
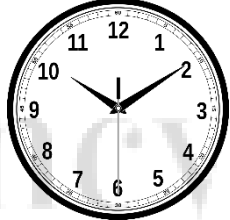


# Supporting your child at home with Mathematics

Supporting your child at home with Mathematics might be something you are really not looking forward to. However, below are a few ideas that could really support your child and their school upon the return to normal schooling.

## TIME

Time is one of the hardest concepts in Mathematics to learn yet is one of the things that home can really do to help. If your child returns to school with a solid understanding of time, this will impact hugely on their future learning but also give them an incredible life skill. Below I have listed the expectations for children in each year group regarding time along with a few ideas of what you could do to support. Each year group must continue to learn the knowledge and skills from the previous year groups too so have a look for ideas across the range.

RECEPTION	YEAR 1	YEAR 2
<p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>- order important times in the day</li> <li>- begin to learn the names of the days of the week</li> <li>- begin to learn the names of the months of the year</li> </ul> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- Create a visual timetable for the day deciding what you will do and when discussing using different language such as first, next, then, this morning, later today etc</li> <li>- Write the names of days / months on pieces of paper. Can you order them?</li> <li>- What events happen in different months?</li> <li>- If I time you for 1 minute, how many times do you think you could catch a ball / draw a circle etc? Let's find out.</li> </ul>	<p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>- compare and describe time</li> <li>- sequence events in order</li> <li>- know the names of the days of the week</li> <li>- know the names of the months of the year</li> <li>- tell the time on an analogue clock; o'clock and half past the hour</li> </ul> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- Which takes longer – cleaning our teeth or watching a movie?</li> <li>- Where are all of the clocks in our house? What's the same? What's different?</li> <li>- Have you got a watch? How does it work?</li> <li>- Which hand is the minute hand? (longer word – longer hand) Which hand is the hour hand? (shorter word – shorter hand)</li> <li>- Can we count in 5s around the clock? We are counting the minutes in an hour.</li> </ul>	<p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>- compare and sequence intervals of time</li> <li>- know the number of minutes in an hour</li> <li>- know the number of hours in a day</li> <li>- tell the time on an analogue clock; o'clock and half past the hour, quarter to/past the hour, to the nearest 5 minutes</li> </ul> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- Set a number of challenges / chores to do. Which do you think will be quickest? Which do you think will take longest? Order to show your predictions. Complete the tasks and record how long it takes you. Were your predictions correct?</li> <li>- If your child has an analogue watch, let be the timekeeper for the day and tell you when it's time to do certain things</li> </ul>
	<p>Analogue Clock</p> 	<p>Analogue clock</p> 

### YEAR 3

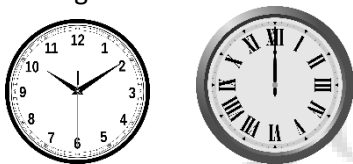
#### Expectations:

- tell the time on an analogue clock;
- tell the time on an analogue clock with Roman numerals;
- tell the time using am and pm, e.g. 7.23pm
- know the number of seconds in a minute;
- know the number of days in each month, a year and leap year;
- compare durations of time.

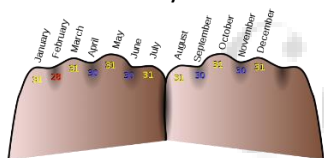
#### Ideas:

- give your child a list of activities that you typically do throughout the day, e.g. clean teeth, eat breakfast, read a book. What time of the day do you normally do these? Could you say the time using am and pm? Could you order them? How long do you think it would take you to do these things? Estimate and then time yourself to find out.
- Watch the second hand go around the clock – how many seconds are in 1 minute? So, how many seconds are in 10 minutes?
- How many times can you kick a ball against a wall in 120 seconds?
- Learn how to use your knuckles to help remember how many days are in each month

#### Analogue clocks



#### Knuckles – days in each month



If the month is on a knuckle, it has 31 days. ... Starting with the 1st knuckle as January, the space between knuckles as February 2nd Knuckle is March... etc. Once you get to the fourth knuckle, July, start over at the first knuckle for August

### YEAR 4

#### Expectations:

- tell the time on an analogue clock;
- tell the time on an analogue clock with Roman numerals;
- tell the time using am and pm, e.g. 7.23pm
- know the number of days in each month, a year and leap year;
- compare durations of time.
- convert analogue and digital times, 12 and 24 hour, e.g. 7.23pm, 19:23
- convert hours to minutes, minutes to seconds, years to months, weeks to days

