



Mintlaw Cluster Schools

Supporting your child in Numeracy and Mental Agility

Stage 7

An awareness raising booklet – working in partnership

***SKILL – USING NUMBER LINES***

Children are working towards being able to:

\* Place whole numbers up to 1 000 000 on a scaled number line, using varied intervals.

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0 1 000 000

0 1 000 000

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I

If this is where 0 goes and this is where 1 000 000 goes

where will you put 582 000?

\* Order negative numbers and locate them on a number line.

**Activities to Help:**

1. Draw a number line from 0 – 1 000 000 with 10 intervals. Ask your child to label the number line and place a given 5 digit number on it.
2. Using chalk outside or when at the beach create your own number lines with different intervals and ask your child to place given numbers or draw/paint number lines on paper and get your child to fill the number lines in. Draw number lines which go from negative to positive numbers (in intervals of 1 or 10)

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

Children are working towards being able to:

\* Confidently say the number before/ after a 4, 5 or 6 digit number.

**Activities to Help:**

1. Give quick fire mental questions for the above criteria.
2. Make 25 cards with random numbers up to 1 000 000 on them and put them in an envelope. In a second envelope put 25 instruction cards with the words ‘before’, ‘after’ on them. Your child then chooses one card from each envelope at a time and sees how quickly they can empty the envelopes.
3. Challenge: If your child is confident at ‘before’ and ‘after’ try ’10 before’, ’10 after’, ‘100 before’, ‘100 after’.

***SKILL – NUMBER STRUCTURE AND PLACE VALUE***

Children are working towards being able to:

\* Explain the link between a digit, its place and its value for numbers up to 3 decimal places.

\* Recognise the three places to the right of the decimal point represent tenths, hundredths and Thousandths.

**Activities to Help:**

* 1. Have multiple 1 - 9 number cards. Turn them over on a table and have your child pick 5 or more. They then have to arrange them and say what different numbers can be made using them as quickly as they can. Make the highest, lowest, second highest etc number.
  2. Add decimal point cards and ask your children to make and say numbers to 1, 2 or 3 decimal places. (4.56 would be read as four point five, six)
  3. Look for examples of numbers to 1, 2 or 3 decimal places in real life and ask your child which digit appears in the tenths, hundredths or thousandths columns. E.g £4.56 the digit 6 appears in the hundredths column.

***SKILL – ADDITION AND SUBTRACTION***

Children are working towards being able to:

• Use and apply a variety of strategies to solve addition and subtraction problems

**Activities to Help:**

1. There are many useful addition and subtraction games at [www.topmarks.co.uk](http://www.topmarks.co.uk)
2. Look for opportunities for adding and subtracting in everyday life. What would it cost to buy 3 items in a shop, How much change should you get from £10, £20, £30 etc.
3. **Match Attax**: If your child has Match Attax cards give them puzzles to work out using them. For example ask who would win between Ronaldo’s skill and power added and Messi’s shooting and defense. Trump cards could be used in the same way.
4. Ask your child to create different word problems to challenge you.

***SKILL - MONEY***

Children are working towards being able to:

• Work out how much money is left over after paying for an item or selection of items.

• Plan purchases within a given budget.

• Find the cost of same or similar items/services from a range of retailers to find the best value.

**Activities to help:**

1. When using money ask your child to tell you which coins/notes you are using.
2. If your child is saving up for something ask them to look at different sites on the internet or look in different shops to work out how much they need to save to buy the item.
3. If you are wanting to buy a new household item e.g a TV ask your child to find the best offers.
4. Give your child a particular budget for a birthday party or a holiday and ask them to plan it out.
5. Give your child some old shopping receipts and ask them how much change you would have had if you had given a certain amount.

***SKILL – IDENTIFYING AND RECOGNISING NUMBERS***

Children are working towards being able to:

\* Reads, writes and orders whole numbers to 1 000 000, starting from any number in the sequence.

\* Explains the link between a digit, its place and its value for whole numbers to 1 000 000.

\* Reads, writes and orders sets of decimal fractions to three decimal places.

\* Explains the link between a digit, its place and its value for numbers to three decimal places.

**Activities to Help:**

1. Number Spies: when out and about, see who can spot

\*The highest number

\*The most numbers above 1,000, 10,000 etc

\*Numbers with 1, 2 or 3 decimal points

This can be repeated when watching TV, reading papers/magazines etc.

