Maths Vocabulary Parent Guide

Your child will need to learn a range of words for calculating, below are some of the key words that they will learn. There are also some question ideas for you to help your child, simply change the numbers to practice using these terms.

add, addition, more, plus, increase, sum, total, altogether, score, double, near double, how many to make....? inverse*, how much more is..?

What is the sum of 13 and 26?
What is the total of 16 plus 24?
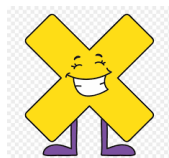Can you increase 33 by 20?
What is double 8?

subtract, subtraction, take away, minus, decrease, difference between, inverse*, how many fewer is than ...? how many are left over? less than

Subtract 8 from 51
Take away 13 from 28
What is 54 minus 24?
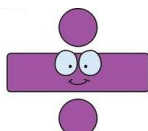What is the difference between 48 and 36?

lots of, groups of, times, multiply, multiplied by, multiple of, product, repeated addition, double, inverse*, factor

What is the product of 4 and 6?
Name a multiple of 4
Double 13
Multiply 5 by 3

share, group, divide, division, divided by, divide into, remainder, halve, inverse*, equal groups of.., share equally, divisible by, factor, fraction

Share 24 by 3
Divide 16 by 4
What is half of 12?
What numbers are divisible by 5?

*Inverse: doing the opposite calculation to check your answer, e.g. 4 + 3 = 7 the inverse 7-3=4 & 12 ÷ 4 = 3 the inverse 3x4 = 12

Supporting Maths At Home
Parent Guide

You can help support your child with their maths at home through every day activities, playing games, using online learning platforms or practicing key skills. Below are some suggestions.

Maths at Home

❖   Ask your child to help you sort a food cupboard out, putting heavier items on the lower shelf and lighter items on an upper shelf.

❖   Weigh items when cooking, discuss and compare measurements e.g. cm/m, g/kg, ml/l.

❖   Sort coins and role-play going to the shops by putting prices on toys, tins etc. Pay for items and giving change.

❖ Set up a weekly timetable so your child can see days of the week, parts of the day e.g. morning, afternoon, evening and o'clock times.

❖ Mark holidays and birthdays on calendars.

❖ Tell the time.

Dice Game

Use a dotted dice and write the numbers 1 to 6 on a sheet of paper (or use the numbered animals).

❖ Throw the dice. Can your child guess how many dots there are?

❖ Check by counting.

❖ Ask your child which number on the paper matches the dots on the dice.

Recognising numbers

Choose a number for the week. Encourage your child to look out for this number all the time. Can your child see the number anywhere?

❖ **at home** - in the kitchen
- on pages in a book

❖ **in the street** - on doors
- on car number plates
- on buses

❖ **while out shopping** - on the shop till
- on shelves
- in shop windows

Choose a different number each week
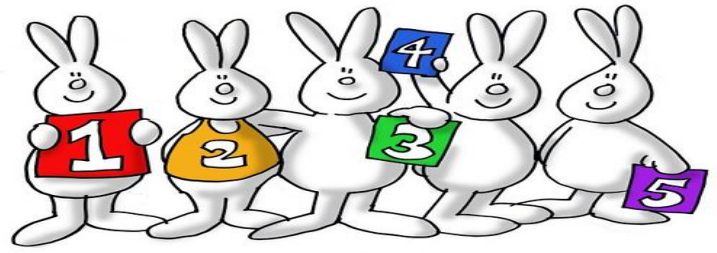
Year R pick a number from 1 to 20
Year 1 pick a number from 1 to 100
Year 2 pick a number over 100

Ordering numbers

Year R

Use old magazines, comics or greetings cards. Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5.

❖ Shuffle the animals.
❖ Put them in order from 1 to 5.
❖ Remove one animal. Ask your child which number is missing. Repeat with the other numbers and move more than one missing number.
❖ Ask your child to say what number comes after or before a number you choose.

When your child can do this, repeat with numbers 1 to 10. Then 11 – 20.

Year 1
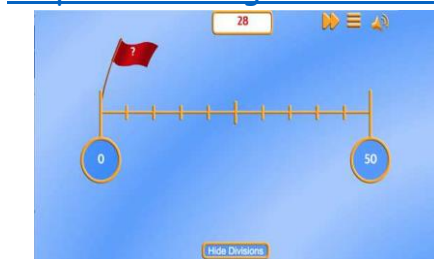
Practice ordering numbers up to 100.

https://www.topmarks.co.uk/maths-games/5-7-years/ordering-and-sequencing
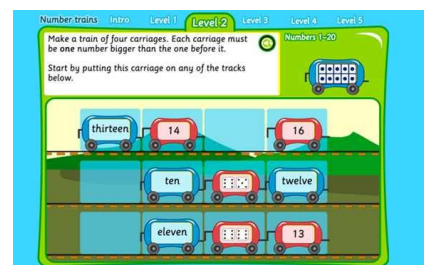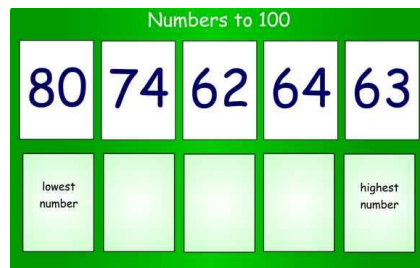
Year 2

Practice ordering numbers using place value and the < = > symbols

https://www.ictgames.com/mobilePage/placeValue.html

One More or Less

Year R

For this game you need a dice, a coin and some building blocks or Lego bricks.

- ❖ Take turns to roll the dice.
- ❖ Build a tower with that number of blocks or bricks.
- ❖ Then toss the coin. Heads means take one brick off. Tails means add one on.
- ❖ If you can guess how many bricks there will be after this, you keep them!
- ❖ The first to collect 20 bricks or more wins.

Year 1 know 1 more or less than a number up to 100. Then 10 more / less.

Counting

Year R

Practice counting in order from 1.

Then start at 5 and count on from there to a given number e.g. 11.

Then start at 9 and count back from there to zero.

Choose a different starting number each time.

Year 1

Count on in 1's from any number between 1 and 100, especially when crossing tens e.g. 29, 30.

Count back in 1's from any number between 1 and 100, stopping at 0.

Count on or back in 10's from 0 to 100 e.g. 10, 20, 30

Then start from any number between 1 and 100 e.g. 12, 22, 32, 42

Count on or back in 2's from 0 to 20 e.g. 2, 4, 6, 8. Then from numbers from 0 to 100.

Count on or back in 5's up to 100 e.g. 0, 5, 10, 15

Year 2

Count on or back in 2's from any number, including odd numbers e.g. 3, 5, 7

Count on or back in 5's from any number e.g. 12, 17, 22, 27

Count on or back in 3's from 0 to 36 e.g. 0, 3, 6, 9

Count on or back in 3's from any number, including odd numbers e.g. 1, 4, 7

Your child should be confident and able to count accurately in all these steps by the end of Year 2. They should also be learning to recite the times tables facts in order for the:

- 2 times tables e.g. 1 times 2 equals 2
- 5 times tables e.g. 3 times 5 equals 15
- 10 times tables e.g. 5 times 10 equals 50

Your child should also know the associated division facts for these times tables. So if I know that $3 \times 5 = 15$ then I also know that $15 \div 5 = 3$.

When your child is fluent with these times tables facts and can quickly recall all the associated division facts then they can start learning:

3 times tables   /   4 times tables   /   6 times tables   /   8 times tables

7 times tables   /   9 times tables   /   11 times tables   /   12 times tables