

# Kindy Maths Pack

Mathematics in the Early Years of Schooling is designed to be fun and hands on. We have provided some things that you can cut out and use to support your child with their learning. You may need to find some household items to help you with counting, or patterning. If your child is finding the activity difficult, try smaller numbers, and keep practising, as it will take multiple attempts for your child to be able to master the skill. Repetition is the key in developing these early maths skills. It is not expected that you practise all of these skills everyday with your child, but rather continue to focus and build on the skills as the child progresses.

## **MATH CONCEPTS:**

**Counting:** Counting is the most important skill that you can help your child with. When we count it is not just saying the number names in order. It is important to count objects. Your child will be working on numbers from 1 - 10.

When counting you need to help your child to;

- only touch each object one time, and say the number name at the same time.

- Only say the number once, and in the right order (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

- Know that the last number that is said tells us HOW MANY in the group. So when you say How many, they can tell you without recounting.

**Subitising:** This is when we can recognise how many at a quick glance. Hold the card up for 3 seconds and then hide it. Say how many did you see. Your child needs to be able to tell you without counting the amount. (Board games are a great way to do this.)

**Number Magnitude:** This is developing an idea of which group has more or less. You need to use groups that have obviously more or obviously less.

**Patterning:** Sorting is part of patterning. We have provided some items for you to work with your child to sort in to groups. You may need to tell your child to sort them in to groups using colour.

Patterns: can they continue a pattern by colouring, or by using objects? A pattern for them to work on would be with 2 things. Red, green, red, green. Or Spoon, fork, spoon, fork etc.

**Measurement:** Find somethings that are LONG and somethings that are SHORT and get them to use the phrases;  
XXXX is LONG  
XXXX is SHORT

**Shapes:** Name the 2D shapes Square, circle, rectangle, triangle.

# Pre Primary Maths Pack

Mathematics in the Early Years of Schooling is designed to be fun and hands on. We have provided some things that you can cut out and use to support your child with their learning. You may need to find some household items to help you with counting, or patterning. If your child is finding the activity difficult, try smaller numbers, and keep practising, as it will take multiple attempts for your child to be able to master the skill. Repetition is the key in developing these early maths skills. It is not expected that you practise all of these skills everyday with your child, but rather continue to focus and build on the skills as the child progresses.

## **CONCEPTS:**

**Counting:** Counting is the most important skill that you can help your child with. When we count it is not just saying the number names in order. It is important to count objects. Your child will be working on numbers 1 -20.

When counting you need to help your child to;

- Only touch each object one time, and say the number name at the same time.

- Only say the number once, and in the right order (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

- Know that the last number that is said tells us HOW MANY in the group. So when you say How many, they can tell you without recounting.

- When I re arrange the group of things we are counting the amount doesn't change.

- Understand that I can start counting with any object in the group and that I will still have the same amount.

**Subitising:** This is when we can recognise how many at a quick glance. Hold the card up for 3 seconds and then hide it. Say "how many did you see?". Your child needs to be able to tell you with out counting the amount. If they can not, try smaller numbers and keep practising the skill. (Board games are a great way to do this.)

**Number Magnitude:** This is developing an idea of which group has more or less. You need to use groups that have obviously more or obviously less quantities.

# Pre Primary Maths Pack

## **Addition:**

In Pre Primary addition is about combining two groups and working out how many all together. Students are working on combining groups of objects up to 5.

## **Patterning:**

Sorting is part of patterning. We have provided some items for you to work with your child to sort in to groups. They can sort by colour, size or shape. Ask your child what they have sorted by, see if they can tell you.

Patterns: can they continue a pattern by colouring, or by using objects? A pattern for them to work on would be with 3 things. Red, green, yellow, red, green, yellow etc. Or teddy, toy car, toy dinosaur, teddy, toy car, toy dinosaur etc.

Ask your child to create a pattern using two or three objects without your help. Ask them “can you make a pattern with these?”

Other patterns to work on include;

AABB

ABBA

**Measurement:** Find two objects , and compare which one is longer or shorter. Your child needs to practise using the words;

XXXX is longer

XXXX is shorter

Remember the rules of measuring.;

starting and the same spot

**Shapes:** Name the 2D shapes square, circle, rectangle, triangle, hexagon, oval.

Your child needs to be able to describe the shapes by looking at them. The need to be able to tell you the number of corners and side a shape has, without having to count them.

# Year 1 Maths Pack

Mathematics in the Early Years of Schooling is designed to be fun and hands on. We have provided some things that you can cut out and use to support your child with their learning. You may need to find some household items to help you with counting, or patterning. If your child is finding the activity difficult, try smaller numbers, and keep practising, as it will take multiple attempts for your child to be able to master the skill. Repetition is the key in developing these early maths skills. It is not expected that you practise all of these skills everyday with your child, but rather continue to focus and build on the skills as the child progresses.

## **CONCEPTS:**

**Counting:** Counting is the most important skill that you can help your child with. When we count it is not just saying the number names in order. It is important to count objects. Your child will be working on numbers 1-100. If they are having difficulty with larger numbers try 1-20, or 1-50.

When counting you need to help your child to;

- only touch each object one time, and say the number name at the same time.

- Only say the number once, and in the right order (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

- Know that the last number that is said tells us HOW MANY in the group. So when you say How many, they can tell you without recounting.

- When I re arrange the group of things we are counting the HOW MANY doesn't change

- Understand that I can start anywhere when I count the group and I will still have the same amount.

**Subitising:** This is when we can recognise how many at a quick glance. Hold the card up for 3 seconds and then hide it. Say "how many did you see?". Your child needs to be able to tell you without counting the amount. If they can not, try smaller numbers and keep practising the skill. (Board games are a great way to do this.) Working on up to 6.

**Number Magnitude:** This is developing an idea of which group has more or less. You need to use groups that have obviously more or obviously less quantities. Working with groups up to 20.

# Year 1 Maths Pack

## Addition

In year 1 students are working on combining groups of objects up to 10 in each group. They need to work out 'How many all together'. They are learning to work out simple addition problems using objects. They may need reminding what the symbols mean. ('+', '=')

## Patterning:

Sorting is part of patterning. We have provided some items for you to work with your child to sort in to groups. They can sort by colour, size or shape. Ask your child what they have sorted by, see if they can tell you.

Patterns: can they continue a pattern by colouring, or by using objects? A pattern for them to work on would be with 3 things. Red, green, yellow, red, green, yellow etc. Or teddy, toy car, toy dinosaur, teddy, toy car, toy dinosaur etc.

Ask your child to create a pattern using two or three objects without your help. Ask them "can you make a pattern with these?"

Skip Counting by 10's to 100. Skip Counting by 5's to 50.

**Measurement:** Find three or more objects, and compare which one is the longest or shortest. Your child needs to practise using the words

XXXX is the longest

XXXX is shortest

Using Shoes, hands, spoons, pencils etc. to measure things around the house. This may be the table, a chair, the bench, the sink.

Remember the rules of measuring.;

starting and the same spot

No Gaps

No Overlaps

**Shapes:** Name the 2D shapes square, circle, rectangle, triangle, hexagon, oval, pentagon and crescent. Your child needs to be able to describe the shapes by looking at them. The need to be able to tell you the number of corners and side a shape has, without having to count them.