

Maths in Everyday Lives



Money

KS1

When you're out and about...

Allow your child to help you when paying for items in shops. Can they find the £1 in your purse and hand to the shop keeper? Talk to them about change and if they can, they can check the amount.

When you're at home...

- Set up your own real/play shop (toys, lego creations, drinks/cake stand, make-up). Help your child to make price labels for different items and then visit the shop to spend some money.
- Film night – set up a home cinema experience where children can spend some given money on popcorn, chocolates, tickets etc.

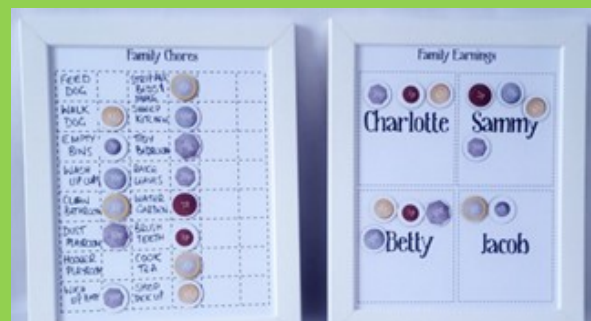


- Visit the homemade make-up salon and hair dressers – create a price list and encourage your children to find the correct coins for the price of the treatment (eg. 20p for curly hair).
- Playing board games – for those that involve money, you could swap the fake money for 'real' coins/notes.



Real Life Skills...

- When counting the money in piggy banks, organise the coins first and then organise each kind of coin into pounds to help with easy totalling.
- Pocket money – try to give them the total amount in different ways each week so they have to practise counting/adding with different coins.
- Saving – help your child to count money regularly whilst learning the importance of saving at the same time. Encourage them to save their money over a few weeks and add to each week. How much more money do you need?
- Organise a payment system for jobs they complete around the house. (eg. 5p for vacuuming the kitchen). How much money can they make in one day?



Maths in Everyday Lives



KS1

Time

When you're in the garden...

Safely look at the sun's position in the sky at different times of the day. Discuss the differences between day and night (am and pm) and relate to what the children are doing at these times.

When you're at home...



- Allow children to help you fill out your calendar – discuss the months of the year (Which month comes next/before? Which months have special events? Birthday/Christmas/Easter etc).
- Make or get your child their own daily calendar – one where they have to flip over/choose the day of the week, date, month and year. Predict what will come tomorrow.

- Label the minutes around a clock face at home. You could even put the important words at the 3, 6, 9 and 12 (quarter past, half past, quarter to, O'clock).
- Make a daily timetable with your child discussing what times things happens on a regular day, what does the clock look like at these times?
- Ensure you have analogue and digital clocks around your house so children see both regularly – discuss the similarities and differences between the two.



Real Life Skills...

- Speak to your child about the time:
 - ⇒ How long things last - how long they have left, how long something will take, set a time limit for homework/playing and discuss whether it was longer or shorter than something else, time how long activities take (reading a book, playing a game, cooking/eating dinner), have competitions based around duration (who can tidy up the quickest and time it).
 - ⇒ Telling the time - where the hands will be at the end of an activity, ask them to tell the time regularly (always look at the long minute hand first), set times for activities throughout the day, draw what the clock will look like at these times – can your child find when it matches?
- Invest in a clock for your child's bedside to remind you to talk about the time. You can set times for colour changes to tell children when it's time to sleep/wake up. Get them to tell the time as you tuck them in and when you wake them up.



Maths in Everyday Lives



KS1

Weight

When you're out and about...

Allow your child to help you carry the shopping. Use correct language; "This bag is too heavy for you./This one is the lightest, you can take this one."

When you're at home...



- Let your child help you cook or bake. Measure the ingredients using scales or simply question them – which is heavier/lighter?
- Snack time – weigh out their snacks. They could be allowed a total number of grams a day and have to keep track of this therefore also practising their addition skills.
- Weigh themselves and family members (in kg). Order them from heaviest to lightest.
- Weigh themselves/little brother or sister/pet every month and calculate the difference.
- Collect items from around the house and order from lightest to heaviest.
- Counting money from piggy bank – how much do the 10ps weigh compared to the 50ps?
- Feeding a pet – weigh their daily food so they are getting the same amount each day.
- Washing clothes – What happens to clothes when they are wet? Which clothes are the heaviest when wet?
- Birthdays/Christmas – organise your presents from lightest to heaviest. (Are the biggest objects always the heaviest?)
- Going on holiday – involve your child in the weighing of the suitcases.



