

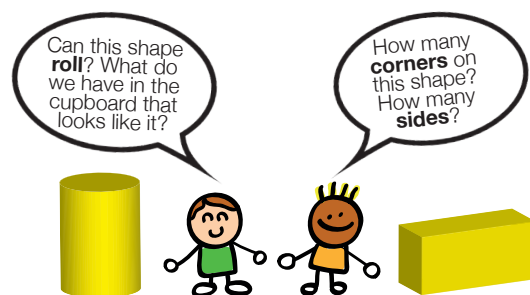
## INFORMATION FOR PARENTS

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→ Parents → Primary → Junior and senior infants

### 3. Talking about shapes and directions

When we talk about shapes we talk about **edges, corners, straight sides, curved sides, round and flat shapes**. Look at boxes in your cupboard – what shapes are they? What shapes can you see around the house? Out on the street?

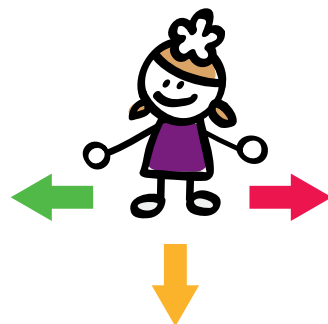


Do you ever find yourself asking your child: *Where are you?* or *Where did you put your lunchbox?* Talking about **directions** is also an important part of maths. Below are some examples of the words children use when learning about directions.



Try hiding an object like a teddy and ask your child to find it by giving directions. Then ask your child to give directions to you so you can find Teddy.

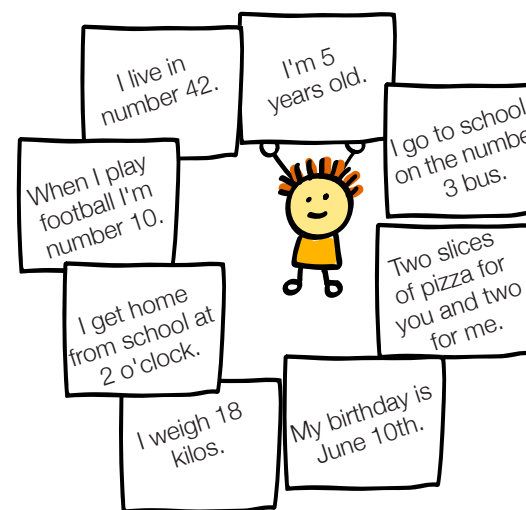
Many children have play mats for their toys – ask your child to tell you how to get from the fire station to the school. Pretend you don't understand unless you get precise directions, for example *first you turn left, then you walk along the street and turn right...*



See [www.ncca.ie/parents](http://www.ncca.ie/parents) for more information including video clips.

### Helping your child with maths in SENIOR INFANTS

Have you ever thought about how much maths is part of your child's conversations?



Maths is everywhere around us and is part of your child's daily life. You can help your child understand and enjoy maths through simple games and everyday activities.

#### About this tip sheet

There are three sections in this tip sheet.

- 1: What your child is learning in school** tells you about the maths your child will learn in senior infants.
- 2: How your child learns at home** gives you tips to help your child with maths. You can watch short video clips with further suggestions by visiting [www.ncca.ie/parents](http://www.ncca.ie/parents).
- 3: Talking about shapes and directions** gives you examples of the language you can use when helping your child with maths.



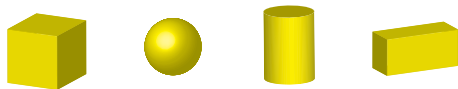
You can look for more ideas in the tip sheets and videos for junior infants and first class.

## INFORMATION FOR PARENTS

### 1: What your child is learning in school

Here is some of the maths your child will learn in senior infants in primary school.

- **Recognise** the written numbers 0 – 10.
  - **Say** the numbers 0 – 10 in the correct order. Use the word ‘zero’ for 0.
  - **Write** the numbers 0 – 10.
  - **Count** the number of objects in a group and count how many are left when some objects are taken away.
  - **Add two groups** of objects to make a total of 10.
  - Start to **use the symbols + and =** to add groups of objects and write a number sentence, for example  $4 + 2 = 6$ .
  - **Estimate (guess)** the number of objects in a group.
- Your child will also learn to:
- recognise simple **number patterns** for example 3, 4, \_, 6; 6, 5, \_, \_, 2, 1 by filling each blank space with the correct number; **two** claps, **three** claps, **two** claps, **three** claps ...
  - **sort, describe and name 3-D shapes** (shapes that are not flat) including cube, sphere, cylinder and cuboid.
  - **compare objects** using words such as heavy or light; heaviest or lightest; long or short; longest or shortest.
  - **recognise familiar times** and read the clock in hours, for example 2 o'clock, 3 o'clock. Put daily or weekly events in order.
  - **recognise coins** up to 20 cents and use coins up to 10 cents.



## INFORMATION FOR PARENTS

### 2: How your child learns at home

Encourage **careful counting**, particularly up to 20. Try counting in twos up to 20, for example 2, 4, 6, 8...

**Estimate** the number of objects in a set or group up to 5. Throw out five or fewer items on the table and ask your child to quickly tell you how many there are without counting. Show one face of a die quickly and ask: *How many dots can you see?*

**Count how many are left** when some objects are taken away. *I have 8 grapes but how many will I have if I eat 2 of them?*

**Recognise familiar times**  
Talk about times and the clock. Put times up on the fridge door or notice board, for example ‘Football 3pm Tuesday, Training 9am Saturday’. Talk about things we do in Summer, in Winter, during the day, at night.

**Find numbers**  
Look at the microwave, the telephone and the TV remote control. Look for numbers outside as you go for a walk.

**Recognise coins** up to 20 cents and use coins up to 10 cents. Let your child handle money and work out change. Talk about the value of coins when you are shopping: *Which coin do you need to pay for the sweet? Why can we not use this one? Can you swap me some coins for this 20 cent coin?*

Play **board games** with dice to encourage your child to count, add on and recognise numbers.

**Add two groups of objects to make a total of 10**  
When playing with toys make groups of objects and then ask your child to put them together. Encourage your child to ‘count on’ which means ‘continue counting’. *I have 6 cars and I get 4 more - 6... 7, 8, 9, 10.*

**Compare objects by length**  
Ask your child to help you sort the washing: *Find the long trousers. Can you find some that are shorter? Which trousers are the shortest?* Build a tower with your child using blocks or boxes: *Can you make a taller tower? A shorter tower?*