Presented by Specialist teacher and SEN advisor Claire Ashton

YCAT Parent CPD

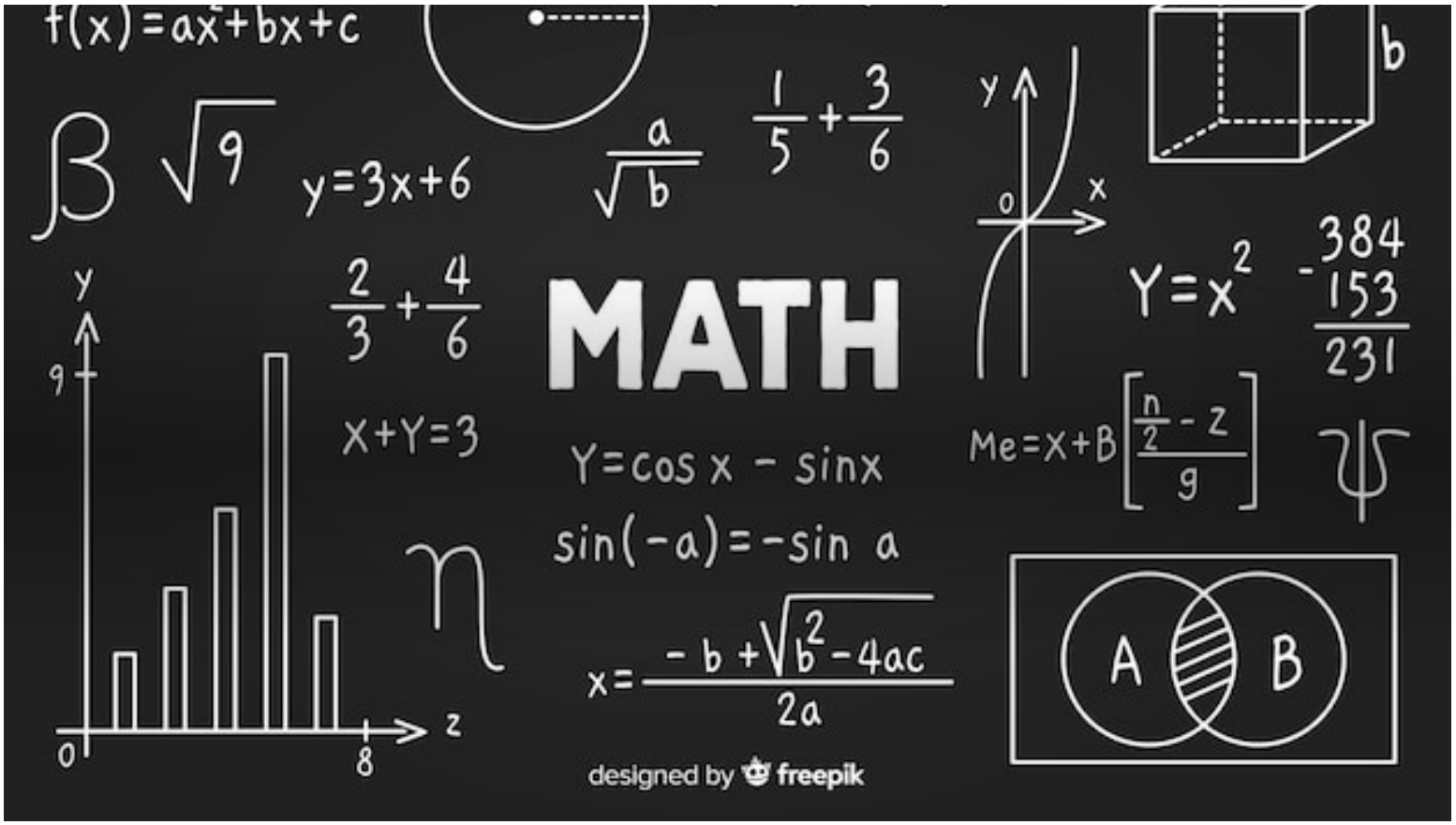
How to support your child with math's difficulties at home