When you're in the garden...

- Playing outside – allow your child to keep some old scales outside for making mud pies/ weighing stones, rocks, leaves, twigs or even insects.
- Set up a scavenger hunt for your child - can you find the lightest/heaviest object in the garden? Find an object which weighs the same as a banana.
- Planting - encourage lots of talk and correct use of language. Is this plant pot heavy or light? Has it's weight changed now that we've added soil?



← These kind of 'Balance Scales' are great for comparing and discussing weight. (You can even have a go at making your own out of an old hanger!)



Maths in Everyday Lives



KS1

Length and Height

When you're out and about...

Constantly question and talk with your child about length and height. "Look how tall that it! It is taller than you? How can we find out? It is taller or shorter than me? Let's find something that is the same height as you."

When you're at home...

- Playing with play dough/plasticine/clay – make a snake/worm a certain length (eg. three pegs long or 6cm). Make different sized worms and then measure and order them.
- Make shapes out of pasta/spaghetti/twigs/string etc – measure the length of each piece to try and make perfect shapes. Each side on a square will need to be the same length – is this the case for all shapes?
- Measure the length of your feet, hands, legs etc. each month to see how you're growing. Record your measurements and then compare with friends and family.
- Who is the tallest out of you and your siblings/friends? Who has grown the most in the last 6 months?



- Problem solving: Do taller people have bigger feet? Do people with longer arms have a wider hand span?
- Measure the length/height of your toys/teddies and then order them.

When you're in the garden...



- Collect lots of different kinds of leaves/twigs. Order from shortest to longest. Measure them using coins/cubes or a ruler to compare more accurately.
- Playing outside/going for a walk – what's the longest/shortest stick you can find. How many feet/hands long? How many cm long?
- Make a daisy chain as long as you can and then measure.
- Plant a sunflower seed, measure its height as it grows. Have a competition with your family/siblings. Whose has grown the tallest?
- Go on bug hunt and carefully collect different centipedes – measure them and find out which is the longest.
- Place an old ruler, metre stick or tape measure in your child's sand pit/mud kitchen so they are encourage to use measurement vocabulary in their play.



Maths in Everyday Lives



Capacity

KS1

When you're out and about...

- At a restaurant, model correct use of vocabulary (half/a quarter full/empty).
- Draw lines on your child's water bottle so they can recognise half and 3 quarters empty. Use this to help them know when to drink more/less/re-fill.

When you're at home...



- Making smoothies – measure the different amounts of juices using measuring jugs. Does it taste nicer with another 10ml of orange juice?
- Encourage correct use of vocabulary when discussing capacity “How much have you drank? I drank half because my cup is half empty.”
- Allow children to get their own drinks – ask them to fill it half/three

quarters full.

- Pour out their own drink of squash/tea. Discuss quantity of concentrated squash to water or milk to water.
- Helping with cooking/baking – allow your child to help you measure the amount of liquids.
- Encourage correct use of full and empty during tea party play.



When you're in the garden...



- Collect different sized glass bottles, children to fill them up with different quantities of water. Do they make different noises? Do half-filled bottles make a higher/lower sound? Does different liquid make different sounds?
- Give your child an old measuring jug to play with and keep outside, they might need it for measuring and making mud pies/drinks etc.
- Make your own rain gauge using a plastic bottle. Mark accurate measurements on the side and collect rain water over the course of a week/month.
- Playing with water outside – label old bottles and containers with measurements and vocabulary.



Maths in Everyday Lives



Shapes

KS1

When you're out and about...

Shape Hunt – who can spot the most shapes from around the house/garden/local area? Keep a record (tally) of each shape found to add a competitive element.

When you're at home...



