

# Golden Rules

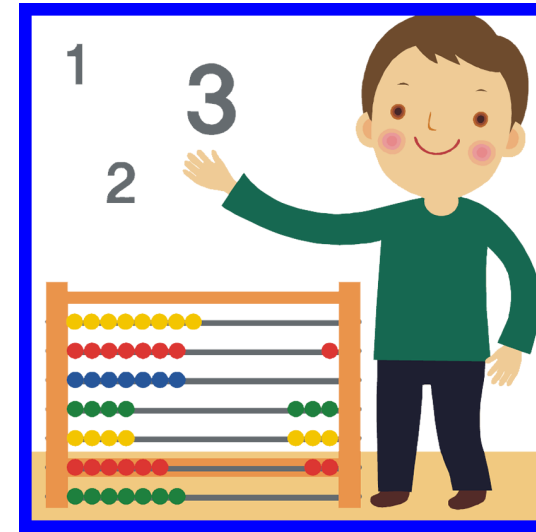


Getting the balance right between making maths fun AND keeping up regular short bursts of number bond practice can be tricky at times. Here are some dos and don'ts to help you out.

- ✓ DO 'little and often!' Constant repetition of times tables, doubling and halving and basic number bonds will all help build your child's confidence.
- ✗ DON'T feel you have to buy workbooks or sit down to do formal maths in order to help. At home is the perfect time to help your child memorise number facts and work real life problems out in their heads.
- ✓ DO give LOTS of praise. Children need encouragement and praise to be confident and a confident child makes a better learner.
- ✓ DO play games! Using dice, dominoes, track games and cards are all excellent ways to use and apply number skills without knowing!
- ✗ DON'T forget, methods of teaching maths have changed since we were at school. They do not use the same written methods until much later. Maths is about 'numerical fluency'. Children should feel confident with numbers and understand how they work. There is a leaflet available from school or on our website explaining today's methods.
- ✓ DO remember, your child wants to spend time with you. Your focused attention and support with maths is much more important and pleasurable than time on a maths game on the computer.

# St Mary's

Church of England Aided Primary School



## Help Your Child with Numbers Year 2



## Regular practice using numbers

Children still need to keep using numbers and to practice their number bonds if they are going to remember them and gain speed. Build on the simple additions and subtractions they already know. So for example, if they are confident with pairs that make ten, move this one to pairs of tens numbers that make 100, e.g.  $4 + 6 = 10$ , so  $40 + ? = 100$

## We didn't do that when I was at school...

Maths is taught in a very different way today. Children are helped to understand numbers and how addition, subtraction, multiplication and division work rather than simply how to do sums in a particular way. They are asked to work in their heads and to explain how they worked things out-there is not just one 'right way' to do things. They will use the methods we remember further on in school but in the meantime, ask your teacher or pick up our leaflet explaining the methods your child will be using.

## Signs and Symbols

It is important that your child understands the meaning of the four computation symbols  $+$   $-$   $\times$  and  $=$  as well as the many words that can be used to describe them e.g. subtract or take away. Your child also needs to understand what the equals sign actually means, for example,  $8 - 1 = 5 + 2$  or that a number sentence can be written  $5 = 4 + 1$  as well as  $4 + 1 = 5$ .

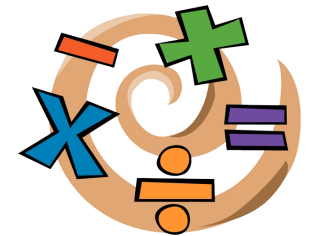
## Enthusiasm

Try to be enthusiastic about maths and numbers even if it isn't your favourite subject. Maths is fun and if your child sees you being enthusiastic about numbers they will be more inclined to want to learn.



## Your child will be able to do many of the Following:

- Count forwards and backwards from any number to 100 and read, write and order numbers to 100.
- Add and subtract numbers under 20 in their head.
- Count forwards and backwards in tens from any 2 digit number, e.g. 32,42,52.
- Double and halve small numbers.
- Know by heart the 2 and 10 times tables.



## Can you help your child make progress?

- Help them to recognise odd and even numbers.
- Which side of the street has odd numbers?
- Play simple counting games such as dominoes or snakes and ladders.
- Practice halving and doubling whenever you can.
- Try estimating larger numbers of objects e.g. how many birds in that tree?
- Recite the 2,5 and 10 times tables regularly.

