



Help Your Child Love Maths!

How do you feel about maths?

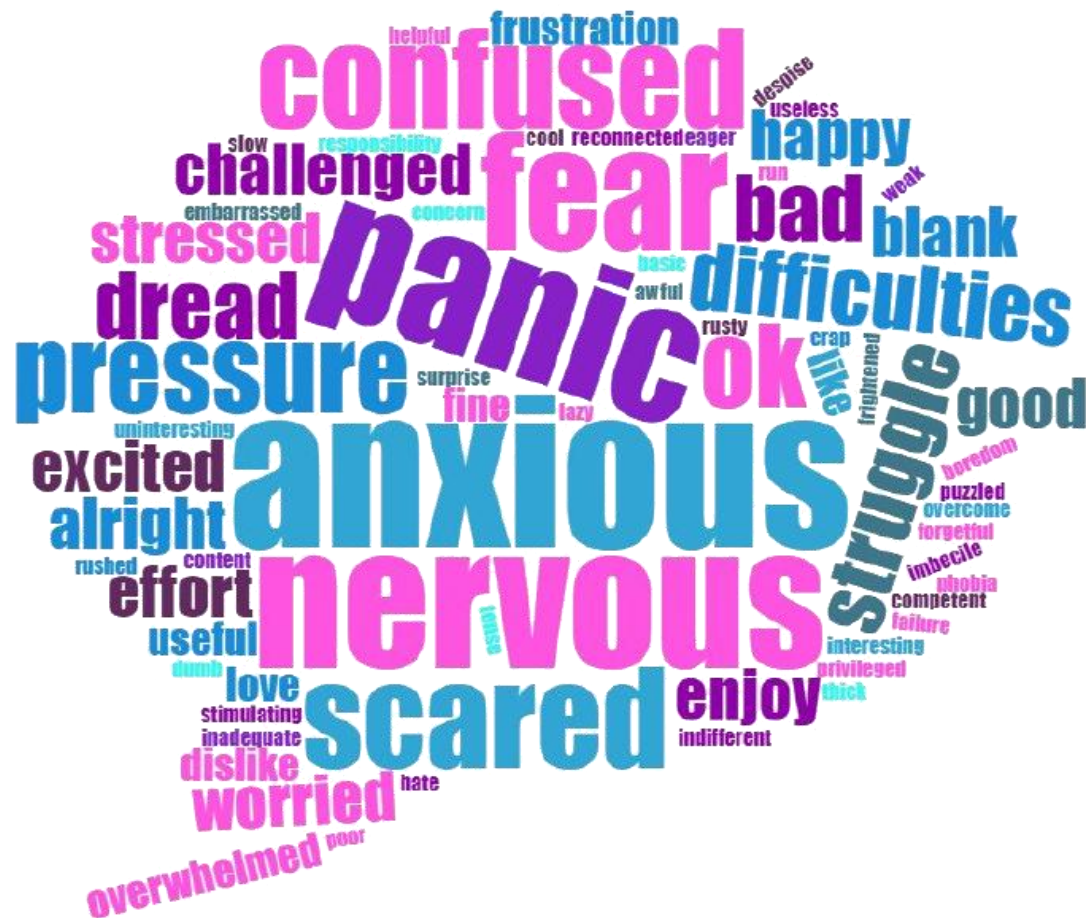


Discussion



**How do you
feel about
maths?**

How do you feel about maths?



Grace Mary's top tips for families

1

**Point
out maths in
the real world**



2

**Be positive
about
maths**



3

**Praise effort
rather than
talent**



4

**Improve
your own
confidence**



Grace Mary's top tips for families





Point out the maths
in everyday life

Maths in everyday life

Where do we see maths and numbers in everyday life?

“Students’ motivation to learn maths is higher among students whose parents discuss how mathematics can be applied to everyday life,” (The Programme for International Student Assessment 2013).



Discussion



**Where do we see
maths and
numbers in
everyday life?**

Maths in everyday life



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Planning journeys

- Using time
- Reading timetables



.....

Shopping

- Recognising coins
- Checking change
- Working out sale prices
- Using a budget

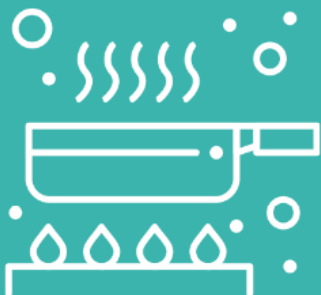


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D.I.Y.

