**Everyday Maths**

**Everyday Maths for Kindergarten (Early Stage 1)**

Maths is not just something that we do at school. It forms a part of our everyday experiences, but we generally do not recognise it. Below are some simple suggestions about how you can incorporate maths into your family’s everyday life.

For more ideas, please see the Department of Education’s Everyday Maths Hub <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths>

*Please note that these activities are optional.*

**Working with Numbers Maths**

* Ask your child to collect a small number of things from around the home. They don’t have to be the same item, but you might want to give a criterion. For example, collect 4 soft things.
* Ask them to get the right number of pegs when hanging out the washing (e.g. shirts need two, socks need one)
* Talk about how things are similar and different (e.g. this one is pointy but this one is rounded) and classify the same group of objects in different ways (colour, shape, texture – smooth/rough/hard/soft).
* With two or three objects, move them around and ask how many there are now. Keep experimenting until the child realises that moving the objects doesn’t make the number change – there are still the same number of objects. Increase the number of objects as your child develops their understanding.
* Don’t always count things in a line or from left to right. Try a circle or just a mixed-up group. Also, count mixed groups of objects (e.g. a block, a Lego man and a ball) rather than always the same things. Mix up the colours too.
* Focus on understanding what changes a number and what doesn’t, rather than on counting to ten or twenty. For example: “How is 4 different to 5? Is it bigger or smaller? By how much?” Children need to understand quantity as well as counting.
* Go for a walk down your street. Can your child easily recognise the numbers on the different houses? Start with the numbers 1-10. If they can recognise the numbers 1-10, try the numbers 11-20. If this is easy, try bigger numbers.

**Bath Time Maths**

* Give them different sized cups to play with in the bath instead of toys. Pour water from one to the other to compare which has the most/least or more/less.

**Lego and Games Maths**

* When building with *Duplo* or *Lego*, talk about the blocks as “a six block” or “an eight block”. Experiment with ways to cover an eight block with other smaller blocks.
* Play ten pin bowling. (Six plastic bottles and a tennis ball can be used). Talk about how many you knocked down and how many are left to get.
* Play a board game. See if your child can tell you the number of dots on the dice without counting them? Can they estimate where their playing piece will move too?
* Play shops with your child.

**Food Maths**

* Ask your child to get out the cups and plates for afternoon tea without telling them how many are needed (maximum of 3-4 people).
* Share groups of objects between multiple kids (fairly). For example, you can do this when sharing biscuits for afternoon tea.
* When making dinner ask the kids how many people there will be eating. You can ask questions like “So how many pieces of broccoli will we need if everyone has one piece?”

**Shapes and Objects Maths**

* Play W*hat am I Spying?* instead of *I spy*: Describe a 3D object that you can see, one clue at a time, while the other people try to guess what it is. (e.g. My object is bigger than the TV. It has smooth sides that are rectangles. It is white. It has two doors on it. It is very cold.)
* What 2D and 3D shapes can your child find in different rooms of the house? Can they find a square? A rectangle? A circle? A box? A ball? Something curved? Something pointy?
* Find some 3D objects around the house. Make a simple ramp (you could use a large book and a tissue box) and push the objects down the ramp. Do they roll or slide? Do certain objects only roll? Do certain objects only slide? Why do the objects roll or slide?
* Build something out of recycling. Explore what 3D shapes were used and what 2D shapes can be seen.

**Time Maths**

* Talk about the time throughout the day. In Kindergarten we focus on o’clock. You could use either digital or analog time. An example of what you can say is:
	+ You can have a break from your schoolwork when the clock starts with a ten. (digital)
	+ You can have a break from your schoolwork when big hand of the clock is at the twelve and the little hand is at the ten. (analog)
* It is important for your child to know and understand the days of the week. Each day you can ask your child:
	+ What day is it today?
	+ What day was it yesterday?
	+ What day is it tomorrow?

**Miscellaneous Maths**

* Get a piece of string and cut it a certain length (e.g. the width of the door). Have your child measure the length of things in the home to see which items are longer/shorter than the piece of string.

**HAVE LOTS OF FUN MAKING MATHS A PART OF YOUR DAILY LIFE!**

*Ideas suggested from Kennedy Press (Back to Front Maths)*