

Counting

Counting is one of the first experiences of maths for young children.

Learning to say numbers often begins with a favourite song or rhyme and the repetition of the number names. Children will often say the numbers before they visually recognise and identify individual numbers.

Here are some activities and tips to engage your child with counting:

- » Listen for the counting sequence in these songs and rhymes, which can all be found on www.youtube.com:
 - Five Little Ducks
 - Ten in the Bed
 - 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 - Ten Green Bottles
 - Five Little Monkeys
 - 1, 2, Buckle My Shoe
- » Children will begin by counting all objects in a group, for example fingers and toes, the buttons on their clothes, steps to the house, or their toys.
- » As children move on to counting a set of objects, they begin to link each object with one number. In the beginning, encourage your child to touch each object as they say the matching number.
- » When beginning to count a group of objects, children may need to arrange the objects in a line to help them count. Later they will be able to start counting from any object without arranging the objects.

EXPLORING NUMERACY WITH YOUR CHILD

Exploring sports

Sports provide a good opportunity to engage your child in maths, particularly if they are a keen sportsperson.

Here are some questions to ask your child when watching or playing their favourite sport:

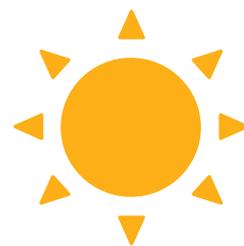
- » How does your favourite sport tally the score? What maths is presented on the tally?
- » How do other sports tally the score – for example, tennis, golf, cricket, netball, football?
- » What maths do you use to find the total of the scores?
- » Who is at the top of the ladder? How is this determined?
- » Are there other ways to record the score?
- » How long do your favourite sport games go for in minutes and seconds? How is the time in the game divided? Into halves, quarters or something else?
- » What are the shapes of different playing fields and courts? Talk about edges and angles.
- » How can you estimate the perimeter and area of a playing field?
- » How many cars could be parked on the MCG field? How could we work this out?

Watching the weather

Because it changes daily, the weather can be a great topic to discuss maths with your child.

Try these activities:

- » Visit the website <http://www.bom.gov.au/vic/>
- » Ask your child the difference between each day's minimum and maximum temperatures. Do they notice a pattern or trend in the weather changes?



- » Find a seven-day forecast, then record the actual temperature for each day and compare. Ask your child if the forecast was accurate. Ask them what similarities and differences they notice.
- » Use the information on the weather website to explore differences in weather between your area and other areas. Ask your child how much rain you get compared to other areas. Ask your child to identify differences in temperature between your area and other areas. Who might be affected by an increase or decrease in rainfall?

Sharing recipes

Discussing maths when cooking can provide a daily maths lesson involving measurement, time, and cost.

Here are some activities you could try at home:

- » Collect and read recipes and discuss the use of fractions, millilitres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.
- » Discuss how you would double or halve a recipe. Encourage your child to record new measurements for the recipe. Discuss why and when you might need to do this.
- » Identify the temperature and cooking time on the recipe. Discuss why different recipes have different temperatures and cooking times.
- » Estimate the cost to buy all the ingredients to make the recipe. Compare this with the actual cost of items. Ask your child if they think it was cheaper to buy the ingredients and make dinner or get takeaway.
- » Make a list of the abbreviations used in the recipe and then write them in full – for example, L for litre, ml for millilitre, tsp. for teaspoon, tbsp. for tablespoon.
- » Investigate the prices of fresh fruit and vegetables available in the supermarkets compared with market vendors.

Browsing catalogues

Discussing catalogues can be a great way to improve your child's maths knowledge of money and percentages.

Here are some questions you could ask:

- » How would you spend \$40 from a catalogue? How many products can you buy for \$40?
- » Select five products from the catalogue, then calculate what the cost would be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- » What is the best value sale item in the catalogue? Can you explain your reasoning?
- » Compare the cost of a product across different stores using different catalogues. What did you find?

Travel timetables

Here are some questions to ask your child that improve their knowledge of time and their problem solving skills:

- » Can you identify your starting point on the timetable?
- » What is the earliest and latest time to travel on this route?
- » How long does it take to travel the entire route?
- » How many stops are there on this route?
- » What is the difference in the time travelled when not making all the stops?
- » What is the cost? Is it good value compared to other travel options?
- » Which is the best route to travel? Why do you think this?
- » To get to training on time, when will you need to leave?



Handling money

Encouraging your child to think about money, saving money, and considering how they spend money is very important.

Here are some tips and activities:

- » Encourage your child to work out how much change you will get after buying something.
- » Investigate costs for family trips together. For example, a visit to a theme park may include the cost of transport, entry tickets, food and transport.
- » Discuss saving money for presents or something your child may want to buy. Work out how long it will take to save this much if they get a small amount of money each week.
- » Negotiate increases in pocket money as percentages. For example, a 5% increase would be how much money per week? Is this better than a monthly increase?
- » Encourage your child to save a percentage of their pocket money or birthday money and work out how much this would be. For example, how much money would you have if you saved 40% each week?
- » Calculate together how much a mobile phone costs per month. What percentage of total cost is spent on messages and what percentage on phone calls?
- » Read the newspaper or watch the news. Discuss what is happening with the stock market and why these changes may occur.