- Measuring materials
- Using ratios to mix materials

Maths in everyday life



Cooking

- Counting and weighing ingredients
- Using metric and imperial measurements
- Scaling up recipes



Making financial decisions

- Setting up a monthly budget
- Interest rates



Reading the news

- Understanding graphs
- Understanding facts and figures, including percentages



**Be positive about
maths**

Be positive about maths

Here are some things people sometimes say to children about maths.

- Have you heard these things being said?
- What could be said instead to encourage positive attitudes in children?



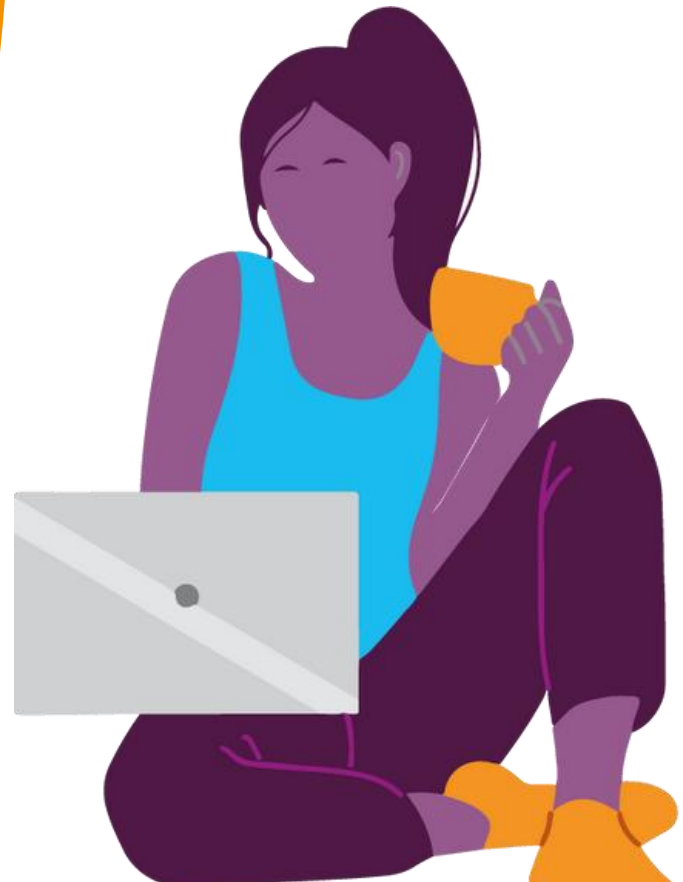
Discussion



“I was never any good at maths at school and it did me no harm.”

Discussion

“You won’t need to
worry about maths
once you’ve
finished school.”



Discussion



“It’s ok. You can’t be good at everything. You’re better at literacy. Your brother is more of a maths-y person.”

Discussion

“Well done for getting that right. You’re so clever.”





**Praise effort, rather
than talent**

Praise effort, rather than talent

Praising talent:

- Well done. You're so clever.
- You're naturally really good at this.
- It's amazing that maths is so easy for you.

Praising effort:

- Well done for working so hard at that.
- You've learned so much, well done.
- It's great that you kept going with that even when it was tricky.

Growth Mindset



Fixed Mindset

Some people are born with certain abilities

People are born with gifts and talents

There's no point in trying to improve if you aren't born with an ability

vs.

vs.

vs.