2. Digit Wars: compete with your child to see who can create the most /highest/lowest numbers from 5 or 6 digits.

e.g Digits 2 6 8 1 2 5

You can include a decimal point and more digits.

3.Use the place value games found at [www.topmarks.co.uk](http://www.topmarks.co.uk).

(click onto year 6 or year 7)

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

Children are working towards being able to:

• Count forward and backward sequences in steps of 100 000, 50 000, 10 000, 5 000, 1 000, 500, 100, 50, 20 and 10

**Activities to Help:**

1. Give your child a starting number e.g 4 800 ask them to give you the next 4 numbers if you were going up in 100s e.g 4 900, 5 000, 5 100, 5 200 . Repeat but use different steps.

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

Children are working towards being able to:

\* Count forwards and backwards in steps in 10 000

\* Count forwards and backwards in steps in 100 000 E.g. 340 000, 350 000, 360 00

2 600 000, 2 500 000, 2 600 000…..

**Activities to Help:**

1. Practice the above types of sequences together. See how high your child can go or take it turns to say a number each in the sequence while passing a ball.
2. Give your child a starting number. Time them to see how quickly they can write/say the next 5 in the sequence or how many steps in the sequence they can say/write in a number of seconds.

***SKILL – ROUNDING AND ESTIMATING***

Children are working towards being able to:

\* Understand how rounded numbers can be used to estimate.

\* Use rounding skills to estimate

\* Use rounding skills to check answers.

\* Use knowledge of estimating and rounding within a range of problem solving contexts including money or measure.

**Activities to Help:**

1. When out grocery shopping ask your child to round the cost of particular items in your trolley to the nearest £ and estimate the total cost of these items.

2. When out clothes/toy/gift shopping ask your child to estimate the total cost of your bill.

3. When baking, estimate the cost of ingredients.

***SKILL – MULTIPLICATION TABLES***

Children are working towards being able to:

• solve a variety of problems using table facts from all tables from 2-10

**Activities to Help:**

Ask your child random table facts like:

What is 6 x 7?

Four times eight?

What is 9 x 5?

Multiplication catch: Throw a (soft!) ball at your child after asking a times table question. They get a point every time they answer before the ball gets to them.

Online games: Use the games at timestables.co.uk

Play the game Hit the Button.

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

Children are working towards being able to:

\* Multiply decimal fractions to 2 decimal places by 10, 100, 1000

\* Divide whole numbers and decimal fractions by 10, 100, 1 000 where the answer has no more than 2 decimal places e.g 25÷100 = 0.25 or 3.7÷ 10 = 0.37

\* Use known multiplication and division strategies to solve problems.

**Activities to Help:**

1. Ask your child questions like “What is 45÷9?”. Ask them to explain how their table facts helped them to know the answer e.g 45÷9 = 5 because 5x9=45.
2. Give your child a division fact e.g 32÷4=8 then ask your child what 320÷4 would be. Repeat.Give a point for each correct answer. How long does it take your child to reach 5 points? Can they beat their time?
3. Use your grid and counters you made for multiplying by 10/ 100 game and use them for dividing by 10.
4. Ask your child random multiplication/division by 10, 100, 1 000 questions.
5. Make a grid as below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| H | T | 1s | **.** | t | H |
|  | 2 | 3 |  |  |  |
|  |  | 2 | . | 3 |  |
|  |  | 0 | . | 2 | 3 |

Put different numbers of counters in the Hundreds, Tens, Ones, tenths, hundredths columns to show a particular number e.g 2 Tens, 3 Ones. Ask your child to move the counters to show the sum 23 ÷ 10. repeat using different numbers.

23 ÷ 100 IN THE SAME WAY. 0 is the place holder.

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

Children are working towards being able to:

* Reduce fractions to the simplest form.
* Find the fraction of an amount up to 3 digit numbers by using multiplication and division e.g 2/3 of 360.
* Calculate simple percentages of a quantity.

