

How do I assist my child in learning in mathematics?

Just like speaking and walking, mathematical thinking is part of a child's development. Recognising numbers and shapes, orienting oneself in space, consciously perceiving the environment and activities, operating with numbers and shapes are all mathematical abilities. As parents, you assist your child on his/her mathematical learning path by taking his/her questions seriously, talking to your child and encouraging him/her to take action.

The child learns various mathematical activities in everyday situations

Consciously involve your child in everyday activities:

- Let your child set the table. We are six people for dinner. Fold the napkin - the square becomes a triangle.
- Cook with your child and talk about it: We need four eggs, 200 g of sugar, one spoonful of salt.
- Let your child halve an apple, and then cut each half in half again, cut a sausage in slices, pour a cup of milk, etc.
- When you go shopping, let your child pay small amounts of money.
- Let your child enter telephone numbers.
- Talk about the ages of different children at birthday parties.
- Encourage your child to do things such as sharing a handful of raisins, a bag of nuts or a chocolate heart evenly.

The child asks about numbers, sizes and time intervals

Look for an answer together or ask yourself questions such as:

- How many stones is that? How many stars are there in the sky? How many cornflakes are in the box?
- How big is this tree? How heavy are you? How much water can the bathtub hold?
- How old is this tree? How long is it until my birthday?

The child counts

Always take note of current events that allow counting:

- There are visitors at home - how many people?
- How many windows does the building have?
- Count the snail shells/shells you've collected.
- Can you please fetch three apples?

The child tells stories, jokes, experiences

The child makes use of mathematical activities while playing

- dice games such as "snakes and ladders", etc.
- What number did the dice roll?

The child perceives shapes and volumes while doing handicrafts

While crafting together, talk about the activities, shapes and volumes (such as circle, triangle, rectangle, square, cube, sphere, cylinder) you create by cutting, folding, pasting and kneading:

- From the square, we fold a triangle.
- For the tower roof, we first cut a circle.
- Form balls and cubes from salt dough.
- From waste material, such as empty toilet rolls, cardboard boxes, etc., we build vehicles.

The child builds and constructs freely with building blocks, Lego bricks, railway tracks

Provide space for this. The child should be allowed to create freely according to his/her imagination and construct vehicles or buildings according to plans.

- Who will build the highest tower?

The child gets to appreciate volumes

Let the child play with water, dig lakes in the sandpit, build pipes (also works with drinking straws), fill containers and help with baking.

The child seeks orientation in the environment

Talk to the child when you're on your way, what direction you should now take:

- Where is our house? Where is the railway station?
- Do you know in which direction is the town?
- After an excursion, find your route on the map.
- Look at a plan of your own village: Where do we live?

The child should not learn to calculate by heart. He needs to make his/her own idea of numbers and mathematical activities. For a better understanding, it is usually helpful to add objects, re-enact situations and **talk** about what the child is now doing.

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