

Helping Your Child in Maths



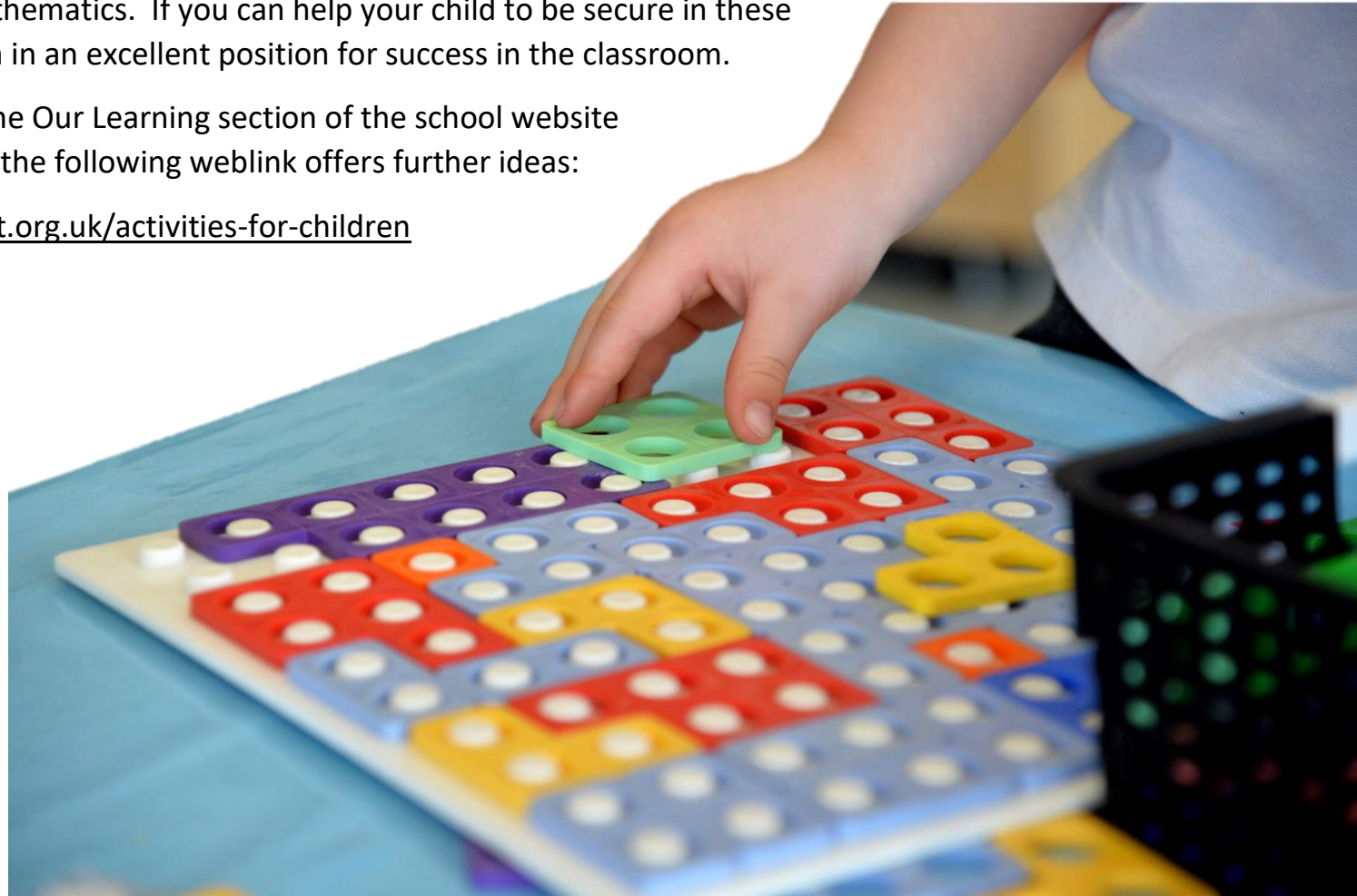
Dear Parent/Carer.

At Heymann, we believe you have a very valuable role in supporting your child's mathematics education. By being engaged in your child's learning, you will improve their life chances.

This document outlines key areas which we would welcome your support with. These concepts can be thought of as the fundamentals for success in mathematics. If you can help your child to be secure in these skills, then you are putting them in an excellent position for success in the classroom.

More support can be found in the Our Learning section of the school website under Helping Your Child. Also, the following weblink offers further ideas:

<https://www.familymathstoolkit.org.uk/activities-for-children>



	Early Years (Under 5s) Help your child to:	Key Stage 1 (Ages 5 to 7) Help your child to:	Lower Key Stage 2 (Ages 7 to 9) Help your child to:	Upper Key Stage 2 (Ages 9 to 11) Help your child to:
Number	<ul style="list-style-type: none"> • Say the numbers to 10 in order; • Count accurately, saying one number for each object. This includes counting objects in a row, counting objects not in a row and counting out objects from a larger group. 	<ul style="list-style-type: none"> • Know multiplication facts for 2s, 5s and 10s; • Know number bonds and related facts within 20; • Order and compare numbers up to 100; • Count forwards and backwards from any given number up to 100; • Divide objects into fraction parts e.g. a cake; • Use real life examples to find $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ and $\frac{1}{3}$ of a quantity or number. 	<ul style="list-style-type: none"> • Know all multiplication facts up to 12×12; • Know number bonds and related facts within 100 and 1000; • Order and compare numbers up to 10 000; • Count forwards and backwards from any given number up to 10 000; • Use real life examples to find a greater range of fractions e.g. $\frac{2}{3}$, $\frac{5}{6}$ or $\frac{7}{10}$ of a quantity or number. 	<ul style="list-style-type: none"> • Know all division facts up to 12×12; • Order and compare numbers up to 10 000 000; • Count forwards and backwards from any given number up to 10 000 000; • Spot and discuss decimals and percentages used in real life.
Shape	<ul style="list-style-type: none"> • Use and understand positional language - e.g. in, on under, behind; • Use and understand shape language - e.g. side, corner, curve, straight. 	<ul style="list-style-type: none"> • Name and describe the common 2D shapes; • Name and describe common 3D shapes. 	<ul style="list-style-type: none"> • Name and describe types of triangles and quadrilaterals; • To recognise the nets of common 3D shapes, e.g. by unfolding different cardboard boxes. 	<ul style="list-style-type: none"> • Use a protractor to draw and measure angles.
Measures including Money and Time	<ul style="list-style-type: none"> • Use the language of measures e.g. tall, short, long, heavy, light, full, empty. 	<ul style="list-style-type: none"> • Recognise coins and use them to count amounts of money; • Read time on an analogue clock to the nearest hour, half hour, quarter past and quarter to; • Know the months of the year in order; • Know the number of days in a week; • Know the number of seconds in a minute; and minutes in an hour • Find opportunities to measure things together, making comparisons and reading scales where possible. 	<ul style="list-style-type: none"> • Recognise the £ sign and write different amounts of money using the correct format e.g. £1.50 not £1.5; • Find change from whole numbers of pounds e.g. £5 or £10; • Read time on analogue and digital clocks to the nearest minute; • Know the number of hours in a day, days in a year, weeks in a year, days in each month of the year, years in a decade or century; • Find opportunities to measure things together, making comparisons and reading scales where possible. 	<ul style="list-style-type: none"> • Solve problems involving money, e.g. work to a budget; • Solve problems involving time e.g. read a timetable and plan a journey; • Solve problems involving measures e.g. scale the quantities in a recipe up or down, work out how many washes one bottle of shampoo will do.