**Activities to Help:**

1. Make fraction cards e.g 1/3, 2/3, ¼, 2/4, ¾ and 3 digit number cards e.g 120, 144, 408. Challenge your children to work out the answer.
2. When shopping in the sales. Ask your child how much you will save or what will be the new cost of items you would like to buy.
3. Give your child a % amount e.g 40% ask them what it is as a fraction 40/100. Your child could also simplify it to 4/10

***SKILL – TIME***

Children are working towards being able to:

\* convert between 12 and 24 hour notation

\* know the relationship between commonly used units of time and can convert between them

\* apply the knowledge of 12 and 24 hour notation to plan activities using more than one timetable

\* investigate how long a journey will take using online route planners

\* calculate durations of events bridging across several hours in 12 and 24 hour notations

\* estimate the time taken for a journey given the speed and distance

\* understand what is meant by mph and km/h and solve simple problems using this

\* time practical activities and justify my choice of unit and timing device

\* record time using relevant units including a hundredth of a second

\* select the most appropriate unit of time for a given task and justify my choice

**Preparing your child and yourself for Academy.**

**1. Talk about the changes with your child well in advance**

Ask your child what they are looking forward to, what they will miss about their old school and what they are worried about at secondary school. Then you have plenty of time to work out strategies and talk through any issues.

**2. Familiarity can be comforting**

“We took up an invitation to a recent open evening, even though my kids have got two and four years to go. I think familiarity is important, so they can picture where they’re going. We’ll also go to school productions/plays so they can get more of a feel for what goes on there, and start to recognise more faces of older kids. It was handy for me too, to be able to see my kids in that environment and visualise them making the leap,” says mum Sue, from Carmarthenshire.

**3. Give your child some leeway**

We expect 4-year-olds to be tired when they start at school but they’re not the only ones. “Build in some quiet time during the first couple of weeks at the new school as they may find it tiring adjusting.”

**4. Encourage independence**

Is your child going to have to take a bus to school? If so, and they’re not used to doing this, have a few practice sessions in the year leading up to school. Make the first go on a Sunday or at a quiet time of the day. The school bus can be a scary place, especially when you’re 11 and some of the other students are almost grown-up. Ensure your child knows to let you, the bus driver and teachers know if any bullying occurs.

**5. Don’t leave things to the first morning of senior school**

If your child has to wear a tie, make sure they know how to tie it – don’t leave it until the first morning of secondary school!

**6. Help your child become more responsible**

Your child will have to organise him or herself far more than in primary school. They may have a two-week timetable, so you can’t rely on the fact that ‘Thursday is games day’. In the final year of primary, help your child become more responsible for their PE kit, homework and books, so they’re prepared when it comes to secondary school. Get them into the habit of getting their bags ready the night before, especially if they have to leave early to catch a bus, train or get a lift. Have a homework and activity schedule on the wall, which they can use to help them.

**7. Use the school’s website**

Take a good look around the new school’s website and encourage your child to do the same. Try to find out about the unfamiliar – the school layout, how they go about getting a locker, do they have prepaid swipe cards for the canteen? Arrange a chat with an older child already at the school if they don’t know any.

“My school had a mentor program where you would be paired up with an older secondary school student who showed you around and who you could ask questions about what to expect. It was great for silly questions I had about lockers, favourite teachers and subjects, but also for things like class structure and homework expectations. It was also nice to have someone older to wave to in the courtyard – it felt really cool when I was 12 anyway.”

**8. Get your child ready to make new friends**

“Talk about making new friends and discuss when they last made new friends how they did it. Make sure they have time to see old friends too,” says kids’ coach Naomi Richards.

“Encourage them to make the first move, to smile. Look people in the eye and make your body language open. Be a magnet to people – make the first move, ask ‘Do you want lunch?’ or ‘Shall we go to the library?’”

9. Talk about new school nerves

“It can be quite a transition from being a big fish in a small pond to a small fish in a big pond,” says parenting expert Sue.

“I have seen a really confident child become very shy because they found the first year so hard. Talk to them about how you felt when you started somewhere new – let them know it is normal to be nervous. Encourage them to ask if they can’t find their way round, or don’t know how to do something – don’t suffer in silence. And assure them that although other people may look and sound very confident, they may well be just as nervous underneath all the bravado.”

10. Prepare yourself as a parent

Finally, prepare yourself. “I didn’t realise how hard it would be having so little contact with the school,” “You don’t see their friends, you don’t know their teachers and you rely on them bringing home notes and messages. It is a big change for mums too!”

“Teachers are very conscious that the transition from primary school to secondary is a major step. Staff are aware that the prime objectives for parents are that their children are safe, happy and will develop both academically and socially. This may not happen immediately but if parents take every opportunity to familiarise themselves with the new setting such as attending open evenings, induction events, they can short-circuit many of their concerns. My experience suggests that children are far more resilient and adaptable than parents give them credit for.”