

# Welcome to our Maths newsletter

## Summer term 2023

Welcome to the summer term Maths newsletter. In this newsletter we are going to look at ways that we can support our children to understand the value of numbers- we call this *place value*.

In early years, the children look at numbers within 10- starting with 1, 2 and 3 in Preschool and moving on to 4-10 in Reception.

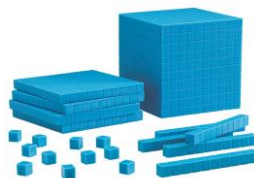
In Year 1, this knowledge is built upon, looking at numbers to 20 and then 50 by the end of the year.

In Year 2, the children work on numbers up to 100, and when they move into Year 3, this knowledge allows them to work with numbers up to 1000.

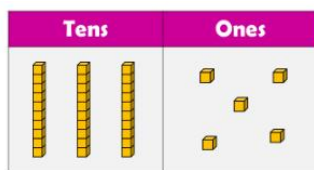
In Year 4, children are expected to understand the value of numbers in the thousands, leading to a million (1,000,000) in Year 5 and ten million (10,000,000) in Year 6!

### How do we teach place value in school?

- Use *base 10*- Children practise making different numbers using the hundreds, tens and ones. We ask questions such as "How many tens are there in 167?"



- *Place value charts*



Can the children put the correct number of tens and ones into the correct column to make the number?

We then move on to the children drawing their own tens and ones into the place value chart.

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

This is just as important in KS2, when children need to understand the place value of decimal numbers too.

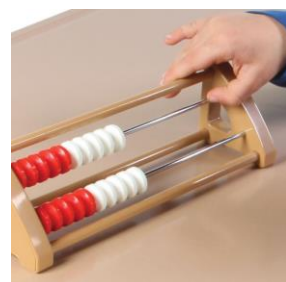
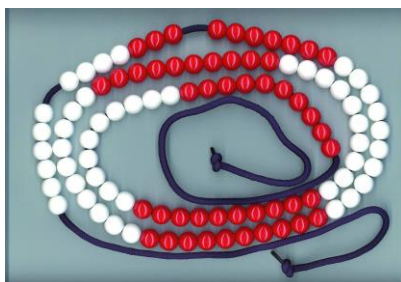
- *Gattegno chart* useful as the children can place counters on to the different parts of a number.

For example: Make the number 2078.45 and the children should place counters on 2000, 70, 8, 0.4 and 0.05.

10,000	20,000	30,000	40,000	50,000
1000	2000	3000	4000	5000
100	200	300	400	500
1	2	3	4	5
0.1	0.2	0.3	0.4	0.5
0.01	0.02	0.03	0.04	0.05
0.001	0.002	0.003	0.004	0.005

- *Bead strings and rekenreks*

Used more in KS1, we ask the children to make different numbers and they need to slide the correct number of beads across

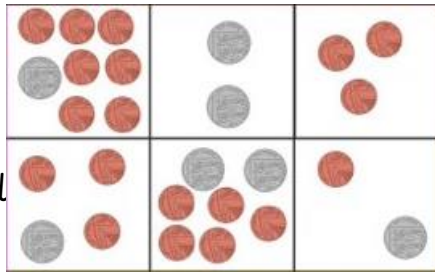


## How can you help your child at home?

- *Using coins*- try using 10p and 1p coins and ask your child to make different amounts.

For example: Can you make 37p?

They should be able to get 3 10p coins and 7 1p coins.



As they get older, they can begin to use £1 coins to make numbers larger than 100.

- *Numbers in the environment*



Ask your children to look for numbers around them.



Can they read the number?

Can they tell you how many thousands, hundreds, tens or ones there are in the numbers?

- *Playing cards*

Put some playing cards together to make a number- adding cards as the children become more confident.

Can they read the number to you? Can they tell you the value of the different digits?

For example: The number is 345.

There are 3 hundreds, 4 tens and 5 ones.



Can they shuffle the cards to make the smallest or largest possible numbers? How many different numbers can they make?

- *Dice*

Rolling a dice to play games like snakes and ladders can help children to recognise the order in which numbers appear.

Also, rolling 2 dice and asking the children what number they have made.



For example: These dice could be 52 or 25.

Talk about which number is larger or smaller and how you know.



- *Counting*

Practise counting in 1s, 2s, 5s, 10s, 20s, 50s, 100s... The more children practise counting in different values, the easier it is for them to learn their times tables and spot patterns in their maths learning.

Understanding place value is vital because without understanding the value of numbers, the children struggle to add, subtract, multiply and divide.

Thank you for reading and I hope that you have found these activities helpful.