

## USEFUL LANGUAGE

Number / digit

0 ,1,2,...100

zero / none

forwards / backwards

after / before

next / next to / between/ beside

1 more than / 2 more than

1 less than / 2 less than

count,

count up to

count on (from, to)

count back (from. to)

count in ones

count in / count out

take away / leaves / subtract

s

ort / group / set

compare

**comparing 2 sets:**

more fewer bigger larger greater smaller less

**comparing 3 or more sets:**

most biggest largest greatest, fewest least,

smallest

pairs

same

match

guess

estimate

same number as / as many as

close to / about the same as

almost / nearly

enough / not enough

just over / just under

too many / too few

## OTHER IDEAS

- ◆ Throw 2 dice and find the total or the difference.  
Write a number sentence about the dice.

$$4 + 2 = 6$$

$$4 - 2 = 2$$



Who got the highest/lowest score?

- ◆ Visit local library and choose books which have numbers in the stories:  
Also, P2 Topic *Fairytales*—children will take fairytales home to read
  - Goldilocks and the three Bears
  - Snow White and the seven Dwarfs
  - Six Dinner Sid
- ◆ Use dominoes to match numbers and find totals: e.g. can you find 2 dominoes that have 8 spots
- ◆ Make Bingo games. Call out  $2 + 3$  and

## HELP YOUR CHILD WITH MENTAL MATHS

### Foundation Stage

### Primary 2

By the end of Primary 2 children will have developed an understanding of number to 20.

They will also have engaged in counting activities beyond 20.

They will have started to add mentally within 20.

They will recognise coins in everyday use and work with coins up to 20p.

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SEELB Line of Progression

## MENTAL MATHS STRATEGIES WE USE

- ◆ Counting on/counting back
- ◆ Use the relationship between addition and subtraction
- ◆ Re-ordering numbers to make the calculation easier  
e.g.  $7 + 1$  putting the bigger number first is the same as  $1 + 7$
- ◆ Understanding the importance of 10  
e.g. 17 is 10 and 7 more  
14 is 10 and 4 more

## ESTIMATING NUMBERS

It is important that children get a "feel" for number and quantities.

- ◆ Show your child 5 spoons for a few seconds. Then cover the spoons and ask 'were there 5 spoons or 9 spoons?'
- ◆ Show your child different objects then hide them and guess how many there were.
- ◆ Guess how many clothes pegs you could lift in your hand.
- ◆ Guess how many pieces of fruit in a fruit bowl. After guessing, get your child to count to find out how many objects there are

## COUNTING ACTIVITIES



- ◆ Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers e.g. 4, 5, 6... also try counting backwards.
- ◆ Give your child the opportunity to count objects (coins, clothes pegs, lego bricks, cutlery etc.) Encourage them to move each object as they count them.
- ◆ Count things you cannot touch - jumps, claps, fruit in a bag, people in a queue.
- ◆ Play games that involve counting: e.g. snakes and ladders, dice games.
- ◆ Look for numbers in the environment: e.g. car number plates, sign posts, door numbers, prices in a supermarket.
- ◆ Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
- ◆ Choose a number of the week: e.g. 5. Practise counting in 5's, up to 5, on from 5, collect groups of 5 items.

## QUICK RECALL

During the Foundation Stage we work towards the children being able to use their knowledge of numbers to 20 to answer questions quickly.

For example:

- ◆ Number before, after, between
- ◆ One more/one less within 20
- ◆ Add 0 or 1 to a given number
- ◆ Add 2 to a given number
- ◆ Subtract 0 or 1 from a given number
- ◆ Know doubles up to  $10 + 10$
- ◆ Know number stories to 10  
e.g.  $0 + 5$   
 $1 + 4$   
 $2 + 3$   
 $3 + 2$   
 $4 + 1$   
 $5 + 0$
- ◆ Addition and subtraction of all numbers within 10
- ◆ Subtraction within 5 and later 10

