Parents' Information Booklet on the Teaching of Mathematics in Ashbourne CNS

Junior & Senior Infants

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Introduction

The Numeracy Committee have compiled the information in this booklet to assist you and your child/ren when supporting their learning in mathematics in primary school. The booklet aims to simplify how Number is taught in Ashbourne CNS, and to clarify the methods, strategies and language that the staff of Ashbourne CNS employ to teach adding, subtracting, multiplying and dividing.

What is included in the booklet?

1. Simple instructions with visual examples and video links for each of the four operations.
2. Links to websites so that you and your child/ren can practise key concepts that are being taught in class in a fun and interactive way at home. These websites have been collated according to class level of the pupil. Please note that games from class streams above or below may also be accessed depending on the ability of your child.
3. A list of maths vocabulary that the children are using for each topic of maths. These lists may be very useful to you and your child/ren when they are learning a new concept in maths. As you will notice the language gets progressively more difficult as the children move up the school, so it is imperative that they have a good understanding of maths vocabulary at every stage in their development to facilitate them in solving word problems in mathematics.

The Numeracy Committee hope that you find the information contained in this booklet practical and useful. If you have any further questions in relation to the teaching of mathematics, please contact your child/ren's class teacher.

1. Junior and Senior Infants

1.1 Maths Approaches to Teaching Number

Junior Infants:

Junior Infants:

- Counting in 1s to 20
- Counting in 2s to 10

Senior Infants:

- Counting in 1s to 50
- Counting in 2s to 30
- Counting in 5s to 50
- Counting in 10s to 100

Addition:

Junior Infants

Language used: 2 and 3 makes 5

Senior Infants

Language used: 2 plus 3 equals 5 (They are shown + and = symbols too)

Both classes use bunny ears in class to show ways of making a number. E.g. 2 fingers on one hand and 3 fingers on the other makes 5, or 1 finger on one hand and 4 fingers on the other makes 5 etc.

Doubles: Doubles are taught using manipulatives and 5 frames in Junior Infants and 10 frames in Senior Infants.

Vocabulary used when teaching number:

More than, less than, same as, fewer, greater, how many more?, how many less?, too many, too few, altogether, add, plus, makes, amount, how many ways can you make X?, how many more do I need to make 5/10? (When using 5/10 frames), jump on, jump back

1.2 Number Formation Rhymes

0 - Around and around and around we go, when we get home we make zero!

1 - Straight line down and then we're done, that's the way we make a one.

2- Around and back on the railroad track makes two, two, two.

3 - Around the tree and around the tree, that's the way we make a three.

4 - Down and over, down once more, that's the way we make a four.

5 - Down and around, then you stop. We finish a five with a line on top.

6 - Down we go and make a loop, number six makes a hoop!

7- Across the sky, then make a line. We'll make a seven every time.

8 - Make an S but then don't wait. Go back up to make an eight.

9- Draw a loop, then a line. That's the way we make a nine.

10- Number ten is the hero. First a one and then a zero.

1.3 Recommended Websites

Junior/Senior Infants
https://www.topmarks.co.uk/Search.aspx?Subject=16
https://www.ictgames.com/mobilePage/index.html
http://www.ict.mic.ul.ie/maths.html
https://www.senteacher.org/printables/mathematics/
https://nrich.maths.org/10334
https://www.haveyougotmathseyes.com/

1.4 Maths Vocabulary

Junior Infants	Senior Infants
Strand: Early Mathematical Activities	**Strand: Early Mathematical Activities**
Classifying • yellow • green • blue • red • big • small • thin • thick • circle • square • triangle • rectangle **Matching** • same • different • belongs • pair • more than • less than • enough • as much as • match • copy • draw a line between • from • to join • circle **Comparing** • long/longer/longest • short/shorter/shortest • heavy/heavier/heaviest • high/higher/highest • big/bigger/biggest • small/smaller/smallest • thick/thicker/thickest • thin/thinner/thinnest • more than • less than **Ordering**	**Classifying** • colour • sort • match • red • yellow • blue • green • orange • white • purple • brown • black **Matching** • same • different • belong • do not belong • pair • more than • less than • enough • as much as • match • copy **Comparing** • long/longer/longest • short/shorter/shortest • heavy/heavier/heaviest • high/higher/highest • big/bigger/biggest • small/smaller/smallest • thick/thicker/thickest • thin/thinner/thinnest • tall/taller/tallest • longer than • shorter than • wide/wider/widest • narrow/narrower/narrowest • the same length

