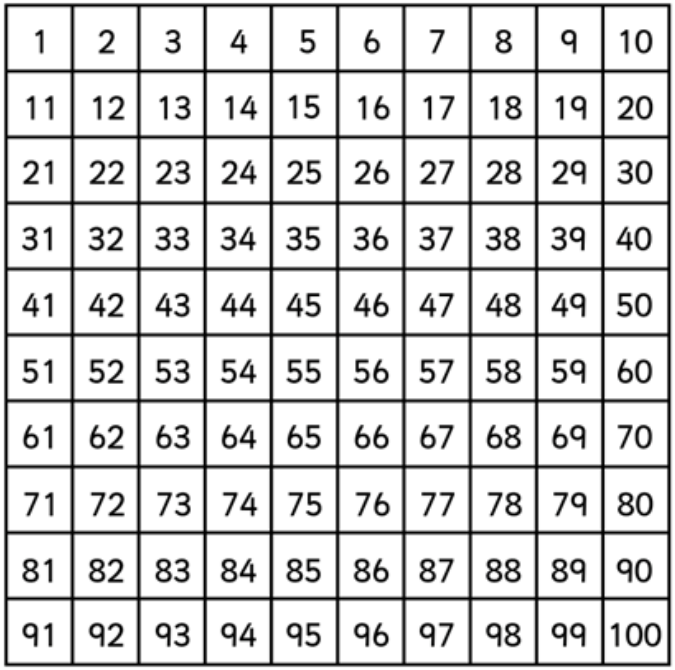
**Helping Your Child at Home with Maths – Reception**

This is a list of **some** of the skills that your child needs to master by the end of their school year. Teachers target these areas (along with many others) in school but home support is vital to ensure children make the best possible progress towards these goals. Please help your child to be the best that they can be by practising the skills below as much as possible as well as completing homework. Thank you.

| **Mathematics** | | |
|---|---|---|
| Skill | How could I help my child? | Examples |
| Count to 20<br><br>Order number 1-20 | Practise counting objects<br><br> <br><br><br>Write the numbers 1-20 on paper or card and ask the children to order them from smallest to biggest.<br>Start with 1-5 and build up to 1-10 and then 1-20. | How many sweets are there?<br><br>How many balls can you see?<br> <br><br>Count how many steps you walk up.<br><br>How many red cars will we see? |

**Helping Your Child at Home with Maths – Year 1**

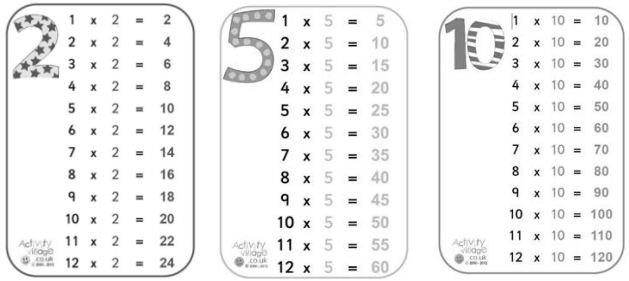
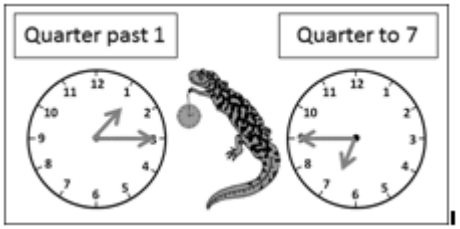
This is a list of **some** of the skills that your child needs to master by the end of their school year. Teachers target these areas (along with many others) in school but home support is vital to ensure children make the best possible progress towards these goals. Please help your child to be the best that they can be by practising the skills below as much as possible as well as completing homework. Thank you.

| **Mathematics** | | |
|---|---|---|
| Skill | How could I help my child? | Additional support |
| Read and write numbers to 100 | Practise reading numbers in books, on buses.<br>Encourage your child to write numbers e.g. How old they are/when their birthday is. |  |
| Count in multiples of 2, 5 & 10 | Practise counting in 2s, 5s and 10s.<br>Use a 100 square to count up in 2s, 5s and 10s. | |
| Use the vocabulary day, week, month and year | Talk to your child about what day/month/year it is.<br>E.g. Next week we are going swimming.<br>E.g. It is your birthday in one month. | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**Helping Your Child at Home with Maths – Year 2**

