

Your child will be learning about extending and using patterns over the coming days. This will be done by means of games, poems, songs and practical activities. Some work will be done on revising work from First Class. Your child needs to know the mathematical language associated with pattern – pattern, odd, even, count in twos, add, total, months, seasons, sides of a cube, cent, centimetre, predict, equal, column, double digit numbers, left, right, first, second, etc., circle, square, triangle, rectangle, vertical, horizontal, etc.

Pattern – pairs of socks

Give your child 6/8/10 socks. Encourage your child to count the number of socks out loud. Invite him/her to ‘make pairs’ (matches) of socks. Explain that if each sock has a match, the given number is even. If a sock is left on its own, the number is odd. When all the pairs have been made, ask your child: *How many pairs of socks did you make? Did each sock have a match? Were there any socks left over? Is six an odd or even number?* Repeat this activity using odd and even numbers of socks. This activity can also be done using cups, saucers, fridge magnets or other items that may be to hand.

Odd or even?

Collect some cubes/counters/buttons/toothpicks. Place them on a table. Ask your child to scoop up an amount of items in his/her hand. Ask him/her to investigate if the scoop of items is odd or even by checking if each one has a match. If each item has a match, the number is even, if not, it is an odd number. Repeat this activity a number of times, each time picking up a different amount of items.

Dice exploration!

Ask your child to roll two dice and add the totals together. Is the answer odd or even?

Ask him/her to roll the two dice several times to investigate the following:

- Add two even numbers, the answer is always even.
- Add two odd numbers, the answer is always even.
- Add an odd and an even number, the answer is always odd.
- Add an even and an odd number the answer is always odd.

Counters

Give your child an empty box of Smarties. Fill the box with coloured counters. Ask your child to determine if the number of counters in the box is odd or even.

Making patterns

Have fun copying, extending and devising patterns, such as:

- *apple, pear, orange, apple, pear, orange ...*
- *cup, cup, saucer, plate, cup, cup...*

Detective work

Ask your child to look carefully at a hundred square and to answer the following questions: *How many rows are there on the hundred square? What are the numbers in the third row? How many numbers begin with 7? Where are they? What is the 1st number in the 2nd row/the last number in the 8th row? How many columns are there? Find all the numbers ending in 6. Where are they? In which column are the numbers ending with 9? What number is in the 3rd row, 7th column? Call out all the even/odd numbers in the 2nd row, etc.*

Blank hundred square 1

Ask your child to make a blank hundred square – 10 rows of 10. Ask him/her to study the blank hundred square. Direct your child to fill in the fourth column: 4, 14, 24, 34, 44, 54, 64, 74, 84 and 94. Ask your child to call out the numbers in the 4th column. Discuss the pattern with him/her.

Variation: Point to various blank squares on the hundred square and ask your child to say what number goes there, for example, 15, 20, 24, 25. Ask your child what strategy s/he used to find the number on the hundred square.

Mystery number

Secretly choose a number on the hundred square, for example, 78. Your child has to ask questions to try to find out what the number is, for example: *Is it less than 46?; Is it more than 70?; Has the number got two digits?; Is it an odd/even number?; Would I find this number in the 8th column on the hundred square?*