- 3D shapes are great for building castles, houses, pirate ships etc and can be used in imaginative play. Which 3D shapes are the best for the bottom/top of a tower? Which shapes make a stronger/sturdier base? Is the vertex on the cone helpful?
- Bath time – foam 2D shapes which stick to the walls once wet. Create repeating patterns – can they continue yours?
- Drawing/painting/craft time – have some small shapes in their pencil case to encourage discussion about them.
- Set challenges: eg. Design a robot/unicorn/Santa etc using only the triangles.
- Unpacking the shopping – allow your child to help you and organise the packets into similar 3D shapes (put all the cuboids in that cupboard and the cylinders in that drawer).
- Helping to cook/prepare lunch - Can they cut up their sandwiches into triangles today? How many sides will your sandwich need?
- Biscuit making – allow children to cut the biscuit into 2D shapes themselves (rather than using a cutter). This way they'll have to think about the properties of the shape (how many sides and corners).
- Use lollypop sticks, play dough, pasta, cotton buds, straws etc to make different shapes. Spaghetti and blue tac are brilliant for designing 3D shapes. Discuss their names and properties as you build.



When you're in the garden...

- Sand pit, paddling pool, mud kitchen area – buy some 2D and 3D shapes and encourage play and talk about the names of the shapes. You could even use baking shape cutters.
- Building a den/camp/treehouse - What shapes are best for the base of our tent? Which shapes have flat sides? What shaped door should we have?
- Buy some large chalks and draw shapes pictures/patterns on the concrete path/driveway. These then wash away with water/rain.





Maths in Everyday Lives

Position and Direction

KS1

When you're out and about...

- Ensure to use correct vocabulary during everyday life. Have high expectations about your child's vocabulary – encourage them to speak in full sentences when describing the position of something (next to, under, on top, forwards, backwards, left, right, anti/clockwise, half, quarter and full turns).
- Driving in the car – highlight when turning left /right and how much the steering wheel turn (half or full turn etc). Allow your child to make/have their own steering wheel to copy your turns in the right direction.



When you're at home...



- Making up a dance or gymnastics routine – use correct vocabulary when explaining/describing moves to each other.
- Laying the table – turn this into a 2 player game: 1 person needs to be blind-folded whilst the other instructs them where to place each object, very specifically using positional vocabulary.
- Remote control cars – design a route/maze for the car to travel around, this will encourage discussion about direction (eg “turn left then go forwards and then turn right).

When you're in the garden...

- Outside play – provide children with string/rope/sticks and a blind fold. They can design a maze/grid to instruct their siblings/friends around. Place some items, treats around the grid for children to collect as treasure. Encourage the correct language.
- Going on a walk – as you walk, create instructions which you can follow next time. Your child can record with letters and symbols as writing may take too long.





Maths in Everyday Lives

Statistics (Collecting and Understanding data)

KS1

When you're out and about...

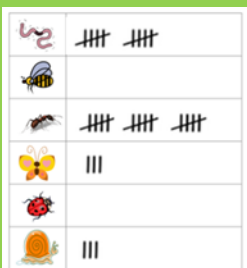
- Travelling on long journey - Provide your child with a list of things to spot on the journey. They can record (using tallies) how many they spot. Play against a sibling/friend/partner for a competitive element.
- Collect objects from your walk and bring home then organise into a bar graph. What did you find the most/fewest of? How many more/fewer...?
- Shopping—allow your child to help you. Give them a shorter version of your shopping list and use tallies to show how many of each item you need. Can they count the tallies quickly, using their 5 times table?

When you're at home...

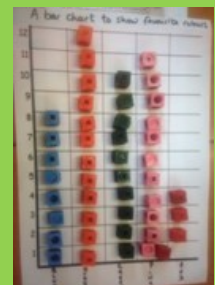


- Healthy eating chart – keep track of your 'five a day' or 'treat limit' over the week using a pictogram. Adults can set up the axis and lines and children can draw/stick pictures as they go.
- Playing a game/keeping score – keep score as a set of tallies and encourage children to count up and total at the end, practising their counting in 5s.
- Sticker/reward chart – ask children questions about their achievements (What did you do really well this week? Which day did you get the most stickers? How many more did you get on Tuesday than Friday? Which day did you get the fewest?)
- Having a clear out/organising your room – keep a tally or pictogram of your toys to see what you have too many of or not enough of.

When you're in the garden...



- Walk in the garden/local area – collect data and record as tallies as you observe (eg. insects, cars, trees, flowers, house types, buildings, animals, girls/boys/babies/ladies/men etc).
- Create a large, life-sized bar chart/graph using cubes, sticks, stones or leaves to record and present how many of each object they have found.





