A drawing of a cartoon character

Description automatically generatedLogo

Description automatically generated with medium confidence**Everyday Maths**

**Everyday Maths for Year 1 and 2 (Stage 1)**

Maths is not just something that we do at school. It forms a part of our everyday experiences, but we generally don’t 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 number of items in the home. They don’t have to be the same item, but you might want to give a classification. For example, collect 14 soft things. Move them around and ask how many there are now. Keep experimenting until your child realises that moving the objects doesn’t make the number change – there are still the same number of objects.
* 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, 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 14 different to 15? Is it bigger or smaller? By how much?” Children need to understand quantity as well as counting.
* Make *Cool High Fives* by using some fingers on the hand of each person (e.g. 3 on one hand of one person and 2 on the hand of the other person). Repeat with numbers bigger than 5.

**Mapping Maths**

* Show your child your street on a map (e.g. Google Maps). Have them find the other streets in their neighbourhood. Have them draw and label your street and the surrounding streets. Can they mark where their house is? Can they mark other landmarks in their neighbourhood   
  (e.g. park, school, creek, shopping centre etc…). Talk about the different symbols used on a map (e.g. parks are green).
* Show your child an aerial view of your neighbourhood (using Google Earth). Compare the aerial view to the map view. Look at what is the same/different.
* Show your child an aerial view of your house. Get them to draw and label the house and all the things they can see in your yard. Talk about the different shapes that they can see.
* Show them your house on Google Street View. What shapes can they see? Have them compare the Google Street View picture with your house now. What is the same/different?
* Investigate whether your house number is an even or odd number.
* Go for a virtual walk using Google Street View or go for a real walk in your street. Look at the houses next to your house and across the road. What numbers are on their letter boxes? Do the numbers go up or down? By how much?

**Food Maths**

* Work out how many slices of pizza you need for your family and how many pizzas that would be.
* Cut bread in half (Year 1)/quarters (Year 2) in different ways and decide that no matter what shape it is, both the halves or the quarters are the same.
* Give all the toast (or apples or other fruit) for the whole family on one plate. Have it cut into halves (Year 1) or quarters (Year 2). Have your child work out how many pieces of bread or fruit you started with.
* 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 two?”

**Lego Maths**

* When building with *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. How many different combinations of blocks can your child use?

**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?
* Build something out of recycling. Explore what 3D shapes were used and what 2D shapes can be seen.

**Time Maths**

* Get the kids to work out how many minutes it is until something happens (e.g. how long until your swimming lesson?). Both digital and analogue clocks are great for this.
* It is important to know and understand the days of the week and months of the year. After they have learnt the days and months you can ask something like “It is Thursday today, so how many days are there until Monday?”
* Talk about time throughout the day. (e.g. you can have a break from your schoolwork when the clock says 10:30). You can use either digital or analog time or both.

**Games and Miscellaneous Maths**

* Play ten pin bowling. (ten plastic bottles and a tennis ball can be used). Talk about how many you knocked down and how many are left to get. Increase or decrease the number of plastic bottles as needed.
* Talk about how likely things are to happen (e.g. it is very likely to rain tomorrow so we had better pack your raincoat). Consider things that are totally made up in their games or that they see on TV too. (e.g. how likely is it that the dinosaur bones that David Attenborough was just looking at came to life and walked around the museum?)
* Get them to budget their pocket money (e.g. have a money box with four categories: spending, saving, charity and gifts). Work out how many weeks it would be before they could buy a certain toy.
* Play a board game. Use two dice that your child can add together to make the distance they move on the game further. Can they estimate where their playing piece will move too?
* 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 sting. They also can investigate (by using the string, not physically moving the items) what items can fit through the door and whether you would need to turn the item to fit it through the door.
* Play shops with your child.

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

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