Games and ideas for maths at home

Foundation stage and Key Stage 1 (Years 1 & 2)

Counting

When children learn to count there are a few different parts to the skill:

- Saying the numbers in the right order "1, 2, 3, 4, 5, 6…"
- Relating this counting to objects – for example moving one object at a time as you count them (called one-to-one correspondence)
- Knowing that the last number you count (for objects) is the number in the group
- Being able to count forwards and backwards, then also in 2s, 5s and 10s
- Recognising the numbers (digits) and then being able to write them

You could try:

- Painting dried pasta for the children to practice counting with.

- Counting whatever the child is playing with e.g. cars, trains, beads, bath toys (encourage the child to move the objects into a line as they count them if needed)

- Counting down from 10 – 0 for example before bath time or for putting shoes on before you leave the house. Modelling how the counting backwards sounds.

- Having foam or magnetic numbers around the house – magnetic numbers on the fridge for the child to put in order, forwards or backwards.

- Spotting numbers when you are outside for example house numbers, on road signs, in shops.

- Painting numbers, writing them in felt tips, making them out of play dough.

Number bonds

Number bonds are helpful pairs of numbers that children learn which will also help them with calculating later, for example number bonds to 10: 0+10, 1+9, 2+8, 3+7, 4+6, 5+5.

Children learn: bonds to 10 (1+9), bonds to 20 (2+18), pairs of 10s to 100 (30+70). To do this they need to be confident with counting, reading and writing numbers first.

You could try:

- Using 10 objects (dried pasta, beads, cars), looking at how 10+0=10, 9+1=10. Getting the child to spot the total is always 10.

- Making a list of the pairs, drawing pictures of them or using small stickers. Turing this into a poster to put up.

- Making a set of number cards (0–10 with an extra 5), then using these to make the pairs (3 and 7), and playing memory games:

  1) Can the child use the cards to make the pairs to 10, with cards face up?
  2) If you put the cards face down, can you take turns to turn over 2 cards, looking for pairs that make 10. If a pair does make 10 you 'win' the pair. The child is trying to remember where the numbers are, as well as their bonds.

- Once the child is confident with number bonds to 10, they can move onto number bonds to 20 and pairs of 10s that make 100.

Starting to learn multiplication facts

Children start to learn the multiplication facts by counting in 2s, 5s and 10s, seeing and hearing the patterns:

0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22…

0, 5, 10, 15, 20, 25, 30, 35, 40…

0, 10, 20, 30, 40, 50, 60, 70, 80…

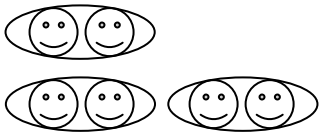
To do this, they need to be able to count and recognise these numbers. They might also spot patterns on a 100 square when they colour these numbers:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

If children are ready to begin learning their multiplication facts:

You could try:

- Using object (dried pasta, beads) or drawing pictures to show groups, for example for the 2 x table:



1 x 2 = 2 (one group of 2 is 2)

2 x 2 = 4 (two groups of 2 is 4)

- Once you have made a list of the multiplication facts, showing it in a practical way or drawing it, you could make a card game.

1) Making the cards by putting the question on the front and answer on the back:

4 x 2	8

2) Using the cards in order first, and then out of order, to practice remembering the answer on the back.

3) Playing games e.g. against a partner – taking turns, or against a clock – how quickly can I remember them?

Learning about 'time' and 'handing money'

Two other areas of maths where parent support and practice at home is particularly valuable are 'time' and 'money'. Children will practice these at school, but there are often plenty of opportunities for parents to support this learning.

You could try:

- Noticing the time on the clock and talking about what is says; beginning with O'clock times, half past, round clock faces.

- Talking about how long until something happens. "Dinner will be in 10 minutes, when the big hand gets to the '6', that's half past 5"

- Paying for small items with coins and asking the child to pay and then count the change: talking about the value of each coin.

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All of these ideas are intended to be a starting point. You can discuss these with you child's class teacher to agree what would be appropriate for the child as a next step.