- start from/at - point to - place - choose - make - talk about - look at - trace - copy - finish - colour all - every - each - another	- the same width - the same height - more than - less than **Ordering** - start from/at - point to - place - choose - make - talk about - look at - trace - copy - finish - colour all - every - each - another
Strand: Number	*Strand: Number*
Counting - first - last - next after - before - one, two, three, four, five, six, seven, eight, nine, ten (1-10) - number line **Comparing and ordering** - how many? - more - less - amount - biggest amount - least amount - first - last **Analysis of number** - Number story of 1 – 5 - Zero - and - makes	**Counting** - one, two, three, four, five six seven, eight nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty (1-20) - before - after - missing number - count forwards - count backwards - number line **Comparing and Ordering** - how many? - more - less - amount - biggest amount - least amount - equals - total - first, second, third, last **Analysis of number** - Number story of 1-10

	- zero - add - and - plus + - makes - equals =
Strand: Algebra	*Strand: Algebra*
Extending Patterns - Set - Amount - Shape/Number - Colour - Count - Match - how many?	**Extending Patterns** - Pattern - Shape - Colour - Continue - Extend - Complete - How many
Strand: Shape and Space	*Strand: Shape and Space*
Spatial Awareness - position: over, under, up, down, on, beside, in - direction: moving in straight/curved lines, in a circle, finding own space. **3D shapes** - cube - cuboid - pyramid - cone - sphere - fit - roll - do not roll - stack - round **2D Shapes** - Square - Triangle - Rectangle - circle - corners - sides	**Spatial Awareness** - position: above, below, near, far, right, left stop and state your position - direction: through the hoop, behind the mat stop and describe your action. **3D shapes** - cube - cuboid - pyramid - cone - sphere - fit - roll - do not roll - stack - round - shape - sides - corners - face - straight - curved - long - short - angle **2D Shapes**

	• shape • sides • corners • straight • curved • long • short • angle • square • circle • triangle • rectangle
Strand: Measures	*Strand: Measures*
Length • Tall, taller, tallest • short, shorter, shortest **Weight** • weighs more • weighs less • light, lighter, lightest • heavy, heavier, heaviest **Capacity** • holds more • less • as much as • the same as • full • empty • container **Time** **Money**	**Length** • Long/short • Tall/small • longer than/shorter than • longest/shortest • wide, wider, widest • narrow, narrower, narrowest • the same length/width/height **Weight** • Heavy/Light • Big/Small • Heavier/lighter • the same weight as …, • balance **Capacity** • Full/empty • holds more/holds less • holds the same amount • holds the most/holds the least • pour • fill up to the top • enough • level **Time** • Today is …, • tomorrow will be …, • yesterday was …, • before • after • early/late

- how much? - cent - is the same as - makes - equals - add - combine - put them together - how many? - More - least amount - number	- sooner/later - morning/afternoon/evening/night - seasons – Spring, Summer, Autumn Winter - weekdays – Monday, Tuesday, Wednesday, Thursday, Friday - weekend – Saturday, Sunday - months – January, February, March, April, May, June, July, August, September, October, November, December **Money** - coins - money - amount - How much? - the same amount - more - less - most - least - bigger - smaller - shinier
Strand: Data	*Strand: Data*
Recognising and Interpreting Data - Show - Count - One, two, three, four, five (1-5) - how many? - More - less amount - number - most/least	**Recognising and Interpreting Data** - Show - Count - One, two, three, four, five, six, seven, eight, nine, ten (1-10) - how many? - More - less amount - number - most/least