

## 5 Currant Buns

### Contents:

- ✓ Rhyme Book and Rhyme Sheet
- ✓ Magnetic white board
- ✓ Magnetic currant buns
- ✓ Magnetic penny coins
- ✓ Number cards – 1, 2, 3, 4, 5
- ✓ Feedback form

### Using the Bag

Here are some ideas for using the number bag. You don't have to do them all in one go.

- ✓ The rhyme book has lots of useful information at the start of the book that will help you and your child share and enjoy the number bag book.
- ✓ The rhyme is also on the rhyme sheet — read and sing it together running your finger along under the words as you sing — this helps your child to be aware of the direction of print.
- ✓ Let your child show you how to play out the song with the magnetic board, currant buns and pennies.
- ✓ Pretend to be the baker and the customer with the 5 buns, the pennies and the baker's hat.
- ✓ Match the pennies to the currant buns on the magnetic board.

### Related Activities

- ✓ Use the book to enjoy other rhymes too (bed time perhaps).
- ✓ You could use other items you have at home to change the play e.g. one pair of shoes in the big shoe shop.
- ✓ When you are at the shops let your child help you count items as you buy them e.g. 1 tin of beans, 1 loaf of bread, 3 bananas etc..
- ✓ The number cards can help your child recognise numbers and put them in the correct order.

**Enjoy playing and learning together.**

## What did you think?

Did your child enjoy the bag?

Yes  No

What time of day did you share the bag with your child?

After school  Before bed  Another time

How many times during the week did you or your child get the bag out?

1-2  2-5  5-7  more

Did your child show the bag to other family/friends?

Yes  No

Do you think this bag was:




Too easy  About right  Too hard

The bags are to help your child with maths. Have you any ideas about this bag which will help to make it easier to use with your child/other children?

Thank you for filling in this questionnaire. Your answers will help us improve the bags.

## Ice Cream



### **Cold and Warm**

-  Do you know how cold your freezer is? Are all parts the same? Why?
-  How cold is your fridge?
-  How warm is the rest of your house?



### **In the Supermarket**

If you look carefully, you can find thermometers in the refrigerated cabinets. Ask an assistant to help you find them.

Look at the different flavours of ice cream.




-  How many different flavours can you see?
-  Which is the cheapest ice cream? Is that flavour always the cheapest - look at another make and compare it.

Look at the sizes of the tubs.

-  Which is the largest tub, which is the smallest?
-  Is it better value to buy one large or several small? (Look out for special offers)





### **Family Favourites**

Find out your family's favourite ice creams.

-  How much would it cost to buy some of each flavour?
-  How much ice cream would you have to buy?
-  How much space would it take up?



### **Ice-Lollies**

Look at the ice-lollies, and compare them.


-  Is it cheaper to buy a large pack at the supermarket, or several individual lollies from the shop or van?
-  Which is the biggest ice-lolly?
-  What size is it?
-  Which is the smallest buy? What is its size and price?

### **Ice Cream Sundaes**

Make an ice-cream sundae with an adult

-  Find the price of all the ingredients. Measure them out.
-  What size of glass or dish will you need?

Take a look in the supermarket or cafe.

-  How much are they charging for a sundae like yours? Is it worth it?

## Milk-shake

### **In the supermarket:**

Look at the different kinds of milk. e.g. skimmed, semi-skimmed, whole milk etc.



Which is the cheapest?



What is the smallest container of milk that you can buy?



What is the largest?



Is it cheaper to buy one large one or lots of smaller containers?

Look at the milk-shakes.



Are they all the same price?



Do the different makes hold the same amount of milk? Which make holds most?



Is it the most expensive?

Can you work out if it is more expensive to buy ready-made milkshake, powdered milk-shake and milk, or to buy fruit or jam and milk. Which do you think will taste best? Is the most expensive worth it?

### **Make a milkshake with an adult.**



Measure out how much milk you need. (Do all your mugs and glasses hold the same amount of milk? How could you check? Which would you use?)



How much milk would you need to make a shake for each of your family?








How much would this cost?







If you went to buy it, how much change would you get?

## Potatoes and Crisps







### In the supermarket:

-  Weigh some potatoes.
-  How many potatoes weigh 1 kilogram?
-  How much does one potato weigh?
-  What is the cost of 1 kg of loose potatoes?
-  Compare this to a 1 kg bag. Which is cheaper?

### At home:




-  Weigh the potatoes you need for a meal. Help to peel them. Weigh them again.
-  How much do the peelings weigh?
-  For boiling: can you estimate and then measure how much water you will need to cover them in the pan?
-  For baking/roasting: can you set the oven and time how long they will take to cook?

### At the chip shop or "take away":

-  How much is a portion of chips?
-  Is it cheaper to buy chips with something else?  
e.g. How much is a fish? How much are the chips? How much is a fish supper?
-  Work out the cost of what your family want to buy.
-  How much change will you get?
-  Is a large portion of chips better value than 2 small?
-  How many chips do you get for your money?  
(Don't let them get cold before you eat them!)

### Crisps

Look at some different kinds of crisps

-  What weight of crisps are in each bag?
-  How much did it cost?
-  Is it cheaper to buy a large bag with several packets in it?

Make up a table to see which crisps are best value. For example:

Name	Weight	Price	Flavour	Did you like them?
Golden Wonder				
Highlander				
Safeway Savers				



## Recipes

Find cake recipes at home or in the supermarket. (Many free magazines have recipes in them.)

Look at the recipes. Do they tell you what size the finished cake will be? (Look at the size of the baking tins.)

Draw the cake tin on a piece of paper, to the exact size. Use the drawing to design the finished cake.

