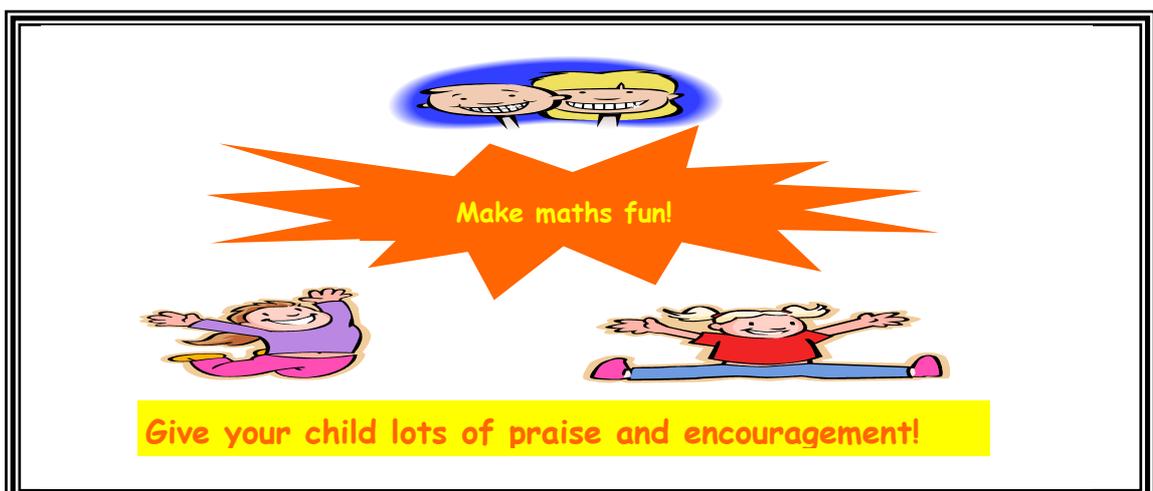
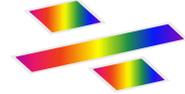


## COUNTING IDEAS

- © Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers - 4, 5, 6 . . .
- © Sing number rhymes together - there are lots of commercial tapes and CD's available.
- © Give your child the opportunity to count a range of interesting objects (coins, pasta shapes, buttons etc.). Encourage them to touch and move each object as they count.
- © Count things you cannot touch or see (more difficult!!). Try lights on the ceiling, window panes, jumps, claps or oranges in a bag.
- © Play games that involve counting (e.g. snakes and ladders, dice games, games that involve collecting objects).
- © Look for numerals in the environment. You can spot numerals at home, in the street or when out shopping.
- © Cut out numerals from newspapers, magazines or birthday cards. Then help your child to put the numbers in orders.
- © Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?



Name :



# Helping your child with maths



Date started:-

Date completed:-

RED  
WALL

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!

## RED WALL

Say and use the number names 1-5 in order	Say and use the number names 1-10 in order	Count aloud in ones
	Count aloud in twos	Count aloud in fives
Recognise numerals 1-9	Find the correct number of objects to match a given number from 1-5	Find the correct number of objects to match a given number from 1-10
Say the number one less than any number up to 10	Say the number one more than any number up to 10	

## RED WALL EXAMPLES

Counting as they walk up the stairs or along paving stones on a path	Count the bricks in a tower they have made touching each one as they count and say the number	Join in rhymes or sing songs such as: Five little ducks went swimming one day... Five little speckled frogs... Five little monkeys jumping into bed... Five currant buns in the baker's shop... Alice the camel has ten humps... Ten green bottles... One man went to mow...
Number rhymes or counting in pairs: for example, The pairs of children, The pairs of socks on the line, The pairs of animals, The eggs in an egg box.	Chant in fives using hands as a visual resource to help them 5, 10, 15, 20.....	Recognise the ways numbers are written. Start with numbers familiar to them: for example, their age, house number, bus number...
Ask your child to point to a number on a clock face. Other ideas are numbers in a pack of shuffled cards, on a calculator key-pad, on the telephone, on the computer keyboard, on a video recorder.....	Find the correct number of objects to match a given number from 1-5	Find the correct number of objects to match a given number from 1-10
Use a number track to help answer questions like • What number comes before 10? • What numbers are next to 9? • What number is one less than 7? (Say: 6 is one less than 7...)	Make a staircase pattern with bricks, or on pegboard... Make each step one more,	

### 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 Games to Help

### One more, one less

For this game you need a dice, a coin

and some building blocks or Lego bricks.

- ◆ Take turns to roll the dice.
- ◆ Build a tower with that number of blocks or bricks.
- ◆ Then toss the coin. Heads means take one brick off. Tails means add one on.
- ◆ If you can guess how many bricks there will be after this, you keep them!
- ◆ The first to collect 20 bricks or more wins!



### Recognising numbers

Choose a number for the week, e.g. 2.

Encourage your child to look out for this number all the time.

- ◆ Can your child see the number 2 anywhere?



### Counting

- ◆ Use old magazines, comics or greetings cards. Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5. Throw a dice. Can your child guess how many dots there are? Check by counting.
- ◆ Ask your child which number on the animal matches the dots on the dice



## Glossary

**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

**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** = ☺☺