

MATHEMATICS

AT SCHOOL

If your child is meeting the Mathematics Standard after one year at school...

...they will be working at early curriculum level 1, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.

They are likely to be counting from 1 using their fingers or objects to solve problems. They may be starting to count in their heads and beginning to recognise number patterns like $3 + 2 = 5$.

To meet the standard your child will be learning to:

- solve mathematics problems up to 10, then up to 20
- count forwards and backwards with numbers up to 20, then up to 100, and know the number before and the number after any given number
- explore patterns, shapes and measurement
- organise and share objects
- talk about where they are, how they got there and where there are going – “I am in front of the tree”, “I am behind you”
- find out interesting facts by asking and answering questions (e.g., how many chairs are there in the classroom?).

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

Focus on number

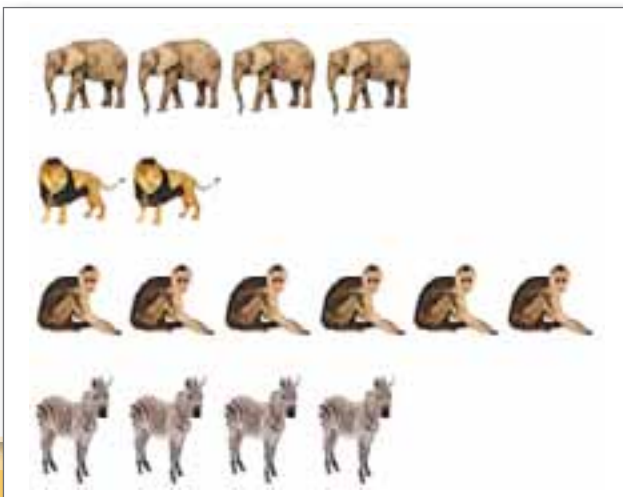
During your child's first year at school, 60–80 percent of mathematics teaching time will focus on number learning.

Mathematics problems at this level might look like this:



Here are some animal cards. Please arrange them so someone else can see how many of each animal there are at the zoo.

**How many zebras are there?
Which animal is there the most of?**



I have sorted the animals into rows. There are 4 zebras. By looking at each row and counting the animals, I worked out there are more monkeys than any other animal.



Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



Talk together and have fun with numbers and patterns

Help your child to:

- find numbers around your home and neighbourhood – clocks, letterboxes, speed signs
- count forwards and backwards (microwave, clocks, fingers and toes, letterboxes, action rhymes, signs)
- make patterns when counting “clap 1, stamp 2, clap 3, stamp 4, clap 5...”
- do sums using objects or in their head (e.g., $2 + 3$, $4 + 1$, $5 + 4$, $6 + 2$)
- make up number stories – “you have 2 brothers and 2 sisters. There are 4 of them”.



Use lots of mathematics words as your child is playing to develop their understanding of early mathematics (“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
- bake – talk to your child about the recipe/ ingredients using words like “how many?” “how much?” “more”. Count how many teaspoons of baking soda are needed, how many cups of flour, how many muffin cases

Use easy, everyday activities

Involve your child in:

- preparing and sharing out food – “one for me and one for you”. Ask, “How many for each of us?”
- talking about time – “lunchtime”, “storytime”, “bedtime”
- using words in everyday play like “under”, “over”, “between”, “around”, “behind”, “up”, “down”, “heavy”, “light”, “round”, “circle”, “yesterday”, “tomorrow”. You can get library books with these words and ideas in them, too
- asking questions like “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?”



Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

- 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’ – 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?”
- do jigsaw puzzles, play card and board games and build with blocks.

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.



Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.