

Ideas to help your child practise their maths at home KS2

Times Tables

These are vital for a large proportion of the maths we do in class. E.g. cancelling fractions, multiplying fractions, finding common denominators, long multiplication and long and short division... **So please make times tables a priority.**

Ideas for learning multiplication facts

- Remember to learn them by saying the table in full i.e. $1 \times 7 = 7$, $2 \times 7 = 14$, $3 \times 7 = 21$... not 7,14,21... as saying it in full will help with recall much better when they are out of order.
- Chant the tables aloud (say it in full e.g. $1 \times 6 = 6$, $2 \times 6 = 12$, $3 \times 6 = 18$...),
- Write them out several times, then look, cover, check.
- Ask somebody to test you.
- Make flash cards
- Use the flash cards to play a game where you turn all the cards upside down. Next pick a card and turn it the correct way up and the first person to shout out the answer gets a point.
- play games on internet/CDs

<http://www.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>

- tables raps/songs

Card games

- Use playing cards but take out picture cards
- Choose a timetable you want to practise e.g. 6 x table
- Turn over a card (e.g. 2 of hearts)
- First person to say the answer to $2 \times 6 = ??$ wins the card.

Practising Number Facts

- Play 'ping pong' to practise components with your child. You say a number and they reply with how much more is needed to make e.g. 10, 20, 100, 1000... Encourage your child to answer quickly without counting or using fingers.
- Throw two dice. Ask your child to find the total of the numbers (+), the difference between them (-) or the product (x). Try with decimals e.g. $6 = 0.6$
- Use a set of playing cards (without the picture cards). Turn over two cards and ask your child to add or multiply the numbers. If they answer correctly, they keep the cards. How many cards can they collect in two minutes?
- Play Bingo. Each player chooses five answers (e.g. numbers to 100 to practise simple addition, multiples of 6 to practise the six times table etc). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.
- Give your child an answer. Ask them to write as many number sentences as they can with this answer. You could just ask for addition sentences or any type of calculation.
- Give your child a number fact – eg $5 + 8 = 13$. Ask them what else they can find out from this fact e.g. $50 + 80 = 130$, $8 + 5 = 13$, $13 - 8 = 5$, $130 - 50 = 80$, $0.5 + 0.8 = 1.3$ etc
- Look out for car number plates. What is the number on the plate? What is this rounded to the nearest 10 or 100 or 1000? How many more would you need to reach the next multiple of 10, 100 or 1000?

- Make up rhymes together to help your child remember tricky times tables.

Real life Problems

- Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.
- Buy items with a percentage extra free. Help your child to calculate how much of the product is free.
- Ask them fractions of amounts e.g. How much would $\frac{1}{10}$ of the 1000g packet of rice weigh? What about $\frac{3}{10}$?
- Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.
- Use a bus or train timetable. Ask your child to work out how long a journey between two places should take. Go on the journey. Do you arrive earlier/later than expected? By how much?
- Help your child to scale a recipe up or down to feed the right amount of people. E.g. If you need 200g butter for 6 people, how much would you need for 12? 3? 2?

Getting children involved in real situations where they are using mathematical skills is motivating and stimulating.

Shape and Measures

- Choose a shape of the week. Look for this shape in the environment. Ask your child to describe the shape to you.
- Play 'guess my shape'. You think of shape. Your child asks questions to try to identify it but you can only answer 'yes' or 'no'.
- Hunt for right angles around your home. Can your child spot angles that are bigger or smaller than a right angle? Are they obtuse, acute or reflex angles?
- Look for symmetrical objects. Help your child to paint or draw symmetrical pictures/patterns. Use a mirror to check.
- Make a model using different boxes/containers of different sizes. Ask your child to describe their model to you. What would they net look like – open the box to look at it.
- Practise measuring the lengths and heights of objects in metric measurements. Help your child use different rulers or tape measures correctly. Encourage them to estimate before measuring. Compare measurements in metric and imperial. Can they convert e.g. mm into cm, m into km? Can they work out the area, perimeter and volume of a cuboid?
- Let your child help with the cooking. Help them to measure ingredients accurately. Talk about what each division on a scale represents.
- Choose some food items out of the cupboard. Try to put the objects in order of weight by feel alone. Then check by looking at the weights on the packets.
- Practise telling the time with your child. Use both digital and analogue clocks. Ask your child to be a 'timekeeper' – e.g. tell me when it is half past four because we are going swimming.
- Use a stop clock to time how long it takes to do everyday tasks –e.g. how long does it take to get dressed. Encourage your child to estimate first.
- Use a TV guide. Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day/week?

Other Areas

- Do they know their roman numerals? E.g. What is MMCCXXIX
- Do they know how to work out the mean, median, mode and range?