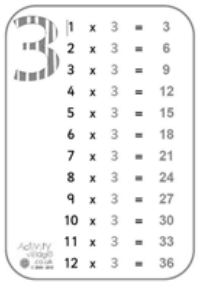
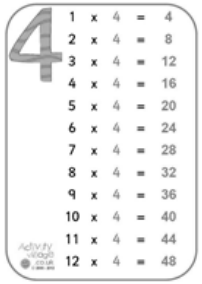
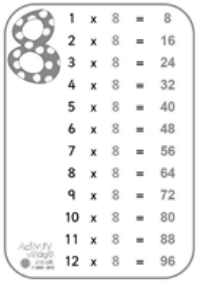
This is a list of **some** of the skills that your child needs to master by the end of their school year. Teachers target these areas (along with many others) in school but home support is vital to ensure children make the best possible progress towards these goals. Please help your child to be the best that they can be by practising the skills below as much as possible as well as completing homework. Thank you.

| Mathematics | | |
|---|---|---|
| Skill | How could I help my child? | Additional support |
| Know multiplication and division facts for the 2, 5 and10 x tables. | Practise the 2, 5 and 10 X tables.<br>Show the children multiplication and division calculations- can they complete?<br>5 x __ = 20 They could use 20 ÷ 5 = 4 to help |  |
| Tell the time to five minutes, including quarter past and quarter to. | Practise telling the time at significant times in the day e.g. bed time, so that your child becomes familiar with where both of the hands are.<br>What do the children notice about the big hand? What about the small hand? What does the smaller hand tell us? |  |
| Read and write all numbers to 100 in digits and words. | Read the number on the bus and ask your child to write the number in words.<br>Their age/birthday/how many minutes until bed time. | 1-10 One, two, three, four, five, six, seven, eight, nine, ten.<br>11-20 Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.<br>Thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.<br>e.g. 56 Fifty six |
| Say 10 more or 10 less than any number to 100 | Practise adding on or taking away ten. Show the children that it is only the tens column that changes. E.g. 10 more than **3**4 = **4**4 | |

***Practising Times Tables and using Mathletics will also help!***

## Helping Your Child at Home with Maths – Year 3

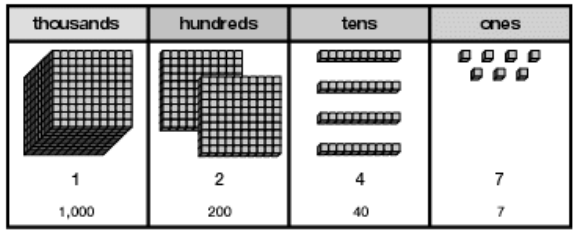
This is a list of **some** of the skills that your child needs to master by the end of their school year. Teachers target these areas (along with many others) in school but home support is vital to ensure children make the best possible progress towards these goals. Please help your child to be the best that they can be by practising the skills below as much as possible as well as completing homework. Thank you.

| Mathematics | | |
|---|---|---|
| Skill | How could I help my child? | Additional support |
| Read and write all numbers to 1000 in digits and words e.g. 256= two hundred and fifty six. | Read the number on the bus and ask your child to write the number in words.<br>Their age/birthday/how many minutes until bed time. | 1-10 One, two, three, four, five, six, seven, eight, nine, ten.<br>11-20 Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.<br>Thirty, forty, fifty, sixty, seventy, eighty, ninety,<br>Hundred, thousand. |
| Know multiplication and division facts for 3, 4 and 8 times tables. | Practise the 3, 4 and 8 X tables.<br>The children should begin to recognise that the 4 x tables are double the 2 x tables and the 8 x tables are double the 4 x tables.<br>Show the children multiplication and division calculations- can they complete?<br>4 x __ = 16 They could use 16 ÷ 4 = 4 to help |    |
| Find 10 or 100 more/less than a given number. | What is 10 more than 56? What is 100 less than 345?<br>Show the children that it is only the tens or hundreds column that will change | |
| Tell the time using 12 and 24 hour clocks. | Practising telling time using analogue clock and digital clocks.<br>What happens to the time in the afternoon? E.g. 5 o'clock in the afternoon is 17:00 digitally. | |
| Know the number of days in each month. | Ask your child how many days there are in the current month/the month of their birthday. | Song: 30 days have September, April, June and September. All the rest have 31 except for February which has 28, 29 in a leap year. |

