

## PSS Maths Activity Ideas for Parents/Carers – Part 3

Pupil and School Support (PSS) are qualified teachers who support children and young people in educational settings who have learning difficulties.

These leaflets have been created to offer suggestions for support to parents and carers during the COVID-19 crisis.

Support your child to estimate (guess) how many there are as well as count e.g. how many seeds in the pack and how many stars in the sky.



Explore larger numbers. Look at space, the planets e.g. distance from earth.

Support learning of times tables – complete one at a time. Look for patterns and links e.g.  $3 \times 4 = 2 \times 6$ . Whilst there are plenty of commercial CDs and applications, children can have fun singing them with adults.

Create a multiplication fortune teller – this is a fun variation of the chatter boxes / fortune tellers school children make out of squares of paper – but rather than predicting your favourite colour, this one helps with learning times tables facts.



Discuss pocket money, if they spent half and saved half, how much would that be? How long would it take them to save for a specific item. If you gave them a pocket money increase of 50%, how much would they now get?

Negotiate increases in pocket money as percentages. For example, a 5% increase would be how much money per week? Encourage your child to save a percentage of their pocket money or birthday money and work out how much this would be. For example, how much money would you have if you saved 40% each week?

Calculate together how much a mobile phone costs per month. How much is spent on messages and how much on phone calls?

Select five products from a catalogue then calculate what the cost would be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?

Collect and read recipes and discuss the use of fractions, millimetres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.

Identify the temperature and cooking time on a recipe. Discuss how you would double a recipe. Encourage your child to record the new measurements for the recipe. Estimate the cost to buy all the ingredients to make the recipe.

When using recipes which include measures compare amounts e.g. is 0.5l more than 0.25l? Measure, look and compare. Whilst using measures in recipes investigate how 250g is the same as 0.250kg or 0.25kg. Look at packets to see the percentage of recommended daily amounts and discuss health benefits.

Make a list of the abbreviations used in the recipe and then write them in full, for example, L for litre, ml for millilitre, tsp for teaspoon, tbs for tablespoon. Identify the temperature it needs to be cooked at and discuss the cooking time, and its start and finish times.

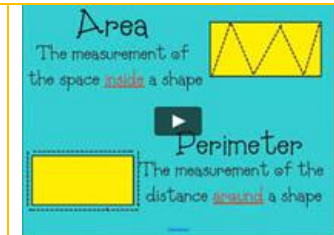
Increase your child's awareness of measure in activities you do around the house, whether it be measuring items in cooking, in a D.I.Y. project, buying new carpet/curtains etc.

Using Newspapers, on the front page, estimate the percentage of picture and text. Does this vary over the first four pages? Research the cost per word/line to put a classified advertisement in the newspaper. Calculate how much it would cost to put an advertisement in the classified section.

Make models and measure. Is 0.75m smaller or bigger than 0.5m? Is 0.5m the same as  $\frac{1}{2}$  a metre? What does it look like?

Play equivalent bingo – e.g. have boards and cards with different measurements on e.g. 1m, 100cm, 1 1/2m, 150cm, 1hr, 60 minutes. If you call out 1 minute they can choose to cover 60 seconds as it is equivalent. This could also be adapted for a Four in a row game.

Raise awareness of perimeter and area – if you have a slabbed area in your garden, how many slabs fit around the edge? How many cover the whole area? If you are starting a tiling job in your bathroom or you wish to make someone a patchwork quilt you could ask similar questions.



What is the difference between the minimum and maximum temperature for each day?

Find a seven-day forecast then record the actual temperature for each day and compare. What were the similarities and differences? Use the information on the weather website to explore differences in weather from your area to others.



Make your own cubes for games – make a number die, shape die, direction cube, action etc. This can be a fun way to learn about shapes and directions, but also to make up rules for a new game e.g. Find an item in the house that is that shape or by using the direction cube. Begin to make more complex 3D shapes e.g. make a football shape in their favourite team colours.

Play battle ships or make 'treasure maps'. Help your child make a map of a familiar place. Talk about where you live in relation to where a friend lives or the shops. Use directional words and phrases, such as beside and to the right of. Together, draw a map, marking landmarks and familiar places. Work out where north, east, west etc are. Show your child that the sun (when we get it!) rises in the east and sets in the west.

Investigate how to make 3D shapes by dismantling cartons and boxes, involve them in taking boxes apart to fit in the recycling. Get children to design and make their own containers for storage or to hold a present.

Have fun making cubes etc. out of lolly sticks or straws or if feeling adventurous you can make larger structures from garden canes but beware of 'pointy' ends. Invite your child

to use 50 straws or tightly rolled tubes of newspaper and some tape to build the tallest freestanding structure they can build.

Playing board games supports not only number, but strategic thinking and problem solving.



Use dice. Roll more than one dice and make the largest /smallest number possible. Roll the dice and add the numbers together to find the total or take them away or even multiply!

With a partner throw a ball calling out the answers to the times table you are learning. Try starting at different places.

Play hopscotch – initially count on more or then you could put the answers to x tables on the squares. Throw a pebble and call out the respective question for the number.

Useful Websites:

<https://nrich.maths.org/>

<https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/>

<https://whiterosemaths.com/homelearning/>

<https://www.themathsfactor.com/>

<https://mathsframe.co.uk/>

<https://www.bbc.co.uk/bitesize>