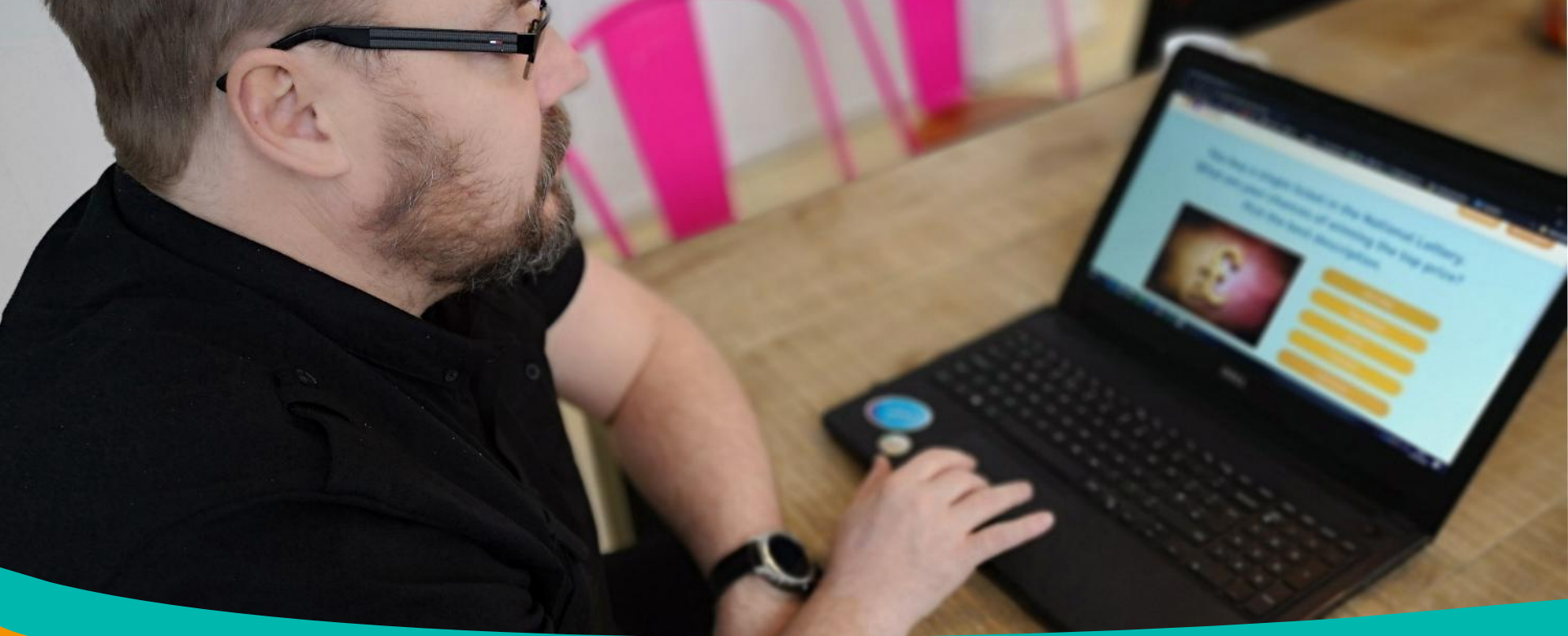
Growth Mindset



Ability is not fixed

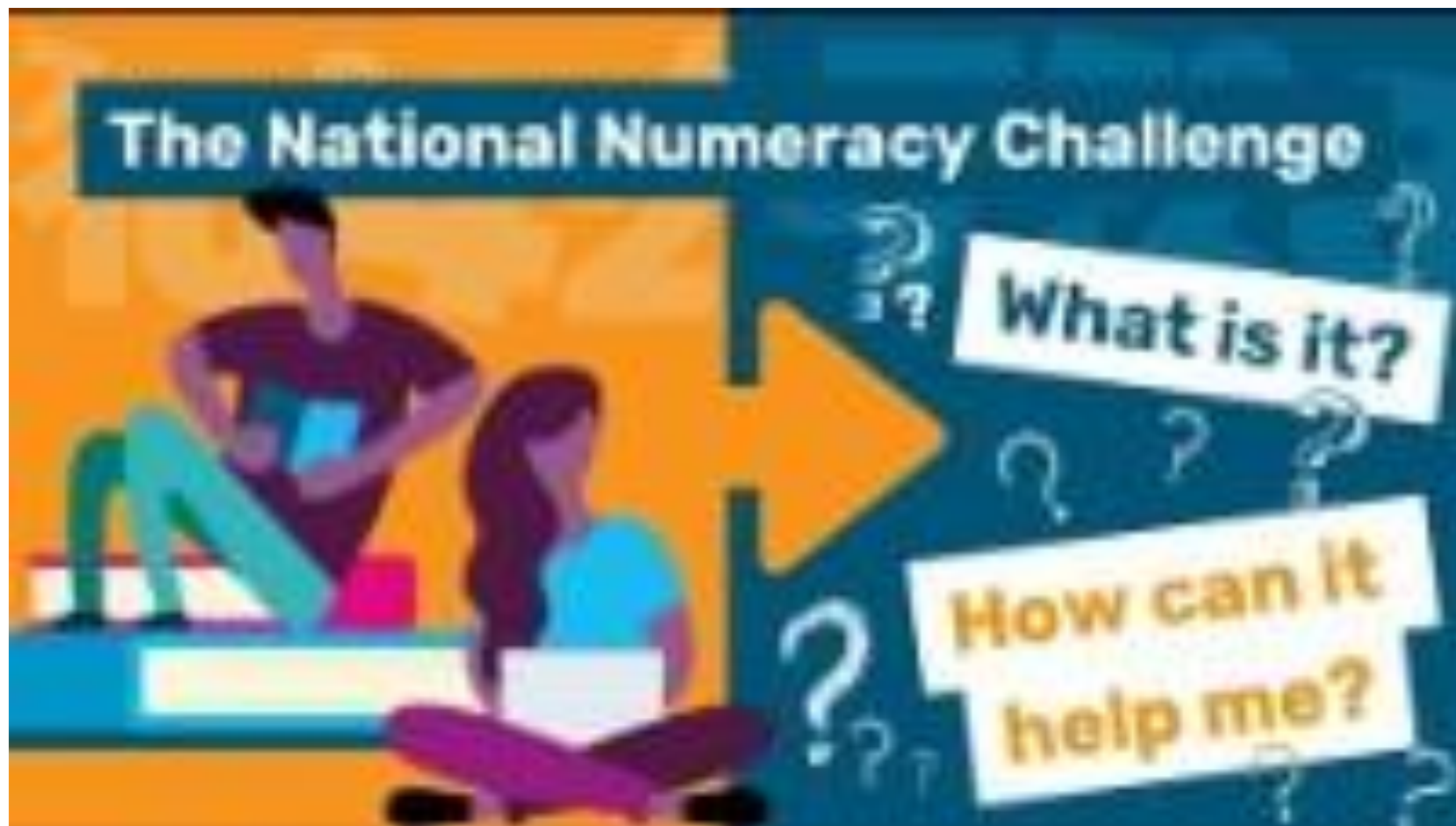
Skills are developed and practised throughout life