***Practising Times Tables and using Mathletics will also help!***

## Helping Your Child at Home with Maths – Year 4

This is a list of **some** of the skills that your child needs to master by the end of their school year. Teachers target these areas (along with many others) in school but home support is vital to ensure children make the best possible progress towards these goals. Please help your child to be the best that they can be by practising the skills below as much as possible as well as completing homework. Thank you.

| Mathematics | | |
|---|---|---|
| Skill | How could I help my child? | Additional support |
| Know all multiplication and division facts up to and including 12 x 12 | Practise the all X tables.<br>Show the children multiplication and division calculations- can they complete?<br>7 x __ = 42 They could use 42 ÷ 7 = 6 to help | |
| Round any number to the nearest 10, 100, 1000 | E.g. 723 rounded to the nearest ten= 720, rounded to the nearest 100= 700, rounded to the nearest 1000= 2000. | |
| Recognise the place value of any 4 digit numbers | E.g. 2**3**76 = three hundred, 300<br>What is the value of the 6 in 1261?<br>  | |
| Read Roman numerals to 100 | Reading Roman numerals is new to the curriculum. You could practise this with your child by learning 1, 5, 10, 50 and 100 first.<br>Write your age in Roman numerals. | |
| Read, write and convert time between analogue & digital clocks. | Practising telling time using an analogue clock and digit clocks.<br>What happens to the time in the afternoon?<br>E.g. If it is half past nine in the evening it will be 21:30 digitally. | |

| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 111 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

### Roman Numerals

| I = one | V = five | X = ten | L = 50 | C = 100 |
|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I | II | III | IV | V | VI | VII | VIII | IX | X |
| XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
| XXI | XXII | XXIII | XXIV | XXV | XXVI | XXVII | XXVIII | XXIX | XXX |
| XXXI | XXXII | XXXIII | XXXIV | XXXV | XXXVI | XXXVII | XXXVIII | XXXIX | XL |
| XLI | XLII | XLIII | XLIV | XLV | XLVI | XLVII | XLVIII | XLIX | L |
| LI | LII | LIII | LIV | LV | LVI | LVII | LVIII | LIX | LX |
| LXI | LXII | LXIII | LXIV | LXV | LXVI | LXVII | LXVIII | LXIX | LXX |
| LXXI | LXXII | LXXIII | LXXIV | LXXV | LXXVI | LXXVII | LXXVIII | LXXIX | LXXX |
| LXXXI | LXXXII | LXXXIII | LXXXIV | LXXXV | LXXXVI | LXXXVII | LXXXVIII | LXXXIX | XC |
| XCI | XCII | XCIII | XCIV | XCV | XCVI | XCVII | XCVIII | XCIX | C |

***Practising Times Tables and using Mathletics will also help!***

## Helping Your Child at Home with Maths – Year 5

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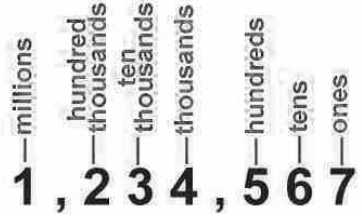
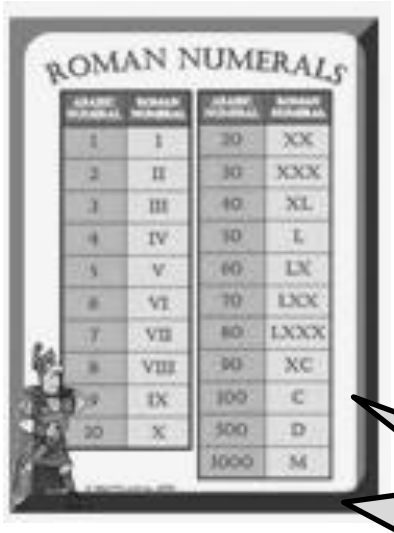
| Mathematics | | |
|---|---|---|
| Skill | How could I help my child? | Additional support |
| Know all multiplication and division facts up to and including 12 x 12 | Practise the all X tables.<br>Show the children multiplication and division calculations- can they complete?<br>7 x __ = 42 They could use 42 ÷ 7 = 6 to help | |
| Read Roman numerals to 1000. | Reading Roman numerals is new to the curriculum. You could practise this with your child by learning 1, 5, 10, 50 and 100 first.<br>Write your age in Roman numerals. | |
| Know all prime numbers up to 19 | A prime number is a number that can only be made by multiplying itself by 1. E.g. 1 x 7 = 7, we cannot multiply to make 7 using any other number. 12 is not a prime number as we can multiply 2 x 6, 3 x 4<br>Prime numbers to 19= 2, 3, 5, 7, 11, 13, 17, 19 | |
| Recognise the place value of any number up to 1,000,000 e.g. 2**3**, 456= three thousand, 3000 | E.g. 2**3**, 456= three thousand, 3000<br>  <br>What is the value of the 6 in 3,234,621 | |
| Solve time problems using timetables | How long does Eastenders last for?<br>How long does it take for the bus to go from Romford to Collier Row? | |

