**Everyday Maths**

**Everyday Maths for Years 3 - 6 (Stages 2 and 3)**

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.*

**Maths with Games**

* When playing board games (e.g. Snakes and Ladders or Monopoly), use two dice. Let the kids choose if they want to move forwards by both, back by both, or forwards by one and backwards by the other. For board games that don’t have a finish line (e.g.: Monopoly, Trivial Pursuit) your child could also multiply the numbers. Have them estimate where on the board they will end up.

**Maths with Maps**

* Plan for a future road trip using a map (or Google Maps). Work out the distance between each town and the total distance. Talk about whether a certain route would be faster between certain towns/places. Estimate how long it will take to get to each town/place.

**Maths with Food**

* Let your child work out the logistics for their birthday party (or dinner, or a future camping trip etc.) – how many cups, plates, packets of lollies etc. for the guests… as well as the timing (e.g. everyone will be here by 4:00 so we will play games until 4:30 and then serve cake. That will take 15 minutes etc…)
* Let your children cook – particularly recipes involving fractions of cups etc. Or double/halve the recipe.

**Maths While Planning Your Week**

* Time is one of the most difficult concepts for children to understand. Try asking your child to work out how long it is until something or how much time they need to do something (e.g. If we need to have dinner ready by 6:00pm and it takes 45 minutes to prepare and cook, what time should we start?)
* Your child can develop their own schedule/timetable for their home schooling. They can consider what subjects are they going to do, what time will they do them, how long they will do them for, when they will take breaks, how long the breaks will be etc...

**Maths Using Shopping Catalogues**

* Pick a number of random items in the catalogue. Have your child order the items from cheapest to dearest or group things that are lower/higher than a certain price.
* Give your child a random amount (e.g. $50). Have them go through the catalogue and look at what they might buy. How many items could they buy for that price? Give them a suggestion of what they can buy (e.g. Buy some things we would need for lunch). How much would it all cost? What would the change be?
* Talk about price comparisons in any catalogues you get. For example, if Kipfler potatoes cost $4.99/kg but washed potatoes cost $5.99 for a 4kg bag, how much more expensive would the Kipflers be for the same amount? Estimate rather than calculating exactly (e.g. Kipflers would be $5 for one kilogram, or $20 for 4kg whereas the washed potatoes would cost $6 for 4kg).

**Maths with Money**

* Giving children a small amount of pocket money and teaching them to be responsible with it, is one of the most valuable things that they can learn. Instead of just having a generic piggy bank, consider using a multi-sectioned container so that the money can be allocated for different things. For example: weekly spending, savings, larger items they want to buy and other.
* When your children ask for a toy/item, talk about the price in terms of weeks of pocket money rather than absolute dollars. This gives them a sense of the relative cost and will help them to become more money savvy in the long run.
* Budget and save for future holidays or larger items. Work out a payment plan (e.g. washing up is worth $\_\_ but mowing the lawn is worth $\_\_). Get them to figure out how to earn the amount of money that they want. Consider incentives (e.g. every time you save $20, we will contribute another $5) or loans (yes you can borrow the $50 from us, but you have to pay us back $55).

**Maths with Weather**

* Talk to your child about how likely something is to happen and give the probability a numerical measure (e.g. a 50% chance of rain vs a 90% chance of rain according to the weather predictions)
* Have your child track the daily temperature. Has it increased or decreased each day? By how much? Are there any patterns?

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

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