You can improve at anything if you believe you can and put in the time and effort



**Boost your own
confidence**

Boost your own confidence



Feedback

National Numeracy would be grateful if you took a few minutes to complete this short feedback form about today's workshop.



National Numeracy Challenge



Have a go at the National Numeracy Challenge by scanning the QR code.



www.nationalnumeracy.org.uk/challenge/sfpaq

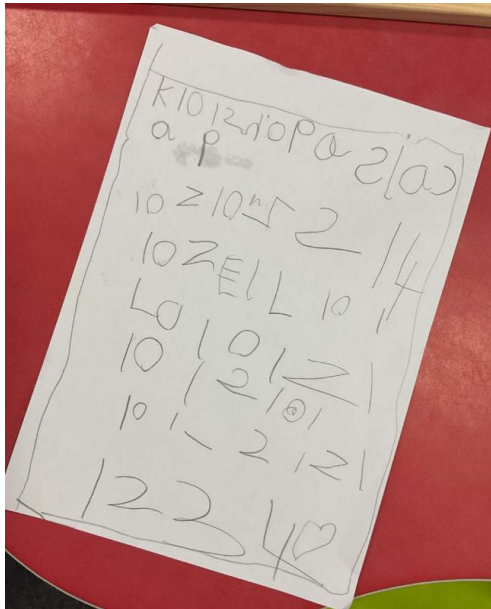
Maths in school

What does it look like in school?

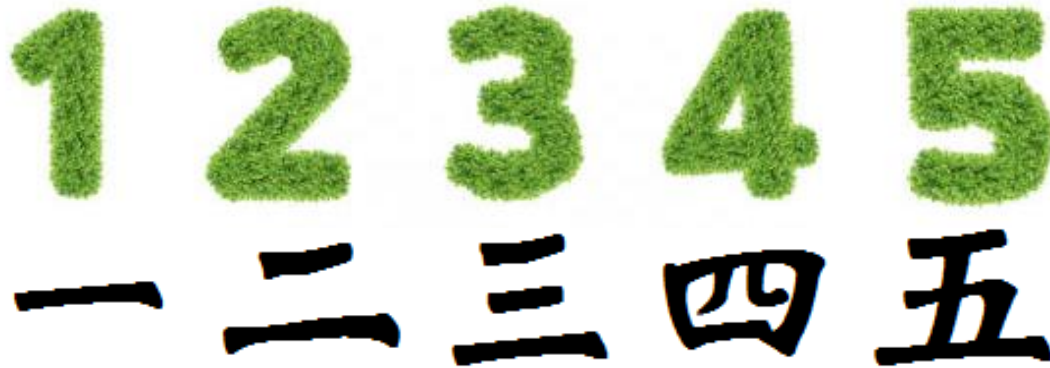
- Daily sessions taught by the teacher following the mastering number approach outlined by the NCETM (National Centre Excellent Teaching of Mathematics.)
- Focusing in depth on a number a week, including what that number looks like in a range of contexts and how smaller numbers combine to make that number.
- Number Blocks videos are used to introduce children to numbers. You can find these on BBC iPlayer. The Cbeebies website also has lots of great Number Blocks games.



