

MATHEMATICS

AT SCHOOL

If your child is meeting the Mathematics Standard after two years at school...

...they will be working at curriculum level 1, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They will be counting forwards and backwards, in their heads, from the biggest number, rather than starting at one. They may use their fingers to help them keep track of numbers.

To meet the standard your child will be learning to:

- solve problems using numbers up to 100
- count in 2s, 5s and 10s, forwards and backwards
- find $\frac{1}{2}$ and $\frac{1}{4}$ of simple shapes and sets of objects
- sort objects into common groups and describe what they have done
- ask and answer questions and display their findings
- give and follow directions
- measure objects using their hands, feet or a pencil.

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

Focus on number

During your child's second year at school, 60–80 percent of mathematics teaching time will focus on number learning.

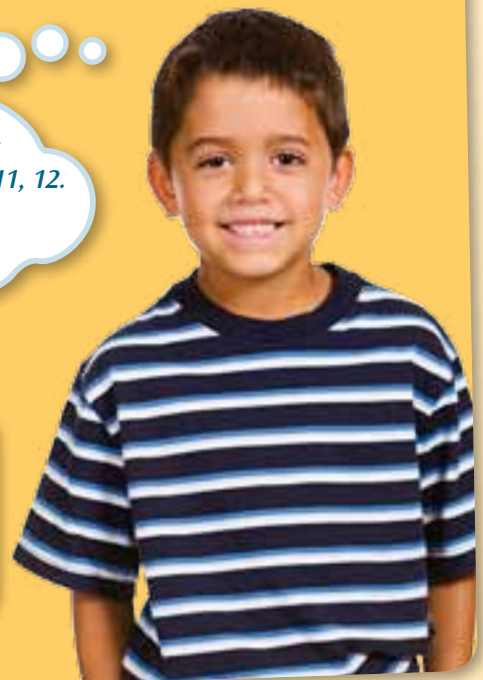
Imagine there are 9 spoons and 12 cereal bowls. Each bowl needs a spoon.

How many more spoons are needed?



Maths problems at this level might look like this:

I worked this out by counting on from 9 – 10, 11, 12. So, 3 more spoons are needed.



Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



Talk together and have fun with numbers and patterns

Help your child to:

- ✿ find and connect numbers around your home and neighbourhood; e.g., 7 on a letterbox, 17 on another and 27 on another
- ✿ count forwards and backwards starting with different numbers (e.g., 58, 59, 60, 61, 62, then back again)
- ✿ make patterns when counting forwards and backwards (e.g., "5, 10, 15, 20 then 20, 15, 10, 5 and 30, 40, 50, 60 or 12, 14, 16, 18, 20 ...")
- ✿ do addition and subtraction problems by counting forwards or backwards in their heads (e.g., $8 + 4$, $16 - 3$)
- ✿ count the number of poi in a kapa haka performance
- ✿ learn their 'ten and...' facts (e.g., $10 + 4$, $10 + 7$)
- ✿ double and halve numbers to 20 (e.g., $7 + 7$ is 14, half of 14 is 7).

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

Use easy, everyday activities

Involve your child in:

- ✿ sorting (washing, odd socks, toys, cans) while tidying up
- ✿ telling you what their favourite things are – food, sport, colour
- ✿ reading – notice and talk about numbers. Ask questions about the pictures like "how many birds are there?"
- ✿ a shape and number search together wherever you are, like numbers of shoes, shapes of doors and windows.

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

For wet afternoons/school holidays/weekends

Get together with your child and:

- ✿ use mathematics words during play (treasure hunts, obstacle courses, building huts) – "under", "over", "between", "around", "behind", "up", "down", "heavy", "light", "round", "your turn next", "before", "after", "left" and "right", "square", "triangle" – you can use your first language
- ✿ play with big cardboard boxes using words like "inside", "outside"
- ✿ play games and do puzzles; e.g., jigsaws, "I spy something that is longer, bigger, smaller than..."
- ✿ do water play using different shaped containers and measuring cups
- ✿ bake – talk to your child about the recipe/ingredients and how many pieces you need to feed everyone

The way your child is learning to solve mathematics problems may be different from when you were at school. Get them to show you how they do it and support them in their learning.

- ✿ dance to music and sing/clap to favourite songs
- ✿ make and play stick games with tī rākau or newspaper rolls
- ✿ play with a pack of cards - make up addition and subtraction problems using numbers to 20
- ✿ look at a calendar – "how many days/weeks until an event?", "how many days in the month?", "how many weekends?". Encourage your child to look for patterns.

Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.