#### Ideas:

- How many days are in each month? Can you use this to find out how many days are in a year? You can use a calculator to help you! How does this change in a leap year?
- How many hours are in a day? How do we use this when telling the time on a digital clock? E.g. 1pm is 13.00
- How do we tell the time at 12 o'clock for digital times? E.g. 12 noon – 12.00, 12 midnight – 00.00
- Would you eat breakfast at 07.00 or 19.00?
- Give your child different events for them to tell you the time you might complete these – can they tell you using am / pm (5.15pm), analogue clocks (quarter past 5), 12-hour digital (5:15pm) and 24-hour digital (17.15)?
- How many days since you were last at school? How many hours is this? How many weeks?
- How many days until your birthday? How many weeks is this? Months?
- How long does it take for you to watch a movie? How many minutes is this? How many seconds?
- I had a shower that lasted 12 minutes. I ate my tea in 1200 seconds. Which took longer? By how much time?

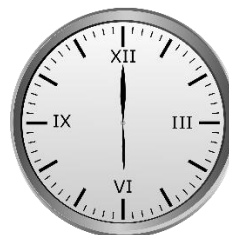
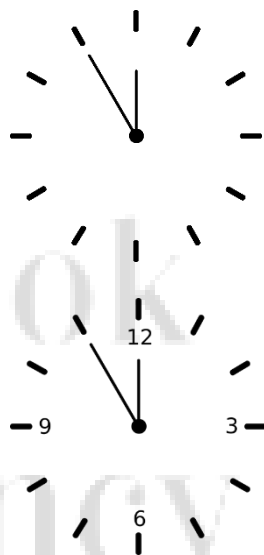
### YEAR 5 AND YEAR 6

#### Expectations:

- tell the time on an analogue and digital clock, using am/pm, 12 hours 7.23pm and 24 hour digital 19:23;
- tell the time on an analogue clock with Roman numerals;
- compare durations of time.
- convert analogue and digital times, 12 and 24 hour, e.g. 7.23pm, 19:23
- convert hours to minutes, minutes to seconds, years to months, weeks to days

#### Ideas:

- complete all of the activities from the other year groups but try using clocks of different types such as those with numbers missing
- if you have access to a timer on a watch or tablet etc, make a prediction for how long it will take you to do different tasks. Make some predictions in seconds / minutes / hours etc. Complete the tasks and time yourself doing so. How close were your estimates? What is the difference between your estimate and the real time?



## MONEY

Money is also now one the harder things to teach our children, simply because we don't handle money enough in today's world. Whilst you probably won't be going out and using money much whilst not being at school, you may find opportunities to do some of the following activities at home with your children?

- How many coins can we find at home?
- Sort coins and notes according to their properties – e.g. shape, colour,
- Order the coins from smallest value to the largest?
- Which values of money do we not have in a coin? E.g. 3p, 4p coins.
- How could we make the missing values of coins? How many different ways could we do this?
- Set up a role play shop experience at home – how many things can you buy?
- Do you have a money box? How much is in it? What is the smallest way you could make this amount?
  
- Model finding change on a number line using the 'shopkeepers' method' (Key Stage 2 children only)

I buy something at the shop for 45p. I give the shopkeeper £1. I count up from 45p ... 5p takes me to 50p, another 50p takes me to £1. I will get 55p change.



## PLAY BOARD GAMES, CARD GAMES AND DOMINOES

Playing traditional games with our children offer so many great mathematical opportunities. Any board game that involves a dice involves maths straight away. A few suggestions are below.

- Snakes and Ladders
- Mouse Trap
- Monopoly
- Uno
- Turn two playing cards over, add/multiply the cards together – whoever has the largest total wins and keeps the cards. Who will be out first?
- Find all the dominoes which add up to 8 etc?
- Put all the dominoes face down, choose one and multiply/add the top dots by/to the bottom dots – largest product/total wins the domino. Who will get the most?

## LOCAL VILLAGE TRAIL – RAINBOWS IN WINDOWS

In the local area, a suggestion has been made to make and stick a rainbow in your window. When you go out for your daily fresh dose of fresh air and walking around the village – how many rainbows can you see? Can you make a tally? Could you present your findings in a graph? How does this compare over the days?

## EVERYDAY MATHS AT HOME

There is lots of maths in our everyday life ... find as many opportunities to talk and use maths every day. A few suggestions are below.

- Set the table – how many pieces of cutlery do you need altogether etc?
- Help measure ingredients for making a meal
- Take the temperature outside every day – KS2 children could record this on a graph
- Plant some bulbs ready for summer and make a plant diary measuring the shoots etc every day