

## SPECIAL ISSUE, JUNE 2020, SSENS TEAM.

### \*\*MATHS\*\*

In this exceptional and unprecedented time we are facing together, many parents are experiencing a new role as 'teacher'. For those of children with a Special Educational Need (SEN) this may raise some unique challenges, and we would like to offer some ideas that might help. In this newsletter we are focussing on *maths*.

#### Telling the time

Reading a clock face is challenging and some argue it is no longer needed, as most of us have the digital time with us.



However, a clock face is a more 'visual' way of seeing time— you can see how much of an hour is left and at which point in a 12 hour cycle the time lies— for example on the above clock (7.45) you can see there is 1/4 of the hour left and 4 hours until 12 o'clock. This can help support children in developing a sense of time, just as our ancestors did with a sundial— how long until lunch? Do I have enough time to watch this TV programme? What time should I leave to be on time for school?

We have produced a resource (see other downloads) to help with learning this skill, using ideas from [Third Space](#). In this method you learn the hour and minutes separately, starting with a number line before moving onto the circular clock face.

#### Early Number Sense

Research shows us that even very young children have a sense of number and can see amounts of 2 or 3 without the need to count. This skill continues to develop, so if we see two lots of six presented as dice patterns, we know there are 12 automatically. There are lots of ways to help your child with this skill, try out:

- Path games using dice— for example *Snakes and Ladders*. Also see [here](#).
- Activities using playing cards— see [here](#).
- Collecting, counting and grouping objects in different ways, using mathematical language such as *more/ less, longer / shorter*. See [here](#), under 'How you can help your child at home'.

#### Times Tables

Knowing *times tables* can free up 'working memory' space when carrying out calculations and is certainly a benefit. However, we also know that for many learning them is tricky. Here are our *Top Tips*:

- Start with 2s, 5s and 10s— learn one at a time, don't rush to the next one.
- Use physical resources to help understanding— e.g. dice patterns, an egg box, playing cards, toys.
- Encourage your child to take charge— if they want to bounce on the trampoline, draw them in chalk outside— go for it!
- Once secure, practice your 'target' table in lots of different ways, and not always in order!
- When starting a new table, look at what is already known— by 10s, 1x10, 2x10 and 5x10 are known.

#### Online Maths Help

There are a rather large number of sites that offer maths practice— here are a few we particularly like:

*Corbett Maths produces a worksheet every day for practising a range of skills using just 5 questions— they are labelled BRONZE, SILVER, GOLD and you can pick the best level. Aimed at KS2-3.*

Hit the [Button](#) provides quick calculation practice in number bonds, tables and more. Good for checking times table knowledge. Also available as an App.

*Third Space have produced independent recap sheets for anyone following Oak Academy or White Rose Maths. There are 4 available each week.*

Loads of free games and activities for all levels are available on this site [mathplayground.com](http://mathplayground.com)

**NB If you are doing maths that needs lots of times tables facts your child doesn't yet know, a multiplication square can be an invaluable tool. It's a good idea to practice using it— [here's](#) a great colourful one.**

**\*\*DON'T FORGET\*\* What you are doing is enough. [Here's](#) a useful perspective from a headteacher.**