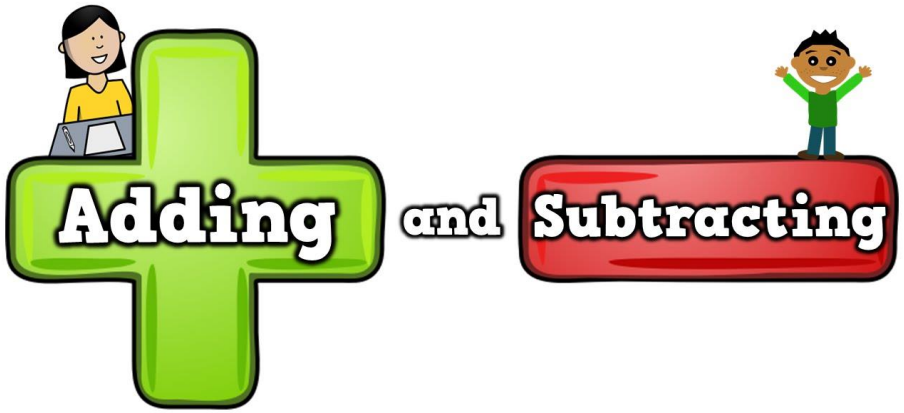
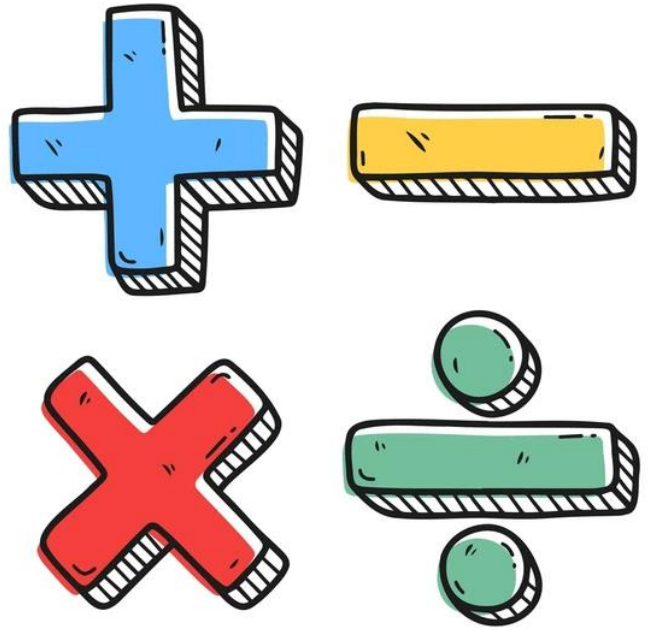
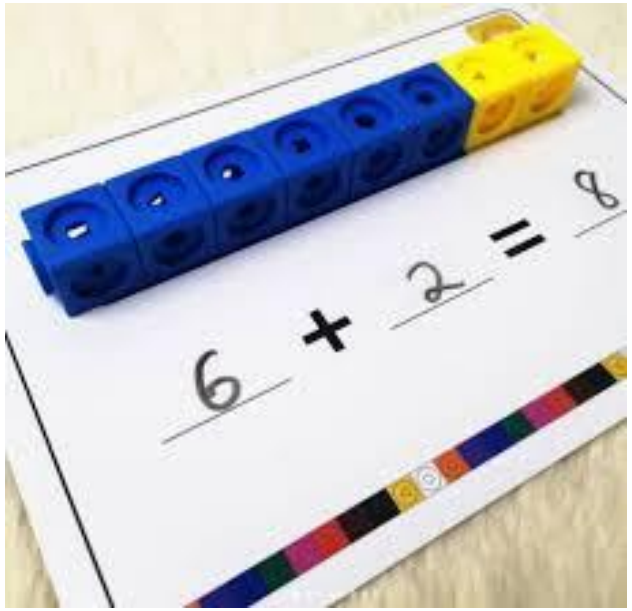
Maths support for parents and carers

Addition and subtraction







Practical Maths

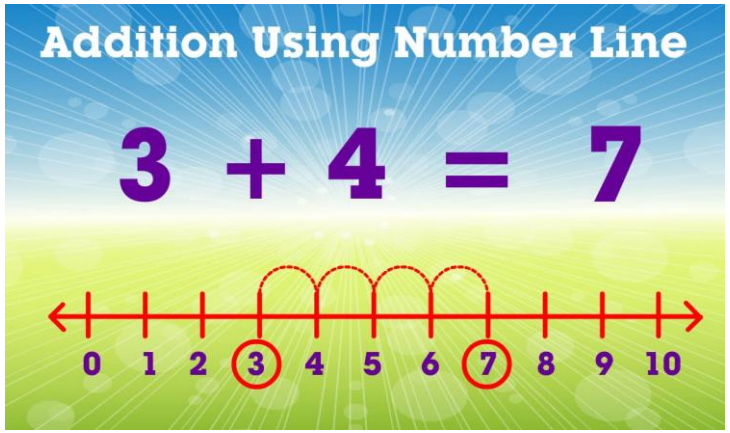
When helping your child to add and subtract it is always useful to have at hand some equipment. This could be cubes or counters but if you don't have those, try dry pasta or milk bottle lids. (Of course take health and safety into account). Having something for children to hold and manipulate helps them to process and remember.

