



Mintlaw Cluster Schools

Supporting your child in Numeracy and Mental Agility

Stage 2

An awareness raising booklet – working in partnership

***SKILL - USING NUMBER LINES***

Children are working towards being able to:

\* Find missing numbers on a number line or square up to 100.

\* Count the number of jumps forward and backwards from a-b on a number line (not crossing decades) e.g How many jumps from 31-34 or 87-84.

\* Round numbers to the nearest 10 using number lines.

Activities to Help:

1. Stick number cards up using clothes pegs on a piece of string or washing line. Have a ‘1’ card at the first end and a ‘100’ card at the other end and then write new cards for your child to estimate where they go.
2. Create your own number lines or go online and look at different number lines to work with your child.

***SKILL – COUNTING – (SAYING THE NUMBER BEFORE/ AFTER)***

Children are working towards being able to:

\* Say the number before and after a given number in the range 0-100 ie count on and back.

**Activities to Help:**

1. Give quick fire mental questions for the above criteria.
2. Make 15 cards with random numbers up to 100 on them and put them in an envelope. In a second envelope put 15 instruction cards with the words ‘the number before’, ‘the number after’ on them. Your child then chooses one card from each envelope at a time and sees how quickly they can empty the envelopes.

***SKILL – COUNTING (FORWARDS AND BACKWARDS)***

Children are working towards being able to:

\* Count in tens forwards and backwards within a 100 (multiples of 10) E,g. 20, 30, 40 or 70, 60, 50

\* Count in twos forwards and backwards within 100. E.g. 14, 16, 18 or 56, 54, 52.

**Activities to Help:**

1. Give your child a starting number say 22, ask them to count forwards or backwards in twos – time how long it takes them to reach a specified number e.g 50 or 2.
2. Using chalk draw a hop scotch game outside. Put in numbers going up in twos or 10s as your numbers. Play the game with your child.

***SKILL – ADDITION AND SUBTRACTION***

Children are working towards being able to:

\* Use mathematical language to discuss addition and subtraction e.g add, make, take away, difference between.

\* Learn the basic facts for addition and subtraction and family numbers to 20.

\* To understand the order in which numbers are added does not matter e.g 3+5 is the same as 5+3

\* Count back from a larger number to subtract within 20.

**Activities to Help:**

1. Look for opportunities for adding and subtracting in everyday life, e.g.

You have bought 4 bananas and 6 apples. How many pieces of fruit have you bought?

There were 6 biscuits in the packet. 2 have been eaten. How many are left? There are 20 smarties in the tub. 4 are eaten. How many are left?

1. Make 2 sets of number cards 1-10 (each set on different coloured card). Place cards face down. Choose 1 card of each colour. Ask your child to add the numbers. Give a point for each correct answer.
2. Make a set of cards from 10-20 on one colour of card and make a set of cards 1-9 on another colour of card. Pick a card of each colour. Ask your child to take away the smaller number from the larger number or to find the difference between the numbers. They can use coloured cubes to help them.
3. **GAME - Sum it up:** Each player will need a dice. One player says ‘Go!’ and both players roll their dice. Add up the number of the dice. The person who gets the answer first gets a point. The first to 5 points wins.

***SKILL – SEQUENCING AND ORDERING NUMBERS***

Children are working towards being able to:

\* Know how to construct 2 digit numbers and put them in order.

**Activities to Help:**

1. Make sets of individual digit cards (0-9). Place them face down on the table. Ask your child to turn 2 over and make a 2 digit number. Ask your child to tell you the number he/she has made. Turn another 2 cards over. Repeat the above then ask your child to place the new number in the correct place in relation to their other number. Repeat.
2. Use 2 die. Roll both and ask your child to tell you a number they could make e.g a 4 and a 6 could make 46. Write the number down. Repeat until you have 5 different numbers. Ask your child to put the numbers in order.
3. Go on to **Topmarks website** and use the following with your child.