Maths in continuous provision

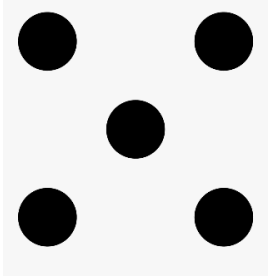


- Numbers written down are just symbols to most children.

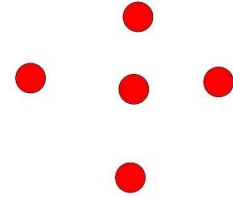


- In reception, when looking at numbers, one of the most important things we want children to do is to subitise. This helps to develop a sense of number.

Subitising



5



Maths- what can you do at home?

- Play as many games as you can. Dice games, dominoes.
- Encourage counting during play (matching objects to numbers as they count).
- Spotting maths in the environment.
- Everyday maths problems
- Take children shopping
- Puzzles/spotting patterns

Having fun with maths- maths anxiety is huge and can lead to later struggles.

Maths Homework Journals



Dice bingo

Play a game of bingo together.

Copy the grid below for each person.

4	1	5
6	2	3



Take it in turns to roll a die. If you roll a number shown on your card, you may colour or cover it. Only the person rolling can colour or cover that number.

Who has coloured or covered all their numbers first?

Helpful hints: You could make different grids for each person playing. Encourage your child to recognise the pattern of dots before counting them.

Family comments:

Child comments:

familymathstoolkit.org.uk

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How many five or six?

Here are a few

- the number
- the number 5
- the number of dots on a die

How many more ways

Helpful hint: Think about the reuse and when you 'You could high five' who

The number five - 5

Family Maths Toolkit

How many ways can you show five or find the number 5?

- Here are a few ideas:
- the number 5 on a clock
- the number 5 on the washing machine dial
- the number of letters in the word MUMMY
- dots on a die

How many more ways can you find?

Helpful hint: Think about when you are in the house and when you are out and about. You could 'high five' when you find a 5.

Family comments:

Child comments:

Curriculum Link
Counting & Number

familymathstoolkit.org.uk

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Autumn leaves



Family Maths Toolkit

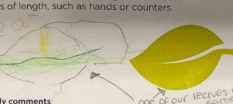
Find some autumn leaves - which is the longest you can find? 4

Is it longer than your hand? In yes

Which is the shortest? one

What could you use to measure the leaf? (Draw 4 or 5 leaves in order of size, shortest to longest.) (You could draw around them.)

Helpful hints: Compare leaves to talk about length. Estimate which might be longer before checking. Use hands, fingers, cubes or other objects to measure. Only use a ruler if your child is confident using non-standard units of length, such as hands or cubers.



one of our leaves was the same size as this picture.

Family comments

We did this all together as a family. Hallie really recognised straight and longest leaves and was able to label with numbers 1, 2 & 4. We needed her help with 3. She ended time with tracing the yellow leaves.

Child comments

Hallie liked putting the yellow colour on the leaf.

Hallie liked drawing around them.



Family Maths Toolkit

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Easter egg patterns

Hallie
Family Math Toolkit

Tom is making some patterns for Easter egg wrapping paper.

Can you continue these patterns?



Here is another harder pattern:




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National Numeracy
Building confidence in Maths

Isiah showed
mummy where
to put
numbers

8.7.3 2.1

.7 . . .3

.6 .5 .4

Isiah's
dot to dot pkm.

.7 . . .3

10 . . .9

5

☆

mommy's pattern

* ○ △ * ○ △ * ○ △ * ○ △

mommy started the pattern
and Hallie told me what
colour and shape needed to
come next

Hallie's pattern

○ ○ △ - X ○ △ - X ○ △ - X

Hallie finishing mommy's pattern

○ ○ - - - ○ ○ - - - ○ ○

☆

Maths Homework Journals

Note for YR children and families



Family Maths
Toolkit

Suggestions for engaging with your child

- Praise effort
- Choose a time to practise when your child is not tired or reluctant
- Short but frequent sessions are better, 5-10 minutes is enough
- Enjoy the activities together – this helps develop confidence
- Be encouraging and let the teacher know if there are any particular difficulties

Maths- Homework Journal

- We will send home an activity to complete with your child each week on Friday.
- Please return your maths journal each Thursday along with your reading books.