Year I and Year 2 Maths Café

Wednesday 2nd October 2024

Agenda

- Why is maths a fundamental skill?
- How you can help to support your children
- Family Maths Scrapbook Activities
- Work alongside your children.

Why is maths a fundamental skill?

We use maths is in every aspect of our lives. Some examples include:

- Working out how many minutes until our train
- Increasing a recipe to serve extra guests
- Checking we've received the right change
- Working out how much to tip in a restaurant
- Setting and keeping to a budget
- Helping children with homework
- Managing our diet and nutrition
- Measuring medicine doses
- Making sense of statistics and graphs in the news (National Numeracy website)



Why is maths a fundamental skill?

It is proven that poor numeracy can affect people's confidence and self-esteem. The importance of numeracy needs to be understood by everyone and everyone needs to realise that they can get on with numbers with effort and support. But the greatest and preventable issue is that is the negative attitudes. To towards maths.

It is culturally acceptable in the UK to be negative about maths. We don't talk about other life skills in this way, but we hear 'I can't do maths' so often it doesn't seem a strange thing to say (Kowsun, 2008). We talk about maths as though it is a genetic gift possessed only by a rare few and inaccessible to the general public.

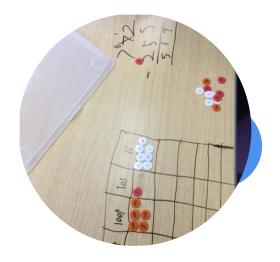
(National Numeracy website)

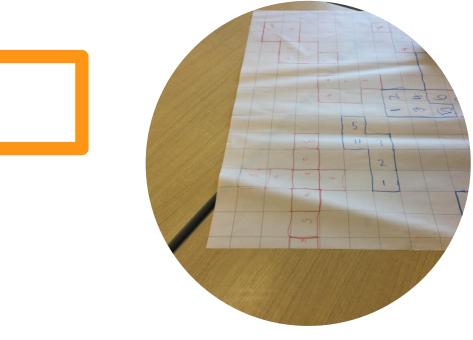
Why is maths a fundamental skill?

As a school, we work hard to support your children with learning these essential life skills, reducing maths anxiety and creating a fun and positive learning experience.

Your support in this matter is paramount!

As a parent or carer, you give your child their first taste of maths. Even as they get older, you have a big impact on how their feelings towards maths develop. But you don't need to be a maths expert to support your child. All families can make a difference to their children's maths learning and help them build their confidence with numbers.





How you can support your children

•Talk positively about maths.

Children learn from example, so avoid saying things like "I can't do maths" or "I hated maths at school." It's easy for children to take that on board themselves. Keeping things positive is more likely to help children develop confidence with maths.

•Point out the maths in everyday life.

Maths is all around us – it's not just something that happens in school! Showing children the numbers in things like cooking, using money and travelling is a simple way to bring maths to life. This will help children see the value of learning maths.

•Praise children for effort rather than talent.

•Giving children praise is important, but the type of praise we use can have an impact on how they feel about maths. Praising children for the hard work they've put in, or for working out the steps to get to an answer, is more helpful than simply telling them they're clever. It helps them see that it's not about natural ability – but that by working hard they can always improve.

(National Numeracy website)



Family maths scrapbook activities

These activity booklets have been developed by National Numeracy to support and engage families in short, fun maths activities. They are also designed to boost your children's confidence with numbers. Many of them link to real world maths too so children can see how it connects to real life.

Families don't need any special maths knowledge or equipment to enjoy the Family Maths activities. Children can draw pictures, write calculation, use nature or household items.

Creativity is encouraged! 🕲



Work alongside your children

Activities to try now:

Year I

Monkey Addition Fun Money Challenge

Year 2: Caterpillars Puppy Multiplication Fun

Thank you

This Powerpoint will be uploaded to the school website by the end of next week.

The link to the Family Maths Scrapbook activities are below, or scan the QR code.

Free Family Maths Toolkit | Resources for Schools, Parents & Carers (nationalnumeracy.org.uk)