Wednesday 24th April 2024

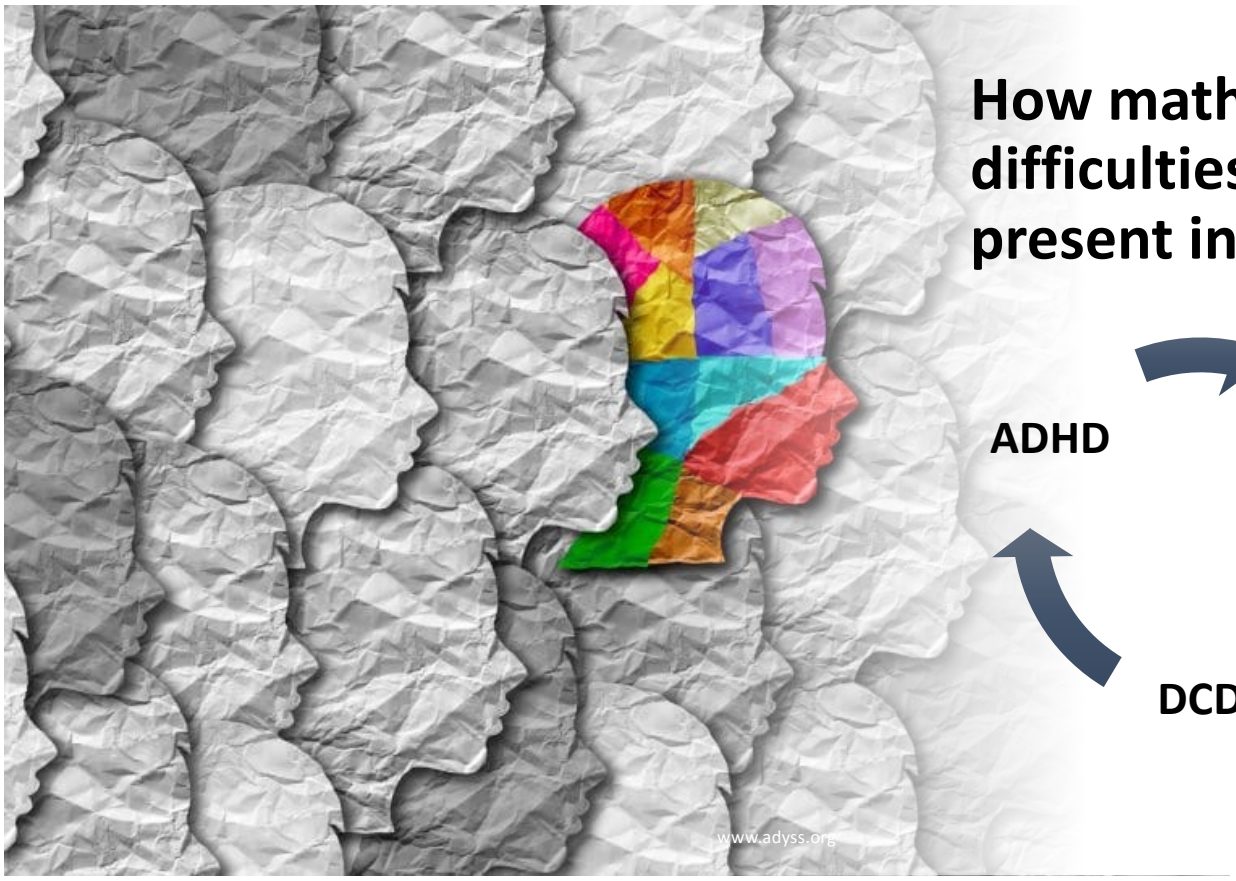
via zoom link emailed to SENCo's

1pm - 1.30pm

4pm - 4.30pm


f(x)=ax²+bx+c
y=3x+6
MATH
Y=cos x - sinx
sin(-a)=-sin a
X+Y=3
Y=X²
384
-153
231
Me=X+B
A
B
designed by freepik

ADYS Specialist Ltd


How maths difficulties can present in SPLDs
ADHD
Dyslexia
DCD
www.adyss.org

How do you know the difference between Dyscalculia and other maths difficulties?