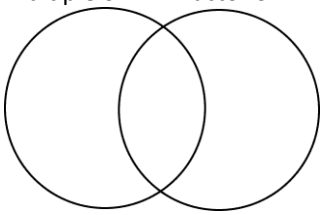
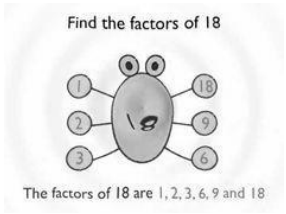
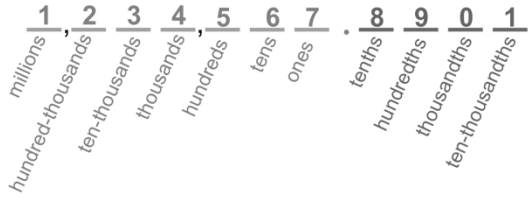
| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 111 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |




***Practising Times Tables and using Mathletics will also help!***

## Helping Your Child at Home with Maths – Year 6

This is a list of **some** of the skills that your child needs to master by the end of their school year. Teachers target these areas (along with many others) in school but home support is vital to ensure children make the best possible progress towards these goals. Please help your child to be the best that they can be by practising the skills below as much as possible as well as completing homework. Thank you.

| Mathematics | | |
|---|---|---|
| Skill | How could I help my child? | Additional support |
| Identify multiples, factors and prime numbers. | Complete the Venn diagram-<br>Multiple of 2 Factor of 24<br>   | Multiple= a number from the times table. E.g. 4, 8, 12 are all multiples of 4.<br>Factors= two numbers that can be multiplied together to make a given number. E.g. 3 and 4 are factors of 12 as 3 x 4 = 12<br>Prime numbers= a number that can only be made by multiplying itself by 1. E.g. 1 x 7 = 7, we cannot multiply to make 7 using any other number. 12 is not a prime number as we can multiply 2 x 6, 3 x 4<br>Prime numbers to 19= 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 |
| Identify the value of each digit to three decimal places. | E.g. 1.4**5**6 = 5 hundredths, 0.05<br>What is the value of the 3 in 1.32? |  |
| Use addition, subtraction, multiplication and division operations accurately. Use the operations to solve problems. | Your child should continue to practise addition, subtraction, multiplication and strategies to solve calculations and problems. | <u>Calculating %</u><br>Work out the equivalent fraction- ½ = 50% ¼ = 25% 1/10 = 10%<br>Divide the number by the denominator (the top number)<br>e.g. ¼ of 40=<br>40 ÷ 4 = 10<br>To find ¾ multiply the answer (10) by the numerator (the top number)<br>3 x 10 = 30 (so ¾ of 40 = 30) |
| Round any whole number to a given point | The rounding rule- 4 or less= round down. 5 or more= round up.<br>e.g. Round 1262 to the nearest ten (1260) hundred (1200) thousand (1000). | Divide the number/amount by 100 to find out 1% and then multiply this by the % you would like to find.<br>e.g. 25% of 40=<br>40 ÷ 100 = 0.4 (1%)<br>0.4 x 25 = 10 |
| Calculate the percentage % of a whole number. | What is 20% of 400?<br>What is 75% of 280?<br>45 is 50% of what?<br>Debenhams has a sale, 30% off of everything. If a bag cost £210 before the sale, how much does it cost now? | |

***Practising Times Tables and using Mathletics will also help!***