

$$\square \times \square \times \square = \text{半圆}$$

$$\text{竖矩形} \times \text{竖矩形} = \text{星形}$$

$$\square \times \text{椭圆} = \text{半圆}$$

$$\square \times \text{五角星} = \text{六边形}$$

$$\text{竖矩形} \times \text{椭圆} = \text{圆}$$

$$\text{竖矩形} \times \text{菱形} = \text{竖矩形}$$

$$\text{竖矩形} \times \square = \text{三角形}$$

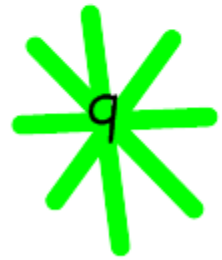
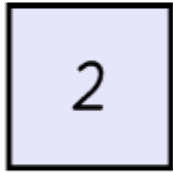
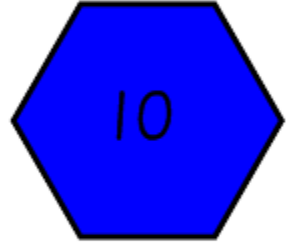
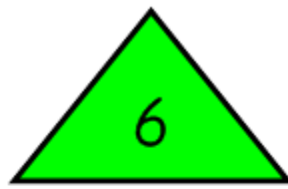
$$\text{菱形} \times \text{六边形} = \text{六边形}$$

$$\text{三角形} \times \square = \text{圆}$$

$$\square \times \text{倒三角形} = \text{倒三角形}$$

$$\square \times \square = \text{椭圆}$$

$$\text{倒三角形} \times \text{半圆} = \text{倒三角形}$$



“They didn’t do it like that in my day!”



Aims

- How you can help your child with their maths

Maths everywhere.....

- Cooking (measurements, capacity, weight)
- TV time
- Shopping (best buys/BOGOF)
- Time
- Banking/bills
- Decorating
- Travelling
- Moving around
- Gardening

So what can you do?

Tips for helping your child to enjoy maths:

- measuring their height and working out how much they've grown
- on car journeys - playing number-plate games, adding and subtracting with road signs, thinking about speed by dividing distance by time
- at the shops - weighing fruit and vegetables, budgeting with pocket money, working out the relative value of products by comparing prices and weight

- in the kitchen - with weighing and measuring, and temperature and timings
- making models and origami shapes
- playing games together— jigsaws, monopoly, top trumps, match attacks cards

Shape activity

At home, or when you are out, look at the surface of shapes.

Ask your child – what shape is this plate, this mirror, the bath mat, the tea towel, the window, the door, the red traffic light, and so on.

Choose a shape for the week, e.g. a square.

How many of these shapes can your child spot during the week, at home and when you are out?

How heavy?

You will need some kitchen scales that can weigh things in kilograms.

Ask your child to find something that weighs close to 1 kilogram.
Can he / she find something that weighs exactly 1 kilogram?

Find some things that weigh about half a kilogram.

Can you tell the time?

- Whenever possible, ask your child to tell you the time to the nearest minute. Use a clock with hands as well as a digital watch or clock.

Also ask:

- What time will it be one hour from now?
- What time was it one hour ago?
- Time your child doing various tasks, e.g.
- Getting ready for school;
- Tidying a bedroom;
- Saying the 5 times, 10 times or 2 times table...
- Ask your child to guess in advance how long they think an activity will take. Can they beat their time when they repeat it?

Fractions

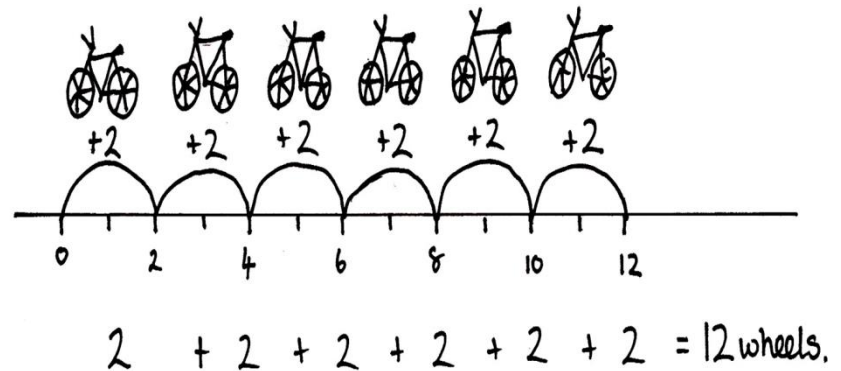
- Use 12 buttons, or paper clips or pieces of pasta...
- Ask your child to find **half** of the 12 things.
- Now find one **quarter** of the same group.
- Find one **third** of the whole group.
- Repeat with other numbers.

Decimal number plates

- Each choose a car number plate with three digits. **P645 CJM**
- Choose two of the digits, e.g. 4 and 6. Make the smallest and largest numbers you can, each with 1 decimal place, e.g. 4.6 and 6.4.
- Now find the difference between the two decimal numbers,
- .e.g. $6.4 - 4.6 = 1.8$
- Whoever makes the biggest difference scores 10 points
- The person with the most points wins.
- Play the game again, but this time score 10 points for the smallest difference, or 10 points for the biggest total.

MULTIPLICATION

- Children need to see: Multiplication in a real life context- real life 'arrays'
- Linked to what they already know- repeated addition unstructured



More general tips....

- The more time your children spend practicing their basic maths skills, the sooner they will develop confidence in their abilities.

$4 \times 4 =$

$16 \div 4 =$

$5 \times 4 =$

$20 \div 4 =$

$4 \times 5 =$

Homework help

- It is important to encourage children to look first at the problem and then get them to decide which is the best method to choose – pictures, mental calculation with or without jottings, structured recording or calculator.

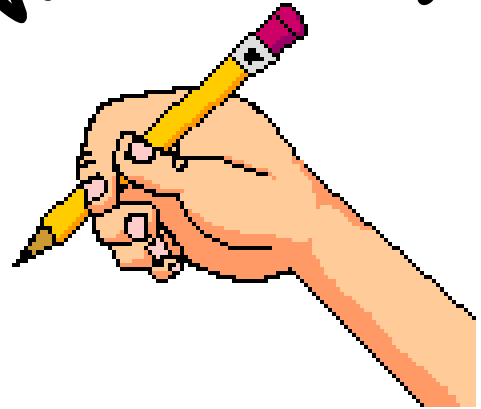
Which is more important:

mental calculation .:)



or

written .:)



This will depend on the numbers involved and the individual child.

When faced with a calculation, no matter how large or difficult the numbers may appear to be, all children should ask themselves:

When faced with a calculation, no matter how large or difficult the numbers may appear to be, all children should ask themselves:

Can I do this in my head?

Do I know the approximate size of the answer?

If I can't do it wholly in my head, what do I need to write down in order to help me calculate the answer?

Will the written method I know be helpful?