Dyscalculia is a **specific and persistent difficulty in understanding numbers** which can lead to a diverse range of difficulties with mathematics. It will be **unexpected** in relation to **age**, **level of education and experience** and occurs across all ages and abilities.

Mathematics difficulties are best thought of as a **continuum**, not a distinct category, and they have **many causal factors**. **Dyscalculia falls at one end of the spectrum** and will be distinguishable from other mathematics issues due to the **severity of difficulties with number sense**, including subitising, symbolic and non-symbolic magnitude comparison, and ordering. It can occur singly but can also co-occur with other specific learning difficulties, mathematics anxiety and medical conditions.

SASC, BDA 2019

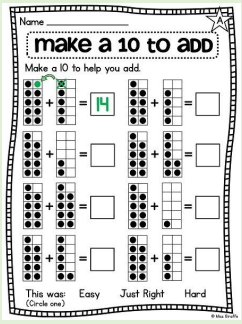
Subitising

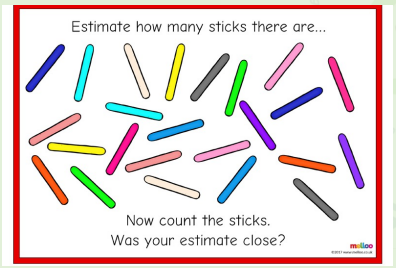
8

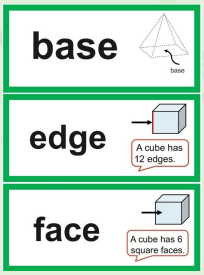
5

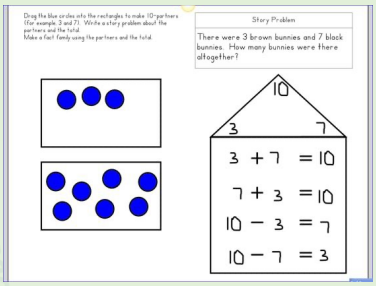
Symbolic and Non Symbolic Magnitude

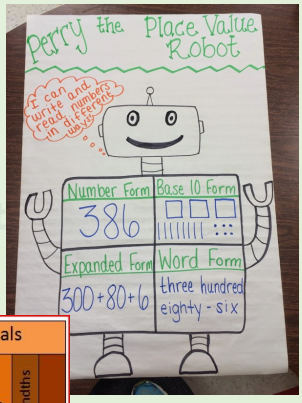
How to support maths difficulties: Number sense

