



Prep – Year 2 Parent Handout: How to Assist Your Child’s Maths Development at Home

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"> • Number - Find numbers around you e.g. house numbers, calendar & number plates • Number - Look and say numbers on signs, number plates, house numbers etc. • Number -Use different numbers as a starting point for practising counting • Number -Count forwards and backwards • Number -Ask what number comes before/after/between • Number -Play Guess the Number: “I’m thinking of a number. It has 2 digits. It is made up of 5 tens and 3 ones. This number is one less than 54. What number am I?” • Number -Ask your child to identify the missing number in a counting pattern • Number -Ask your child to identify what the pattern is counting in • Number -Roll a dice and say/make/write the numbers identified • Number -Roll a dice and add the numbers together to find the total 	<ul style="list-style-type: none"> • Geometry - Play ‘I Spy’ to identify shapes e.g. I’m thinking of a shape – it has 4 sides and they are all the same length. • Geometry - Identify shapes around the house and when you’re out e.g. stop sign, window • Geometry - Discuss the attributes of each shape e.g. sides, corners, faces, edges • Measurement - Measure the weight of items using kitchen scales – discuss the units of measure used e.g. grams & kg • Measurement - Measure the length of objects around the home using rulers/tape measures – discuss the units of measure used e.g. cm & metres • Measurement - Measure the volume of objects by discussing with your child the labels on drink bottles (milk/softdrink etc.). Order the objects in size and discuss the units of measure used e.g. litre • Measurement - Measure the area of objects using non-standard units of measure (e.g. blocks, pegs, coins). Sort objects into greatest/largest and least/smallest area 	<ul style="list-style-type: none"> • Probability - Discuss with your child the likelihood/chance of events occurring using the language possible/impossible/likely/unlikely • Probability - Pose questions e.g. What is the chance of picking a blue marble out of a jar with 10 red marbles and 1 blue marble? • Probability - Ask your child to draw a diagram of a spinner where the chance of landing on red is greater than landing on blue etc. • Statistics/Data - Create simple picture graphs/bar graphs with your child • Statistics/Data - Have your child interpret the data shown in graphs e.g. How many...?, Which was the least popular?, How many more people chose ... over...?

- **Number** -Make numbers on a calculator
- **Number** -Practice addition and subtraction mental computation strategies when driving in the car e.g. zero facts (9+0), double facts (9+9), count on (8+1/2/3), count back (7-1/2/3), turnarounds (1+12 = 12+1), near doubles (5+6 = THINK 5+5+1), think 10 strategy (9+7 = THINK 10 + 6)
- **Money** - Use toy/shopping catalogues to identify the prices of items and have your child use real money to make the quantities
- **Money** - Add money and calculate change using real coins/notes
- **Algebra/Patterning** - Identify and explain visual patterns – create patterns out of household items or draw them for your child to continue or identify the missing element
- **Time** - Refer to analogue and digital clocks when discussing time
- **Fractions** - Use hands on materials to develop an understanding of fractions e.g. cut a cake in half, cut a piece of bread into quarters, pizza slices etc.

Useful websites:

- Mathletics - <http://www.mathletics.com.au/>
- Rainforest Maths - <http://www.mathletics.com.au/> (Accessed through Mathletics)
- IXL Maths - <http://au.ixl.com/>