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>.

***SKILL – THE CONCEPT OF MULTIPLICATION AND DIVISION***

Children are working towards being able to:

\* Use mathematical language to discuss multiplication and division e.g total, share equally.

\* Know that when they are multiplying they are making groups of a given amount e.g 3 x 2 means 3 groups of 2.

\* Share practically.

\* Take larger group of items and share them into equal groups.

**Activities to Help:**

1. Using counters, cubes, sweets etc ask your child to put them in to a certain number of groups of a certain amount e.g 4 groups of 3. Show them this in written form e.g 4 x 3. Ask them to find the total.
2. Give your child a certain number of counters, cubes, sweets, toy cars etc say 20. Ask them to share them equally into 4 groups. How many are in each group?
3. If sharing money, sweets etc between children, ask them to share the things out equally.

***SKILL – MULTIPLICATION TABLES***

Children are working towards being able to:

\* Recall doubles of numbers up to double 10

**Activities to Help:**

1. Discuss what is meant by doubling. Ask your children what is double a number e.g double 6. The children could use sweets, cubes etc to help them.
2. Put out 2 groups of a certain number of sweets, counters, blocks etc. Ask your child how many groups there are and how many sweets etc are in each group e.g 2 groups of 4.

Count how many sweets there are altogether. Explain 2 groups of 4 make 8 e.g 2 x 4 = 8.

***SKILL – FRACTIONS, DECIMALS AND DECIMALS***

Children are working towards being able to:

\* Split a whole object into halves and quarters.

\* Illustrate fractions using materials and pictures and discuss them.

\* Begin to use the correct fraction notation for halves and quarters.

\* Be aware that any sized group can be shared equally.

\* Begin to understand that the bottom part of the fraction(denominator) tells how many equal parts the whole or whole group has been divided into and the numerator tells how many of the equal parts have been used, for halves and quarters.

**Activities to Help:**

1. Cut a cupcake/pancake/muffin etc. into 2 or 4 equal sized pieces. Talk with your child about what you have done i.e. I have cut the cake into 2 equal sized pieces, each piece being called one half. Show how a half is written ½. Discuss where the 2 comes from and what the 1 represents. Repeat for quarters (you can look at how 2/4 and ¾ are written).
2. Have a group of cubes/sweets etc. Ask your child to sort them in to 2 or 4 equal groups. Explain that each group is a half or a quarter of a given amount. Again explain the relationship between what has happened and the written notation of the fraction.

Practical day to day activities

***SKILL – TELLING THE TIME***

Children are working towards being able to:

\* Tell the time from analogue and digital clocks (half and quarter past)

\* Understand that the date can be written in different ways (read from board)

\* Can read and change visual calendars and timetables

\* Can compare how long things take – e.g. break and lunch – and say which takes longer

**Activities to Help:**

1. Talk about what you are doing and refer to the clock for the time. Do this for both digital and analogue clocks.
2. Use a calendar to record special days – birthdays, trips, visitors, etc. Write them down somewhere to show the link between the calendar and writing the date.
3. If you use a visual calendar or timetable, make sure your child is involved in changing them and putting up new items.
4. If watching something, doing something or taking a trip talk about the length of time taken to do it so that a sense of time is developed.

**Songs for the days of the week**

<http://videos.weebly.com/uploads/1/2/5/7/12572836/they_might_be_giants_-_seven_days_of_the_week_i_never_go_to_work_official_video_577.mp4>

<http://videos.weebly.com/uploads/1/2/5/7/12572836/days_of_the_week_rap_back_jack_hartmann_song_914.mp4>

**Songs for months of the year**

<http://videos.weebly.com/uploads/1/2/5/7/12572836/the_months_chant_from_super_simple_songs_748.mp4>

<http://videos.weebly.com/uploads/1/2/5/7/12572836/months_of_the_year_song_205.mp4>