Always talk through what it is you are showing them and use the 'Thinking out loud' method. Say out loud what you are thinking and doing. For example : I have got 6 cubes and I will add 2 more. Then count from 6 -7-8. I have now got 8 cubes.

Stem sentences.

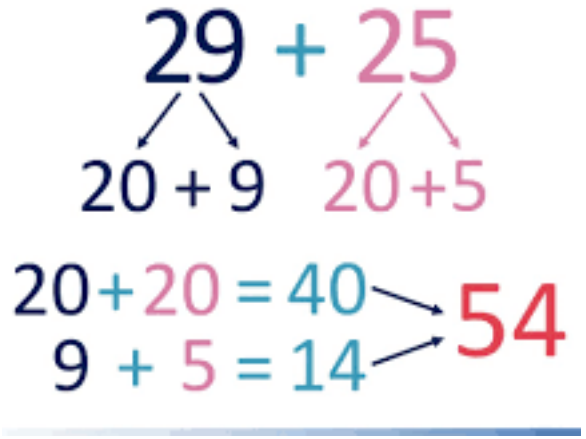
I know that 6 add 2 equals 8.
I know that 8 subtract 2 equals 6.
I know that 2 add 6 equals 8.
I know that 8 subtract 6 equals 2.

Saying what you have found out helps the information to stick.



As children become more confident with their number work and have had the opportunity to use lots of practical equipment, they may be ready to move to 'pencil and paper' methods. Number lines and column work.

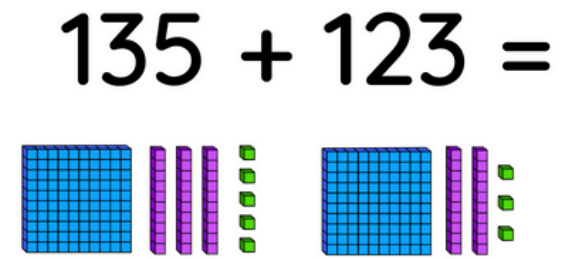
A number line is still a visual way to work on number and can be used for all four operations.
You can use a marked number line showing numbers and steps and gradually move to a blank number line.



Practise is the key. Lots and lots of work encouraging addition counting on and subtraction counting back really helps to secure a good understanding.

Column Work

As a parent or carer you may have been familiar with HTU (hundred tens and units). Today we say Hundreds Tens and Ones. HTO.
The methods though, remain the same.



Partitioning is another method used. Here you just break down the number into its hundreds tens and ones then add those together and recombining at the end.
e.g 421+123= 400, 20, 1 100, 20, 3
Add the hundreds = 400 +100 =500 Add the tens 20+20=40
Add the ones 1+3=4 Then add 500+40+4=544

Money

Teaching addition and subtraction using money can be supported first by helping children to recognise what each coin or note is worth.
Use counters or cubes (pasta) here. E.g 5p = 5 counters.
Giving children coins before they realise their worth can confuse the process.
Use addition, subtraction and equals symbols to demonstrate how we get change.
2p + 5p = 7p (discuss how we don't have a 7p coin so we need to make 7 using different coins).
It is important for an adult to again 'Think out loud' when supporting this learning.

e.g I bought a chocolate bar for 20p and I gave the shop man 50p. He gave me 30p change.

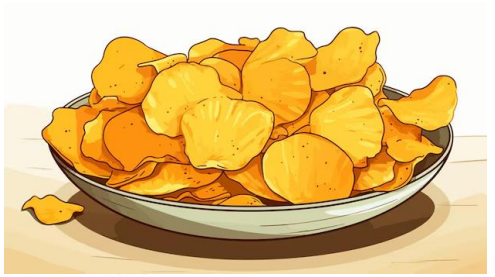
I can check my change by working out that 20p add 30p would give me the 50p I started with.

As children practise over and over with support for language and using practical equipment as well as a number line they will begin to understand the process.

The use of MONEY is a life skill and although actual coins are being used less and less these days it is very important that the children learn the process. This will help them in later life.

Real Life Awareness

What is a credit / debit card?



How much do items cost ?

How can we save money ?

Do we have to buy everything?

Where does our money come from?