

HELPING YOUR CHILD WITH MATHS



HOW WE FEEL ABOUT MATHS



WHAT PEOPLE SAY

“I was never any good at maths at school either.”

“It’s ok, you’re more of a creative person than a maths person.”

WHAT CHILDREN HEAR FROM THIS

“Maths isn’t important and you can get by without it. It’s just a school subject and it won’t be useful in real life.”

“Only some people are good at maths and you’re not that sort of person, so there’s no point trying to get better at it.”

WHAT WE COULD TRY INSTEAD

“I found maths hard too, but if we keep working at it we can get it.”

“It’s ok to find it hard – that doesn’t mean you’re bad at maths. Let’s keep working at it.”

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

MATHS IN THE REAL WORLD



CSSScript League 1									
Pos v	Team	GP	W	D	L	F	A	GD	Pts
1	White Tree Park	11	11	0	0	40	12	28	33
2	Aragorn Wanderers	11	10	1	0	28	6	22	31
3	Merry Argyle	11	10	0	1	35	18	17	30
4	Gimli Albion	10	7	3	0	30	20	10	24
5	Bilbo United	11	8	0	3	20	21	-1	24

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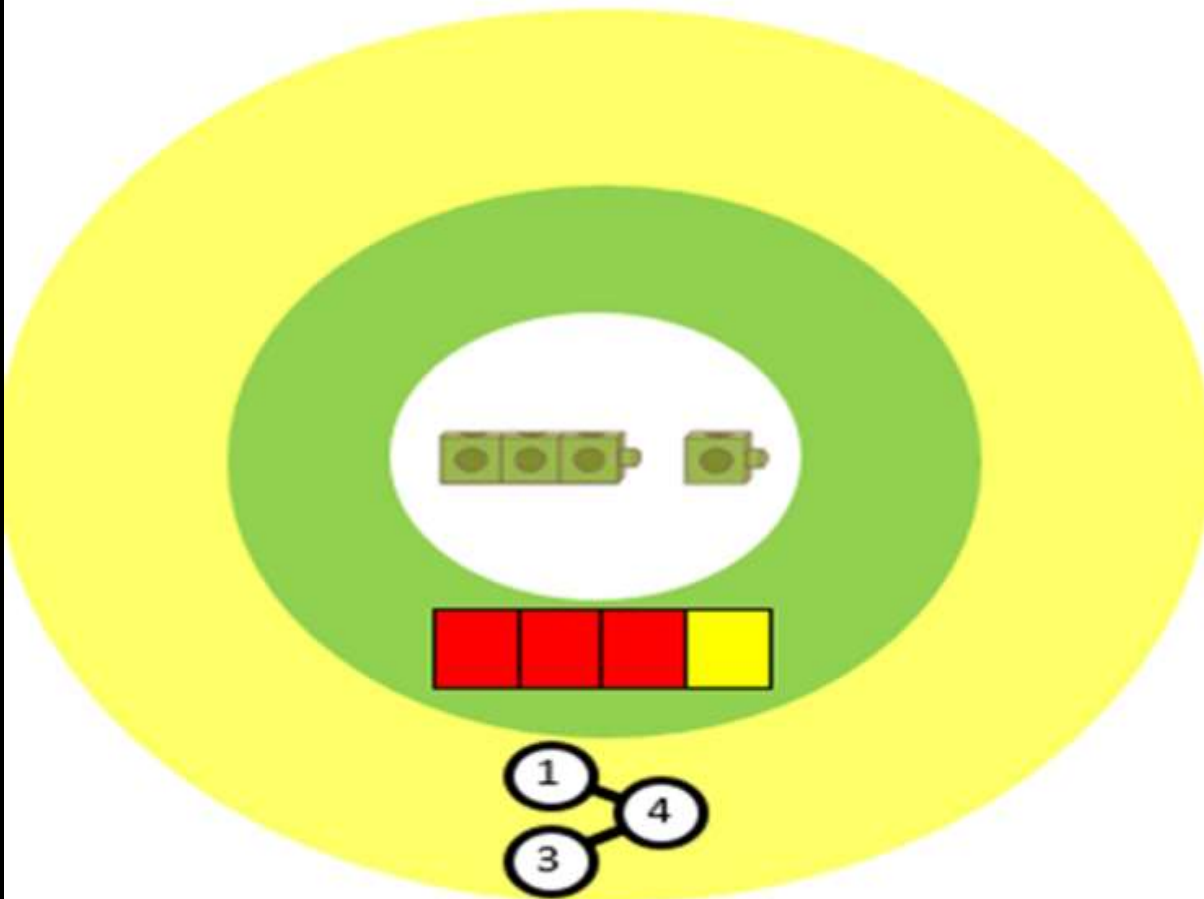


THROUGH PLAY AND IMMERSION



TEACHING MATHS AT COLDFALL

The CPA approach



Concrete:

resources such as cubes, counters and shapes

Pictorial:

pictures, drawings

Abstract:

numbers and symbols

Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

NUMICON



1



2



3



4



5



6



7



8



9



10

5 COUNTING PRINCIPLES

- 1 to 1 principle
- Stable order principle
- Cardinal principle
- Abstraction principle
- Order irrelevance principle



THE 1 TO 1 PRINCIPLE

This involves children assigning one number name to each object being counted. Children need to ensure they have counted each object only once.

Encourage children to line up each object and touch each one as they count saying one number name per object

THE CARDINAL PRINCIPLE

- Children understand that the number name assigned to the final object in the group is the total number of objects in that group
- In order to grasp this principle children have to have mastered the 1 to 1 and stable order principles first

THE ORDER IRRELEVANCE PRINCIPLE

- This involves the children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.
- Children should count the same objects from left to right, right to left, bottom to top, and top to bottom. Once children have counted a group, move an object, if they count them all gain then they have not yet grasped this principle.

THE ABSTRACTION PRINCIPLE

- This involves children understanding that anything can be counted including things that cannot be touched like sounds or jumps.

STABLE ORDER PRINCIPLE

- Children understand that when counting, numbers have to be said in a certain order

FAMILY MATHS TOOLKIT

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:



Curriculum Link

Subitising - recognising the pattern of dots to represent numbers and matching to the symbol.

FAMILY MATHS TOOLKIT



ANY QUESTIONS?