

Your child will be revising work done in First Class on the numerals/numbers 0–99; addition and subtraction of numbers with totals to 20; fractions – halves; the 2-D shapes – square, rectangle, triangle, circle, semicircle; the 3-D shapes – cube, cuboid, cylinder, sphere; tens and units to 19; performing simple shopping activities with totals to 50c and reading the time in one hour and half-hour intervals over the coming days. Your child needs to know the mathematical language associated with the numerals 0–99 – How many?, write the numeral/number, colour, count, ring, row, and, make, plus, equals, more, less, is the same as, etc.

### Numbers 0–99

#### Game 1: Arms up, arms down

Ask your child to stand up. Begin counting together 1–20/30/50. Your child puts his/her arms up in the air when they say one, and puts them down when they say two, arms up for three, arms down for four, etc., until they reach the target number, for example, 30.

#### Game 2: Listen to the beat

Blow on a whistle, beat on a biscuit tin or clap your hands a number of times up to a maximum of 50 times. Your child must decide the number of times the whistle was blown, you beat on the tin or clapped your hands. Ask your child to write the number on a piece of paper each time.

### Adding/Subtracting to 19

Place 18 counters/clothes pegs/buttons/cups or anything you may have to hand on the table or floor.

Ask your child questions, such as:

- *How many pegs are there in this set?*
- *How many more do we need to make 20?*
- *How many fewer do we need to make 16?, etc.*

### Partitioning sets

Partitioning sets is when you divide a set into smaller sets. Place some buttons or small objects on the table. Use a pencil/chopstick/straw to divide the set of buttons into two smaller sets (subsets).

Now show that  $10 + 7 = 17$ ,  $7 + 10 = 17$ ;  $8 + 9 = 17$ ,  $6 + 11 = 17$ ,  $5 + 12 = 17$ ,  $15 + 2 = 17$ , etc. Do the same with similar examples for 15, 16, 18 and 19.

### Money

#### Game 1: Matching coins

Collect as many 1, 2, 5, 10 and 20 cent coins as you can. Place them in a pile in the centre of the table. Give your child five cups with 1c written on one, 2c written on another, and so on. Ask your child to sort the coins into the correct cups.

#### Game 2: Shop

Ask your child to help you make a play shop in a section of a room in your home. Collect a number of easily sourced items. Use Post-it notes or pieces of paper as price tags. Place the price tags on/under the items. No item should cost more than 10c. Ask your child to make up some questions, for example: *How much does the pear cost? Which item is the dearest/most expensive/cheapest/least expensive? What is the total cost of the apple, orange and pear?*

### Shapes

Ask your child to find items in your home that are in the shape of a: cube (die, ice cube, Oxo cube); cuboid (cereal/shoe boxes); sphere (balls); cylinder (pipe, tubes of sweets/crisps).

**Note:** Emphasise the school's healthy eating policy to your child when working with items that might be considered to be unhealthy!

#### Extension work

Ask your child to identify 2-D shapes in the 3-D shapes that s/he has collected, for example, a square in a cube, a rectangle in a cuboid, a circle in a sphere, a circle in a cylinder and a rectangle in a cylinder if the cylinder is flattened out!

### Fractions

Give your child 20 cubes and an A4 sheet of paper. Ask him/her to fold the sheet in half. Show him/her that s/he can find half of a number by sharing the cubes equally. For example, say: *Find  $\frac{1}{2}$  of 16.* Ask your child to count out 16 cubes. Ask him/her to share the 16 cubes equally between the two halves of the sheet and ask:

- *How many cubes are on the left half of the sheet?*
- *How many cubes are on the right half of the sheet?*
- *Did you share the cubes equally?*
- *So, what is half of 16?*

Do something similar with other even numbers up to 20.