

Activities for Early Years Foundation Stage, Year 1 and Year 2:

Use practical resources: Your child has one potato on their plate and you give them three more. Can they say how many they will have now?

Make a poster: Choose a number and make a poster about it.

Play games:

<https://play.numbots.com/#/intro>

<http://www.conkermaths.org/cmweb.nsf/pages/kirfs.html>

<https://www.topmarks.co.uk/Search.aspx?Subject=16>

Ping pong: In this game, the parent says, "Ping," and the child replies, "Pong." Then the parent says a number and the child says one more or one less. Many other number facts can also be used for this game, for example doubling or finding number bonds.

Roll the dice: Roll some dice to practise quick number bonds or times tables. E.g., roll 5 and 6 to add together to get the total or choose a times tables and roll to multiply (working on counting in 2s, if we roll a 4, what would be 4 lots of 6s?). Challenge your parent or sibling and build your speed!

Shoot the Sheriff: Call out a maths question and test the children's speed of recall. This could be played in pairs with children standing with their backs to each other, quickly turning around and shouting out their answers. The child who answers quickly and correctly wins the round.

Around the World: The game could be played as a small group. Children can sit in a circle. Ask one child to stand behind another and state a math problem aloud. Ask both students to figure out the answer. The first student who calls out the correct answer moves to stand behind the next child in the circle.

Fizz Buzz: You could decide on a times table to practise (e.g., 4 times tables). The children take turns counting from 1 and when reach a multiple of four, they have to say "BUZZ". The sequence should therefore go like this: 1... 2... 3... BUZZ... 5... 6... 7... BUZZ... 9... 10... 11... BUZZ... 13... etc.

Talk about time: Discuss how long things take and at what time things happen. When does your child wake up? What time do they eat breakfast?

Use what you already know: Use number bonds to 10 (e.g., $7 + 3 = 10$) to work out related number bonds to 20 (e.g. $17 + 3 = 20$).

Songs and chants: You can find number songs, multiplication songs and chants online. If your child creates their own song, this can make the knowledge of the numbers even more memorable.

Spot patterns: Encourage your child to find the connection between the 2 times table and double facts. What patterns can your child spot in the 5 times table? Are there any similarities with the 10 times table?

Test the Parent: Switch the roles. Your child can make up their own tricky questions for you.

Apply these facts to real life situations: What numbers can we find around the house? How many pets, shoes are in your house? What other multiplication and division questions can your child make up?

Activities for Year 3 and Year 4:

Buy one get three free: If your child knows one fact (e.g., $8 + 5 = 13$), can they tell you the other three facts in the same fact family? If your child knows one fact (e.g., $3 \times 5 = 15$), can they tell you the other three facts in the same fact family?

Use doubles and near doubles: If you know that $6 + 6 = 12$, how can you work out $6 + 7$? What about $5 + 7$?

Play games:

<https://trockstars.com/>

<http://www.conkermaths.org/cmweb.nsf/pages/kirfs.html>

<https://www.topmarks.co.uk/Search.aspx?Subject=16>

Songs and chants: You can find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Use rhymes and memory games: The rhyme, *Thirty days hath September*, can help children remember which months have 30 days. There are poems describing the months of the year in order.

Use calendars: If you have a calendar for the new year, your child could be responsible for recording the birthdays of friends and family members in it. Your child could even make their own calendar.

How long is a minute?: Ask your child to sit with their eyes closed for exactly one minute while you time them. Can they guess the length of a minute? Carry out different activities for one minute. How many times can they jump in sixty seconds?

What do you already know?: Your child will already know many facts from the 2, 3, 5 and 10 times tables they can use to help them with the other tables.

Double and double again: Multiplying a number by 4 is the same as doubling and doubling again. Double 6 is 12 and double 12 is 24, so $6 \times 4 = 24$.

Talk about time: Discuss what time things happen. When does your child wake up? What time do they eat breakfast? Make sure that you have an analogue clock visible in your house or that your child wears a watch with hands. Once your child is confident telling the time, see if you can find more challenging clocks e.g., with Roman numerals or no numbers marked.

Ask your child the time regularly: You could also give your child some responsibility for watching the clock: "The cakes need to come out of the oven at twenty-two minutes past four exactly." "We need to leave the house at twenty-five to nine."

Use number bonds to 10: How can number bonds to 10 help you work out number bonds to 100?

Look for patterns: Times tables are full of patterns for your child to find. How many can they spot?

Roll the dice: Roll some dice to practise quick number bonds, adding, subtracting or times tables. E.g., roll 5 and 6 to add together to get the total or choose a times tables and roll to multiply (working on counting in 2s, if we roll a 4, what would be 4 lots of 6s?). Challenge your parent or

sibling and build your speed! Use 12-sided dice to practise all the times tables and relevant division facts.