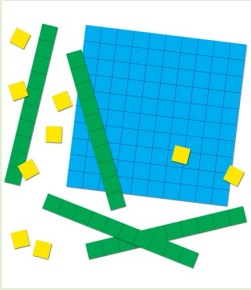


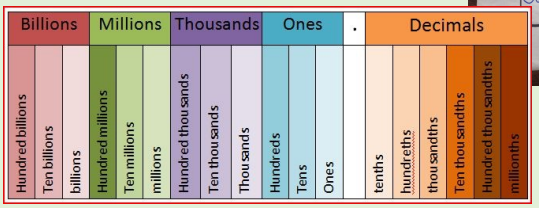












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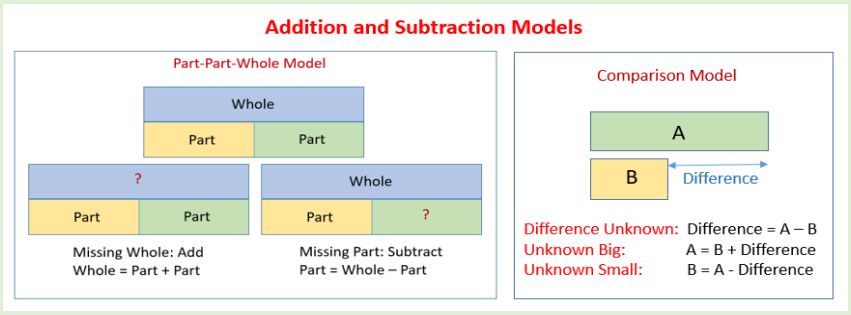
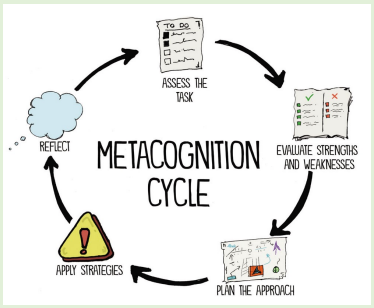
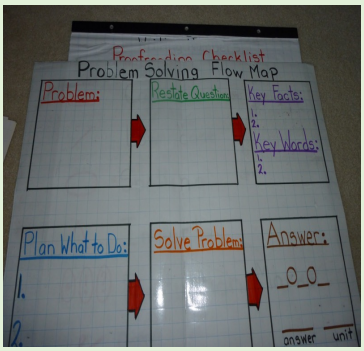
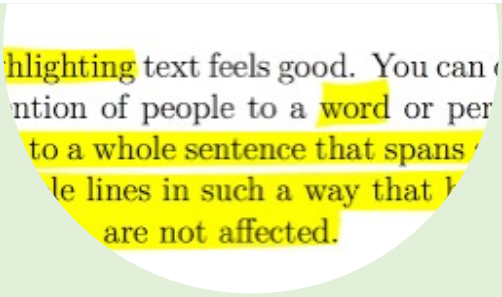
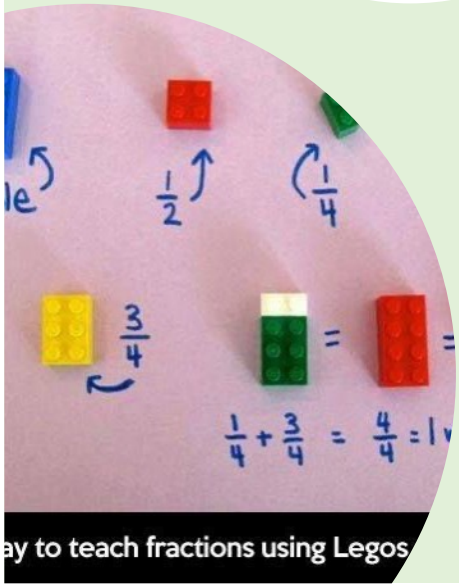






How to support maths difficulties: Reasoning



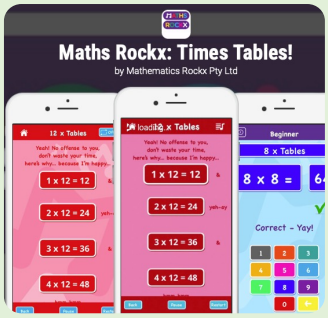


How to support maths difficulties: Memory

www.adyss.org

Games

- Maths Rockx app – create a playlist for your child to listen to
- Squeebles Number bonds app (cost) – great for everything
- Playing board games – great for concentration and dice patterns
- Bingo
- Rummikub for juniors
- Shut the box game



Make 10 game

Money

- Orchard toys – money match cafe
- Create a shop at home
- https://www.topmarks.co.uk/maths-games/5-7-years/money – they also have money games for 3-5 yr olds, 7 -11 yr olds and 11-14 yr olds
- Thinking about something they would like to buy and then working out what jobs they can do at home to earn the money or through tokens
- When out shopping compare prices together – get them to choose the cheapest
- Using coins build up piles to show the different amounts eg a pile of 10x 1ps next to 1x 10p coin and 2x 5p coins and 5x 2p coins

Time

- https://ictgames.com/mobilePage/hickoryDickory/ - different levels
- https://www.teachingtime.co.uk – a range of games to play online – I like the I have…. Who has? Game
- Important to teach the concept of time – visual schedule of the day with times next to each
- Teach the vocabulary of time

I have...Who has?

Telling the Time

Work around the class to make a loop.
There are 3 rounds to complete.

