

Maths at home

Supporting
your child's
learning at
Year 1

Talk together and have fun with numbers, shapes, games, and patterns

Help your child to:

- find numbers and shapes around your home and neighbourhood, such as clocks, car number plates, letterbox numbers and signs
- count forwards and backwards starting with different numbers, for example, 58, 59, 60, 61, 62, then back again using clocks, fingers and toes, and action rhymes
- copy, continue and make patterns when counting "clap 1, stamp 2, clap 3, stamp 4, clap 5 ..."
- do sums using objects such as stones or marbles, for example, $6 + 2$, $4 + 4$, $5 + 3$
- make up number stories, for example, "You have 2 brothers and 2 sisters. Altogether you have four siblings."
- compare objects side by side (shorter/longer, shorter/taller, lighter/heavier, or holds less/more)
- connect days of the week to activities on those days
- connect time of the day to activities at that time (eg. we go to school at 8 am, we go to bed at 8 pm)
- build with blocks and talk about the features
- sort objects by feature (eg. find all the yellow socks)
- make predictions about what might happen in a story or a game.



Here's a tip: maths is an important part of everyday life. Make maths fun for your child with practical, hands-on activities and games that you can do together.



Use easy, everyday activities

Involve your child in:

- preparing and sharing out food, for example, "We have eight carrots". Ask, "How can we share them between us?"
- talking about time, for example, "lunchtime", "storytime", "bedtime"
- using words in everyday play, such as "under", "over", "between", "around", "behind", "up", "down", "heavy", "light", "round", "circle", "yesterday", "tomorrow", "left", and "right". You can get books, games, movies or find online content with these words and ideas in them too
- asking questions such as "How many apples do we need for lunches? What do you think the weather is going to be like today/tomorrow? What are we going to do next?"
- organising books or toys on a shelf from tallest to shortest.

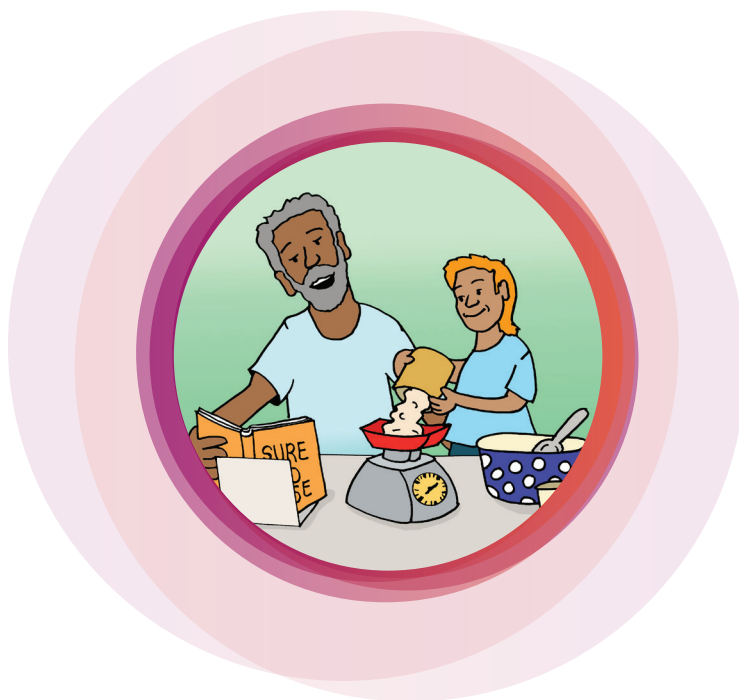


Here's a tip: use lots of maths words as your child is playing to develop their understanding of early maths (for example, "over", "under", "first, second, third", "round", "through", "before", "after"). Use the language that works best for you and your child.

For wet afternoons/school holidays/weekends

Get together with your child and:

- play with water using different shaped containers and measuring cups in the sink or bath using words like 'more', 'less', 'lighter', or 'heavier'
- bake and talk to your child about the recipe/ ingredients using words like "How many?" "How much?" or "More?". Count how many teaspoons of baking soda are needed, how many cups of flour, how many muffin cases
- estimate the number of objects in collections of up to 10, e.g., toys, spoons
- play dress-ups and getting dressed, use words like "short", "long", and ask questions like "What goes on first?", "What goes on next?", "Does it fit?"
- create a 'sorting box' with all sorts of 'treasure', for example, bottle tops, shells, stones, poi, toys, acorns, pounamu (greenstone), cardboard shapes, leaves. Ask questions like "How many?", "Which is the biggest group?", "Which is the smallest?", "How many for each of us?", "What shape are those?"
- do jigsaw puzzles, play cards or board games and build with blocks.



Here's a tip: be positive about maths and show your child where you use maths. This will help them build confidence in maths. Praise their effort.