Shoot the Sheriff: Call out a maths question and test the children's speed of recall. This could be played in pairs with children standing with their backs to each other, quickly turning around and shouting out their answers. The child who answers quickly and correctly wins the round.

Around the World: The game could be played as a small group. Children can sit in a circle. Ask one child to stand behind another and state a math problem aloud. Ask both students to figure out the answer. The first student who calls out the correct answer moves to stand behind the next child in the circle.

Fizz Buzz: You could decide on a times table to practise (e.g., 4 times tables). The children take turns counting from 1 and when reach a multiple of four, they have to say "BUZZ". The sequence should therefore go like this: 1... 2... 3... BUZZ... 5... 6... 7... BUZZ... 9... 10... 11... BUZZ... 13... etc. Other variations:

1) Players say "BUZZ" when they reach a multiple of four and a number which contains the digit four...1, 2, 3, BUZZ, 5, 6, 7, BUZZ, 9, 10, 11, BUZZ, 13, BUZZ, 15, BUZZ, 17, 18... etc.

2) Try playing the game using two multiplication tables. For example, say BUZZ when they reach a multiple of four, and say FIZZ when they reach a multiple of five. If they reach a multiple of four and five, say FIZZBUZZ! 1, 2, 3, BUZZ, FIZZ, 6, 7, BUZZ, 9, FIZZ, 11, BUZZ, 13, 14, FIZZ, BUZZ, 17, 18, 19, FIZZBUZZ!, 21... etc.

Activities for Year 5 and Year 6:

Buy one get three free: If your child knows one fact (e.g., $8 + 5 = 13$), can they tell you the other three facts in the same fact family? If your child knows one fact (e.g., $3 \times 5 = 15$), can they tell you the other three facts in the same fact family?

Play games:

<https://trockstars.com/>

<http://www.conkermaths.org/cmweb.nsf/pages/kiifs.html>

<https://www.topmarks.co.uk/Search.aspx?Subject=16>

Speed Challenge: Take two packs of playing cards and remove the kings. Turn over two cards and ask your child to multiply the numbers together (Ace = 1, Jack = 11, Queen = 12). How many questions can they answer correctly in 2 minutes? Practise regularly and see if they can beat their high score.

Look at the prefixes: Can your child work out the meanings of *kilo-*, *centi-* and *milli-*? What other words begin with these prefixes?

Be practical: Do some baking and convert the measurements in the recipe.

How far?: Calculate some distances using unusual measurements. How tall is your child in mm? How far away is London in metres?

Think of the question: One player thinks of a times table question (e.g. 4×12) and states the answer. The other player has to guess the original question.

Find the factors: Choose two numbers. Take it in turns to name factors. Who can find the most?

Play games: Make some cards with pairs of equivalent fractions and decimals. Use these to play the memory game or snap. Or make your own dominoes with fractions on one side and decimals on the other.

Roll the dice: Roll some dice to practise quick number bonds or times tables. E.g., roll 5 and 6 to add together to get the total or choose a times tables and roll to multiply (working on counting in 2s, if we roll a 4, what would be 4 lots of 6s?). Challenge your parent or sibling and build your speed! Use 12-sided dice to practise all the times tables and relevant division facts.

Shoot the Sheriff: Call out a maths question and test the children's speed of recall. This could be played in pairs with children standing with their backs to each other, quickly turning around and shouting out their answers. The child who answers quickly and correctly wins the round.

Around the World: The game could be played as a small group. Children can sit in a circle. Ask one child to stand behind another and state a math problem aloud. Ask both students to figure out the answer. The first student who calls out the correct answer moves to stand behind the next child in the circle.

Fizz Buzz: You could decide on a times table to practise (e.g., 4 times tables). The children take turns counting from 1 and when reach a multiple of four, they have to say "BUZZ". The sequence should therefore go like this: 1... 2... 3... BUZZ... 5... 6... 7... BUZZ... 9... 10... 11... BUZZ... 13... etc. Other variations:

1) Players say "BUZZ" when they reach a multiple of four and a number which contains the digit four...1, 2, 3, BUZZ, 5, 6, 7, BUZZ, 9, 10, 11, BUZZ, 13, BUZZ, 15, BUZZ, 17, 18... etc.

2) Try playing the game using two multiplication tables. For example, say BUZZ when they reach a multiple of four, and say FIZZ when they reach a multiple of five. If they reach a multiple of four and five, say FIZZBUZZ! 1, 2, 3, BUZZ, FIZZ, 6, 7, BUZZ, 9, FIZZ, 11, BUZZ, 13, 14, FIZZ, BUZZ, 17, 18, 19, FIZZBUZZ!, 21... etc.