Tell the time:

to the hour (o'clock)

to the hour (digital)

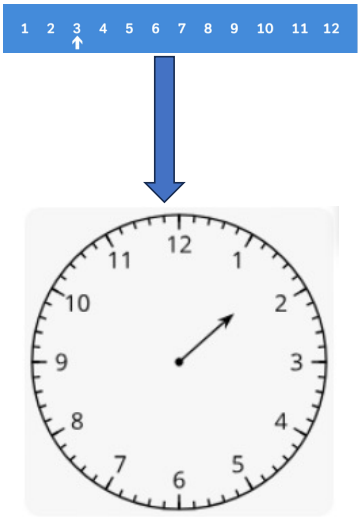
Time me ☐

Begin

How to teach your child the time

https://www.youtube.com/watch?v=XJqbhP_gIsk

- Teach the hour hand separately to the minute hand – don't move onto the minute hand until the hour hand is secure
- An analogue clock face is a special kind of number line – write numbers on post it notes and display horizontally
- When you get to 12 and ask what time it is one hour later, explain that instead of going up to 13, we put the numbers in a circle and start back at 1
- **Then move your post its into a circle, in familiar clock face style with the arrow in the middle**
- Then include questions such as 'if it is 4 o'clock now, what time was it 2 hours earlier? And 'I left home at 10 o'clock and got to the shops at 12 o'clock, how long did it take me?'
- Go back to the number line to demonstrate half past and work through the steps again before moving the post its into a circle again



Teaching Time KS1

Teaching Time Year 1 (5 and 6 year olds)

- Pupils should be taught to tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.

Teaching Time Year 2 (6 and 7 year olds)

- Pupils should be taught to
  - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
  - know the number of minutes in an hour and the number of hours in a day.
- Pupils should become fluent in telling the time on analogue clocks and recording it.

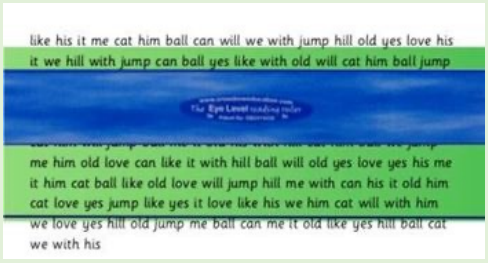
Teaching Time KS2

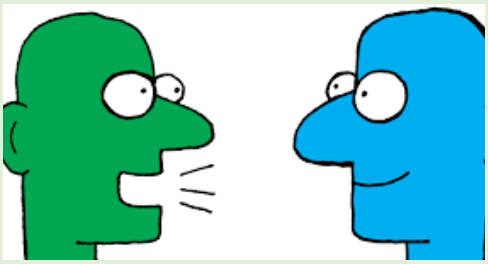
Teaching Time Year 3 (7 and 8 year olds)

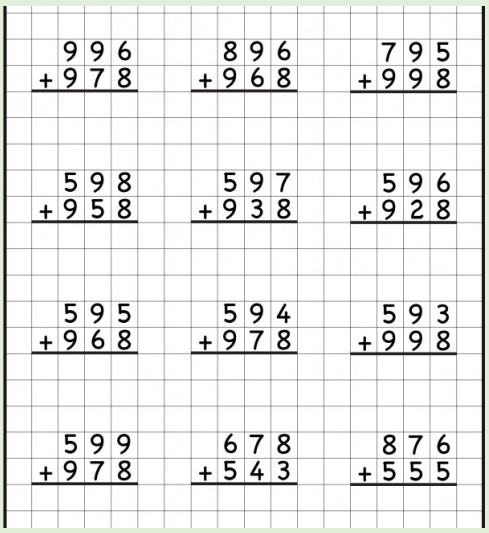
- Pupils should be taught to:
  - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
  - estimate and read time with increasing accuracy to the nearest minute; record and
  - compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4

Teaching Time Year 4 (8 and 9 year olds)

- Pupils should be taught to read, write and convert time between analogue and digital 12- and 24-hour clocks







How to support maths difficulties: Visual/ Spatial

How to support Maths Anxiety

Concrete Manipulatives

Discrete Materials	Continuous Materials	Abstract Models
	http://nlum.usu.edu/en/nav/vlibrary.html