Maths in Everyday Lives

Counting and Number Formation

KS1

Number Based Games

- Cards – play card games related to recognising, ordering, comparing the numbers.
- Kim's Game (memory game) – secretly collect a selection of objects and hide under a tea towel. Show for 2 minutes then recover. Children try to remember how many of each item (eg. 3 sweets, 5 raisins, 3 pennies). Ensure correct number formation.



When you're at home...

- Counting how many toys/teddies/sweets etc. Ensure very careful counting where each object is touched.
- Playing board games with dice – count the dots of the dice carefully and then count as they move their counter. Can your child recognise the number on the dice without counting?
- Going food shopping – help your child to write a shopping list for certain items that they can help you get (eg. 2 loaves of bread, 12 eggs, 6 apples).
- Sharing out sweets/toys fairly. How many have you both got? Who has got more/fewer?
- Laying the table – allow children to collect four forks from the drawer and count them as they lay the table.
- Birthday cards – discuss how old the person is and encourage them to write this number in the card (Happy 6th Birthday).



When you're in the garden...



- Playing outside – collect some pebbles and get your child to write the numbers 1-20 on them. Encourage play, organising, games with them in the sand pit, mud kitchen area.
- Competitions – how many seconds can you skip/hula hoop for? How many keep-me-ups can you do? Encourage children to count and then record scores – form numbers correctly.
- Going for a walk – can your child read the door numbers, spot numbers in number plates or on signs. Ask questions; which number comes next? What number is 1 more/less? Is that an odd or even number? 53 – what is the 5 worth?





Maths in Everyday Lives

The Four Operations + - x ÷

KS1

When you're at home...

- Pocket money – count up coins **adding** small amounts. If several amounts of the same coin, you can **count in 2s, 5s and 10s** to speed up totalling.
- Saving up for something – How much more money do you need? Practise using **subtraction** (finding the difference) to find out.
- Sharing sweets/toys – a great opportunity to practise **division**, children are introduced to this as sharing equally. Ask questions to encourage working out eg. How many more do you need to have the same as your sister?
- Eating – as food is eaten you can verbally make up **subtraction** word problems with your child (eg. I started with 5 carrots. I ate 2 of them and now I have 3 left).



- Board games – using two dice is great for practising **addition**. You could even **subtract** or multiply the two numbers.
- Imaginative play – verbally make up word problems for **addition and subtraction** (eg. 3 sheep came out of the barn and then 2 more came out. That's 5 altogether).
- Planning a party/celebration – allow your child to help you plan the number of cups, plates, napkins etc. (eg. cups come in packs of 5. How many packs do we need for our 12 guests?)



When you're in the garden...

- Playing games/keeping score – **add** up all the scores to find a total for each player then compare numbers to find the winner.
- Planting/gardening - how many of your flowers have grown? Now 2 have died, how many are left? If we plant 4 more, how many will we have altogether?



When you're out and about...

- Waiting at traffic lights - pose questions; how many red and blue cars altogether? If 2 turn left, how many will be turning right?
- At a restaurant - guess how much the meal will cost before the bill arrives (round the price of each dish to a whole number to make it easier for children to join in).



KS1

Maths in Everyday Lives

Fractions

When you're out and about...

- Pose questions like “Would you rather have $\frac{1}{2}$ of these sweets or $\frac{3}{4}$ of them?” Work out which fraction is bigger by sharing the sweets out.



When you're at home...

- Cooking/eating – when splitting foods like cake, pizza, sandwiches into sections use correct vocabulary (refer to the ‘sections/parts’ as ‘fractions’ as well, use ‘equal’ and ‘the same’).
- Sharing toys/sweets – splitting things up fairly is a great opportunity to talk about fractions as fair groups means ‘equal’.
- Origami – use correct language. Check that if folding in half then all both sections are the same to highlight the need for equal groups.
 - Pocket money – find out half/quarter of their pocket money to make it last over two/four days. Each part must be equal.
 - Organise a party – allow your child to be part of conversations when planning a birthday party. Or help them to plan a teddy bears picnic. Cutting sandwiches and cakes into different fractions for the number of guests.



When you're in the garden...



- Garden jobs - allow your child to help you; “You can weed that half of the flower bed. There’s four of us, let’s split the garden into quarters and we can water a quarter each.”
- Design their own miniature garden on a tray - allow them to take cuttings from the garden and discuss using fractions. “Do you want half of the garden to be grass so you can play football?”