# WE LOVE MATHS FAQs

**What is 'We Love Maths'?**
It is a series of booklets containing maths games and activities, one booklet per year group, which is sent home to be used in a similar way to a reading diary.

**How much does it cost?**
They are priced to be cheaper than photocopying - just £1 per pupil.

**Can I buy one of each?**
No - they are sold in packs of 30 to prevent fraud, but if you have a class of 31 or 32 we can accommodate that.

**What is in the books?**
Each book contains 10 enjoyable activities and games designed to be done with a parent of other adult. Activities can be played several times.

**What special equipment do parents need to have?**
Very little. In some cases, they will need things like a pack of cards, a dice, a pencil and some paper. Nothing pricey or hard to obtain.

**Can parents buy these books themselves?**
No, but a school is free to buy sets and offer them to parents either free or for a small cost.

**Are they designed to replace homework?**
Potentially, or they could be a fun supplement. In primary school evidence suggests that maths homework does not raise attainment, yet teachers spend hours setting and marking it. These are designed so that parents can initial to say they have played the activity with their child, and the teacher can note.

**Does the teacher choose which activity the class should do?**
They can do - then everyone will be doing the same. Alternatively they can let children choose which one they do.

**How long should they spend on each activity?**
That's up to them - We Love Maths is designed to be fun, not a chore, and to develop positive attitudes towards maths.

**Will you send them to us before we have paid for them?** No, sorry, it is strictly cheque (or BACS payment ) with order.

**Can we see some sample pages?** Yep - just keep scrolling for samples from all seven books!

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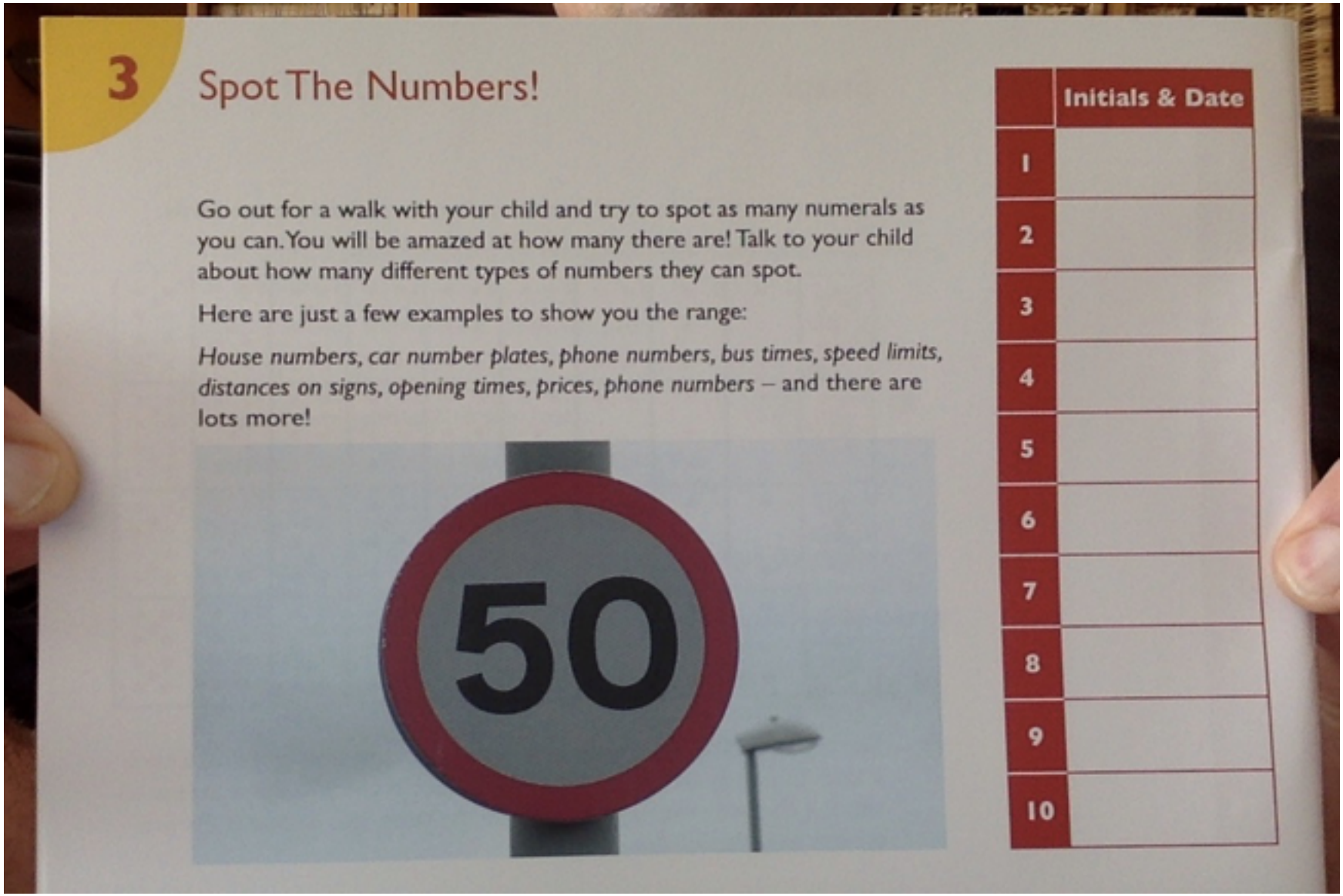

3 Spot The Numbers!

Go out for a walk with your child and try to spot as many numerals as you can. You will be amazed at how many there are! Talk to your child about how many different types of numbers they can spot.

