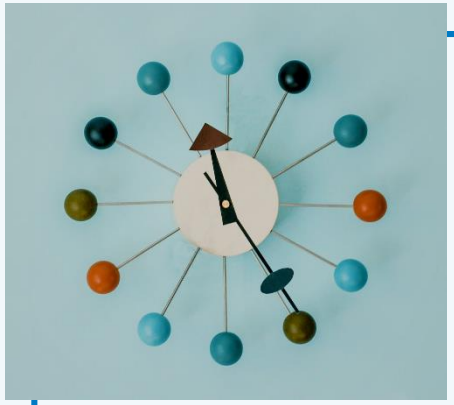
Tips for Home

Try searching for some subitising songs and videos online.

Use blank 5 or 10 frames and add different amounts.

Use dice to practise dot recognition.

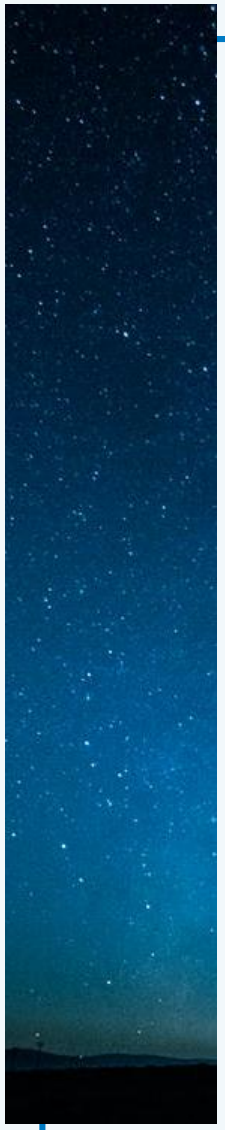
Concept of Time

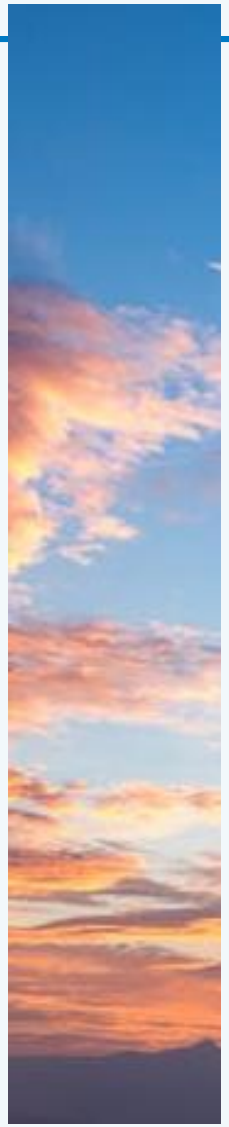


Children are introduced to the concept of time through everyday language.

We talk about what happens in the morning, afternoon or evening, at the weekend or during the holidays.

We think about how long films last or how much time it takes to do something or travel somewhere.





Routines

Reinforce your child's understanding of time by looking at how we measure time.

Talk about days, months and seasons.

Look for time in real life contexts and explain why it is useful to know the time.

Encourage your child to use a timer on a phone or microwave to apply their knowledge.

Telling the Time

Children can have difficulty linking a clock face to what they know about number.

A number line with 1-12 can help with time.

1	2	3	4	5	6	7	8	9	10	11	12

Children can use this number line to answer questions.

Children can then see a clock face as a circular number line.

If it is 5 o'clock, what time will it be in 2 hours?

Shape

Children will work with 2D and 3D shape at Early Level.

They will be asked to name common 2D and 3D shapes and describe shapes using words like straight, round, flat and curved.

Children will be asked to sort shape according to their properties.

Practise at home with tins, cans and cereal boxes that you have around the house.

Fractions

2D shape is also used to look at fractions.

Children will be given shapes like circles and squares and asked to fold and cut them to show halves and quarters.

Fractions can also be shown as an amount of a total. You might split your sweets in half or share them between 4 people.

Talk about fractions at home when you are cutting cake, pizza or sharing sweets. Use the words halves and quarters and talk about how fractions have to be equal in size to be fair.

Measurement

Encourage your child to use mathematical language when talking about measurement.

Use everyday activities to compare sizes.
Who is the tallest and smallest in the house?
Which cooking ingredient is heavier or lighter?

Draw and look at pictures in books that help show size and position. For example, the girl is next to the tree and the tree is taller than the girl.

Practise estimating how long objects are and use smaller items to check answers. For example, estimate how long a pencil is using paper clips then check the result.

Data Collection

At Early Level, children will collect and sort objects then apply their counting skills to find out information.

They might make simple bar charts or pictograms and answer questions about them. For example, how many children had an apple for snack?
How many snacks did P1 eat altogether?

Let your child sort toys or sweets at home. They could sort them by colour or size. Encourage them to make up their own questions to ask you!

Part, Part, Whole

Children are taught to use the **part, part, whole** model to help them understand the ‘story’ behind numbers.

Part, Part, Whole

The part, part, whole model looks like this:

Part	Part
Whole	

Using Number Stories

I have 5 sweets and I give you 2. How many do I have left?

You have 2 sweets and I have 3. How many do we have altogether?

I have 5 sweets. I keep 3 and give the rest to you. How many sweets do you have?

The part, part whole model can be used for all these questions.

Part **3**	Part **2**
Whole **5**	

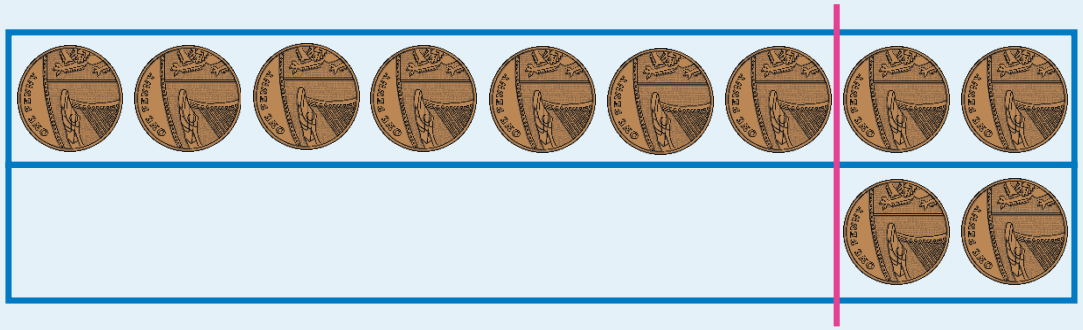
Comparing Numbers

Children can find comparing numbers very tricky.

I have 2 sweets and you have 3. How many more sweets do you have?

I have 9p and you have 2p. How much more money do I have?

The part, part, whole model can help children see the comparison.



Supporting at Home

Ask your child the same question in different ways; make a maths story!

Use different maths words to help their understanding.

Some examples include:
subtract, take away, left, minus
add, plus, altogether
equals, make

Make maths activities part of everyday life and play.