

Ideas of maths at home

There are lots of different ways you can support your child with learning maths at home. Here are a few ideas:

Shapes

- Go on a shape hunt. This could be indoors or outdoors. Look for 2D and 3D shapes. Ask them to count how many they can find of each shape. Can they name each shape?
- Ask your child to describe the shapes to you. Ask how many faces, edges and corners it has and ask them if it rolls.
- Describe a shape to your child and see if they can guess the shape.
- Draw a shape picture. You could ask them to draw your house. Go outside and look to see what shape the windows, doors, roof and bricks are. Can they draw your car? Ask them what shapes they can see.

Patterns

- Go on a pattern hunt.
 - Look outside to see patterns on brick walls, or on driveways.
 - Look for patterns inside your house. This could be on clothing or curtains.
- Ask your child to make a pattern with toys such as blocks or beads. If you don't have these you could use crayons or leaves and sticks. Can they tell you the pattern they have made? If they can make a pattern using 2 objects or colours see if they can make a 3 or 4 object pattern.
- Clap a rhythm and ask your child to copy it and then encourage them to create their own.
- Can they make a pattern using different actions using their body? For example clap twice, tap legs, nod head or 2 jumps, 3 star jumps. Take it in turns with your child to see if they can copy your pattern.
- Bark rubbing - Give your child a piece of paper to hold on the tree trunk and rub over the top with a crayon. What pattern can they see?

Capacity

- At bath time give your child different size pots, jugs or cups. Ask them to make it full, half full or empty. Ask them to give you an instruction such as "Make the cup full" or "Make the cup nearly full."

- Model the language of capacity to your child regularly. This might be whilst shopping. "My bag is full." In the kitchen you might say "Look the milk is almost empty" You could ask them how much milk is left. "The cereal is half full" you might ask them how much cereal they would like you to put in their bowl.

Positional language

- Model the language on, under, behind, in front, next to and in between to describe position in everyday tasks. For example you might say "I am going to put the books **on** the table" Give your child instructions, such as "Jump **over** the puddle", "stand **next** to me."
- Play a game. Get a teddy and a chair and give your child instructions of where to put the teddy. For example "Put the teddy **Under** the chair. Then let them have a turn to give you instructions.
- Read we are going on a bear hunt and act out the story with your child.
- Make an obstacle course for your child. See if they can describe the route.

Weight

- Use the language **heavy** and **light** to describe the weight of objects. "This washing basket is heavy." Ask your child to compare the weight of objects asking which one is the heaviest or lightest. What can they find that is light and heavy in their home. Can they order 3 or 4 of these objects from the lightest to the heaviest and use the language to describe this.
- Get your child to help you weigh ingredients when cooking. If you have a recipe ask them how much is needed and can they find the number on the weighing scales.

Numbers

- Go on a number hunt around the house. Where can your child find numbers? Look at remote controls, clocks, computers, books, toys the microwave. Can they tell you the number? Look for numbers outside on car registrations and door numbers.

- Writing numbers in fun ways. Chalk outside on the pavement, a paintbrush and water, writing in a small tray of sand, shaving foam, lentils or flour. Making numbers out of play dough or string.
- Cut out numbers 1-20 and ask your child to put them in the correct order.

Counting

- Encourage your child to regularly count objects. This could be counting fruit into the fruit bowl or counting steps when walking up the stairs. When out on a walk counting buses when out on a walk or how many red cars they see. You might want to count the lampposts down your street or how many dogs you see.
- Ask your child to help you sort the washing. Can they match the socks into pairs and count them. Can they count them in 2's?
- You can ask your child to get you an amount of objects then ask them to get '2 more' ask them how many they have now.
- Using blocks you can practise adding. "Can you get 4 red blocks and 5 green blocks, how many have you got all together." Ask them to show the answer on their fingers and write the sum down on a piece of paper.
- Count actions e.g. 5 jumps 7 hops.
- Cut out numbers 1-20 and ask your child to match them to the correct amount of objects.
- Compare sets of objects. "Are there more chocolate biscuits or custard creams in the biscuit tin."
- Play board games using a dice such as snakes and ladders.
- Say number rhymes or sing number songs together.

Time

- Read day and night books so they can see it gets dark at night.
- Talk about different routines during the day and night. What do we do in the morning and at night? Ask questions "When do we eat breakfast?"
- Point out different times of the day, "It's 7 O'clock, It's bed time"
- Show them a clock and the different times.
- Make a clock using a paper plate.

Money

- Introduce your child to money. Show them different coins and tell them their amount.
- Let your child sort money matching all the same coins together.
- Put a coin under a piece of paper and rub over the top of it with a crayon.
- Make a toy shop or supermarket using items in your home.