**Other ideas you could try at home**:
Money:

- estimate how much shopping will cost (e.g. rounding to the nearest £1 or £10)
- relating knowledge about fractions and percentages to sale prices
- applying knowledge of positive and negative numbers in contexts such as the weather forecast or bank statements
- understanding multiplication and division in terms of sharing (e.g. sweets, lottery winnings, calculating how many vehicles required in order to transport children to an event)
- comparing costs between products (e.g. using price comparison sites)
- budgeting – earning pocket money and planning how best to spend and/or save
- understand use and security of bank cards, chequebooks, online banking

Time:

- knowing where to find and understand the difference between sell-by and use-by dates for food
- consulting pupils when planning trip journeys, holidays etc. and using current technology to assist
- real time events: How long do you brush your teeth for? How much screen time do you get/is appropriate? What time do you go to bed/get up?

**Useful Websites/Apps** (all with adult supervision/permission)**:**

- www.sumdog.com
- www.coolmath-games.com/
- www.educationcity.com
- www.bbc.co.uk/education
- www.online-stopwatch.com
- www.nasa.gov
- www.google.co.uk/maps
- www.youtube.com
- 2D shape recognition: polygon song video, YouTube

**Further information about Numeracy & Maths, including,:**

- ipad apps for learners
- numeracy booklet for P6/7 transition to High School
- full 'benchmarks' for numeracy and maths

can be found on the curriculum page of the school website:

http://www.parsonsgreenprimaryschool.co.uk/learning-provision/curriculum/

Parsons Green Primary School

# A Guide for Parents & Carers:

to support Key Learning in
**Numeracy/Maths**
at the ***middle*** of the ***Second Level*** of
**Curriculum for Excellence**

*(Early Level: Nursery to end P1, for most pupils*
*First Level: P2 to end P4, for most pupils*
***Second Level: P5 to end P7, for most pupils****)*

Most pupils will be able to or will be working towards:

Number

- know which numbers come before and after (possibly in increments of 10s, 100s, 1000s up to 10,000)
- know number bond facts between 0-10 (0+10=10, 1+9=10, 2+8=10 etc.) and apply these to calculations within 100/1000 ( e.g. 4-2 is similar to 40-20 and 400-200)
- solve problems involving whole numbers (addition, subtraction, multiplication and division) mentally (e.g. 32-19 and/or 475-27)
- understanding and being able to interpret number lines, including negative numbers (e.g. reading a thermometer)
- recall times tables facts. Begin with building your child's confidence with tables such as 2,5,10 and then the others up to 10 times tables (extension up to 12)
- recognise patterns and relationships in multiplication and division (e.g. draw on knowledge of times tables when solving a division problem)
- know about multiples and factors of a given number (e.g. 36 is a multiple of 3, 6 and 9 while 3, 6 and 9 are factors of 36)
- recognise and solve calculations involving decimals (e.g. when shopping) This will build upon previous knowledge from above
- understand what a budget is and that people often need to save up for things (e.g. birthday presents)
- identify common fractions of a shape and/or number (e.g. a pizza sliced into eight pieces)
- relate experiences of fractions to decimals and percentages (e.g. ½ = 50% = 0.5)
- understand that fractions can be equivalent (e.g. ½ = 2/4)
- understand that a symbol or a letter (e.g. x, y or a) can represent a number in an equation (e.g. 2+y=5 so y=3)

Shape

- recognise or name 2D and 3D shapes (e.g. circle, square, decagon, polygon, cylinder, cuboid, decahedron etc.)
- describing properties of shapes: describe the faces, sides, diagonals and vertices
- identifying the nets of 3D shapes
- identify multiple lines of symmetry
- understand tessellation (e.g. tiling)

Time

- use timetables to plan a journey (identify leaving time/arrival time and duration)
- time events (e.g. time to cook a meal)
- understand which unit of time would be most appropriate to use (e.g. how many months/weeks until a birthday)
- identify fastest and slowest times and calculate the difference between the two
- read analogue and digital clocks to one minute accuracy
- calculate duration of an event (e.g. how long is a film?)
- understand what am and pm are and mean

Measurement

- estimate and measure (e.g. how many steps from the front door to your bus stop/car/nearest shop or how many jellies in the jar. Measure can be done by counting or using online resources e.g. satnav/google maps, bus tracker)
- calculate perimeter and area and understanding the difference between the two

Data handing

- use tally marks to record information and read tally charts in order to present information in formats such as a bar graph or pie chart
- read and understand information from a variety of visual sources such as frequency table, bar graph, line graph or Venn diagram

Angles and transformation

- identify, measure and draw angles
- relate knowledge of angles to mapping, reading a compass and describing directions
- know the 8 compass points and be able to describe directions using 3 figure bearings
- look for examples of scale in everyday life: models, maps, plans

Maths and its impact on the world

- understand that there are different number systems such as roman numerals, Arabic, binary
- different societies ask citizens to contribute different amounts of money to address the wider needs of society (e.g. tax on wages, private insurance etc.)
- recognising the importance of maths in current affairs (e.g. currency rates, bitcoin, impact of debt)