Here are just a few examples to show you the range:

*House numbers, car number plates, phone numbers, bus times, speed limits, distances on signs, opening times, prices, phone numbers* – and there are lots more!



| | Initials & Date |
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| 1 | |
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A sample page from the reception book.

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## 5 Pac Man – right angle hunt

A right angle is an amount of turn equal to a quarter of a full revolution. Your child needs to get practice at recognising right angles as they are an important part of his or her understanding of shapes. This activity requires a small bit of construction, but the results make it worthwhile. Cut out a circular piece of card. One easy way is by draw round a tin first. Finally, cut out exactly a quarter of the circle to end up with a PacMan shape.

Your child can decorate the shape with eyes if they want, or indeed with any pattern at all. Now go round your home together and try to find 5 different examples of 'right-angles', which means any angle that PacMan can eat exactly – i.e. it must fit flush to BOTH of his jaws with no gaps.

Each time you play, try to find different examples of right angles in your home.

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This is a sample from the **Y1** book. It involves making a face from cardboard and hunting for right angles.

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## 3 Coin Counter

It is never too soon to introduce children to the world of currency, and they usually need no encouragement. When learning to count money, young children often assume that three coins must equal 3 pence, so be careful that you are clear when you are playing this game.

Put a pile of coins on the table and ask your child to guess how much money there is, then to work it out. Obviously the amount of coins you use will depend on your own child but it is best to start with a small amount and build up.

Also, put a pile of coins on the table and ask your child to pick up exactly 12p ( or 20p or £1 etc.). Talk to them about different ways to make the chosen total.

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This is a sample from the **Y2** book. It involves handling coins to become familiar with them and their sizes and values.

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This is a sample from the **Y3** book. It involves practising telling the time using practical basic equipment.

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## Clock Watch

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By year 3 your child may well be sufficiently confident with time to manage exact multiples of 5 minutes and maybe even to the nearest minute, but not all children will get this far.

As per year 2, using a clock face (either real, toy, or drawn) ask your child to say what time it is. Then give them a time and ask them to set or draw the hands.

You can make a simple clock face by drawing round a circle, adding the numerals 1-12, and using two lolly sticks as the hands.

Check with the teacher which level your own child should be doing for this game – they will be able to advise you accordingly.

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This is a sample from the **Y4** book. It involves a simple game using regular playing cards to build fluency.

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## Speed Cards!

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This is a good one for the more competitive mathematicians! Remove the court cards and all the black cards from a pack. You are left with the ace to ten of hearts and diamonds. Shuffle these then deal one face up. Deal the next card on top and your child has to add it on mentally and say the total out loud. Repeat until every card is dealt. You should finish on 110 if all calculations are correct.

The aim is to time this and try to get faster and more accurate each time you play. This really is addictive!

For example, if the first four cards were 2, 5, 6, and 5, the game would go like this:

YOU DEAL 2 then YOU DEAL 5.

Child "Seven"

YOU DEAL 6

Child: "Thirteen"

YOU DEAL 5

Child "Eighteen" and so on.

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## Guess My Number

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You need a 100 square similar to the one on the right. Choose a number and ask your child to guess what it is, by asking up to 10 'yes/no' questions.

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| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

To start with, they may well ask lots of "*is it larger/smaller than...?*" questions. This is OK initially, but do encourage them to use a wider range of mathematical language. Some examples include:

"*Is it odd/even?*"

"*Is it a multiple of 3/5/6 etc?*"

"*Is it prime?*"

and so on. As they progress they can eliminate numbers by crossing them out on the grid. If they get it right within 10 questions, they score a point. Swap roles, and play 5 times each. Keep score and see who wins.

Advanced version: Ban any 'larger/smaller than' questions – this is much harder!

This is a sample from the **Y5** book. It is a reasoning game played on a 100 square grid.

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## 6 Cookbook

Be brave here! Give your child a recipe book with a recipe that says something like 'feeds four'. Ask them to work out the precise quantities of ingredients for 2, 3, or 6 people. (If they are very good, try 5 people).

But don't stop there – they have to make the meal by following the recipe! And take a photograph to show the teacher (who may of course also appreciate sampling the evidence and award a bonus point!)

**What You Will Need**

A suitable recipe

Time

Food

This is a sample from the **Y6** book.It involves adapting a recipe using ratios - and cooking it!