

# MATHEMATICS

## AT SCHOOL

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

...they will be working at early curriculum level 2, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They will be solving problems by breaking up numbers and moving them around without counting. For example,  $8 + 5$  could become  $8 + 2 + 3$ .

To meet the standard your child will be learning to:

- explore patterns in numbers up to 1,000
- use their basic facts to solve problems
- talk about fractions when sharing and exploring shapes and quantities
- organise objects and talk about what's different and what's the same
- create and describe patterns
- measure objects and time
- give and follow directions
- talk about the reasons why an event is likely to happen or not
- investigate a topic, display and discuss what they have discovered.

*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 third year at school, 60–80 percent of mathematics teaching time will focus on number learning.

Mathematics problems at this level might look like this:

A zoo has 18 turtles.  
They get another 8 turtles.

**How many turtles are there at the zoo now?**



*They now have 26 turtles. I worked out  $18 + 2 = 20$ , that leaves 6 remaining from the 8. So  $20 + 6 = 26$ .*



### 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.



MATHEMATICS

## AT HOME

## Talk together and have fun with numbers and patterns

Help your child to:

- ✿ find and connect numbers around your home and neighbourhood
- ✿ name the number that is 10 more or 10 less than before or after a number up to 100
- ✿ make patterns when counting in groups (skip counting) forwards and backwards, starting with different numbers (e.g., 13, 23, 33, 43..., ...43, 33, 23, 13)
- ✿ try making different types of patterns by drumming, clapping, stamping, dancing or drawing patterns that repeat
- ✿ find out the ages of family/whānau members
- ✿ do addition and subtraction problems in their heads using facts to 20 e.g.,  $10 + 4$ ,  $15 - 7$
- ✿ use groups of 10 that add to 100 e.g.,  $50 + 50$ ,  $30 + 70$ .



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:

- ✿ telling the time – o'clock,  $\frac{1}{2}$  past,  $\frac{1}{4}$  to
- ✿ learning their 2, 5 and 10 times tables
- ✿ repeating and remembering telephone numbers they use a lot
- ✿ reading and sharing a book. Ask them questions about numbers in the story – use the number of pages as a way to practise number facts, too
- ✿ doing a shape and number search when you are reading a book or looking at art (like carvings and sculpture)
- ✿ helping at the supermarket – ask your child to get specific items (medium-sized tin of red beans, 2 litres of milk, 250g of mince).

Talk a lot to your child while you are doing things together. Use the language that works best for you and your child.



## For wet afternoons/school holidays/weekends

Get together with your child and:

- ✿ play games – board games, card games and do jigsaw puzzles
- ✿ make your own advertising pamphlet – cut out and sort images to go on it, make pretend money to spend
- ✿ grow seeds or sprouts – measure the growth each week
- ✿ fold and cut out paper dolls and other repeating shapes
- ✿ trace over repeating patterns (e.g. kōwhaiwhai patterns)
- ✿ go on a treasure hunt – make a map with clues and see who can get to the treasure first
- ✿ dance to music and sing/clap to favourite songs – make up a dance sequence each – can you copy each other?

- ✿ both take turns closing your eyes and describing how to get from the front gate to the kitchen, from the kitchen to their bedroom, from home to school
- ✿ do timed activities. You hold the watch and they count how many times they can bounce a ball in a minute
- ✿ play guess and check games (use different shaped jars) – how many beans, buttons, pegs in the container?

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



## 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.