Do bigger cakes take longer to cook?

Does the bigger cake need more flour, sugar or eggs? (Some cakes use other things instead of sugar e.g. syrup, honey, jam etc)

## Make a cake

Make a cake together with an adult.

Choose your recipe carefully and find all the ingredients.

Look at the “use-by” dates. Do they need to be used up quickly?

How long do you think they have been in your cupboard?

If you need to buy some things, how much will they cost?

Are you buying the right size, so you have enough for your recipe?

Would it be cheaper to buy a bigger size? (Will it all be used up before the use-by date?)

Measure out the ingredients, and make the cake according to the recipe.

Set the oven temperature, if needed, and work out when the cake will be ready.

Weigh your cake just before you cook it. Write it down. When the cake has cooked, and cooled, weigh it again (with the cake tin). Does it weigh the same?

When you are doing the washing up, look at the cake tins. Try filling them with water. Does a smaller, deeper tin hold as much water as a large, shallow tin?

Which is the biggest tin? Which is the smallest? How many smaller tins would it take to fill the big tin?

Can you work out how much your cake has cost? Compare it with the cost of a packet of cake mix, and a ready-made cake of the same type and size. Which is the most expensive? Why do you think this is?

# Parents Handout

## Introduction

At school we teach maths according to the guidelines set down by the Scottish Executive Education Department. They are known as 5–14 Guidelines as they are intended for children between the ages of 5 and 14.

Maths is split into 4 different areas:

- ◆ Information handling;
- ◆ Number, money and measurement;
- ◆ Shape, position and movement;
- ◆ Problem solving and enquiry.

We aim to make all the children's learning:

- ◆ involve problem solving
- ◆ involve investigation
- ◆ include talking about maths and maths activities
- ◆ involve using maths in a variety of settings, and to be relevant – bringing in real life as much as possible

We also try to make maths fun and enjoyable. Even things like “tables” can be made into a game, or a song.

Have a look at the following examples and see just how much we all use maths. We need maths, all the time, and seeing us use it will encourage our children and boost their confidence.

## Some ideas for children at home:

### Information Handling

Plan trips and visits to e.g. the cinema with your child. Talk through the times, costs and screen information in the advert.

Look at graphs, diagrams, charts, posters and timetables. These all show information in different ways. Does your child understand what the information is?

### Number

Matching and sorting activities: eg socks in the washing, laying the table, tidying up -all the cars in here, all the Lego there, etc.

Counting songs and rhymes: 10 green bottles, etc

Practical uses of fractions : 2 people have half each, cut the cake into 4 quarters etc.

How many more / less ? e.g. I have 8 sweets, you have 11.

### Money

Give your child opportunities to use money e.g. paying the bus fares, buying the paper.

Ask about how much money is needed, and what the change will be.

Count out amounts of money with different coins, e.g. how many ways can you make 20p?

Play at shops.

Use catalogues (e.g. Argos) Can you spend exactly £100? Make up a list and find the total.

What is the most/least expensive thing on a page? Which costs more / less?

If you are abroad encourage children to work out the exchange rate. (Simplify it if necessary)

## Measure and estimate

Encourage use of comparisons e.g. which is lighter / heavier?

Estimate a measurement first, then measure it, in weight, length, area or volume.

Encourage children to read scales e.g. baking scales, setting the oven temperature, the browning dial on the toaster, the speed gauge in the car etc.

Let children help to measure eg, what length of trousers; if decorating, how many strips of wallpaper, what length of carpet, or curtains.

Using a ruler and a tape measure help your child to be more accurate in measuring. Estimate first.

## Time

Recount events in order: what happened next, after that etc.

Tell the time using analogue and digital clocks. In school we teach in the order: o'clock, half past, quarter past, quarter to, minutes past, minutes to.

Look at the TV timetable – how long does a programme last, how long until it starts etc.

Let your child set the video or cooker timer, or alarm clock.

Look at timetables for trains, buses, planes etc. Talk about departure times, arrival, and length of journey.

Talk about the 24 hour clock.

What are relatives/friends/celebrities around the world doing at different times of day. e.g. lunch time Scotland, just about to get up in New York.

Estimate how long it will take to do something, then time yourself.

Speed tests e.g. how many: dishes can you dry / times can you write your name, in a minute?

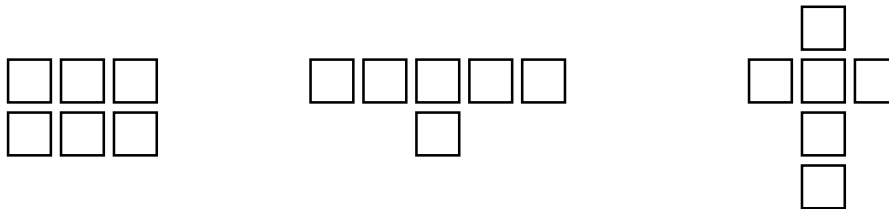
Keep a calendar of events: how long till a birthday, party, holiday etc.  
How many birthdays in a certain month?

## Shape

Look for shapes all around you.

When shopping discuss the shape of packaging. When unpacking the shopping look at the packaging: what shape is it – was it easy to stack, what shape is the item it protected, etc.

Unfold, or open it up, to show the “net”. How many faces has it? How many sides or corners? Draw round shapes. Do they fit together (“tile”)? Using the same number of shapes (2D or 3D) how many different patterns can you make? e.g. How many different shapes can you make using 6 squares?



## Position and Movement

Get children to give directions using left and right, e.g. from their bedroom to the fridge, blindfold!

Play “Battleships” and “Scrabble”.

Use grid references on an atlas or road map.

Use the scale on a map to work out the distance.

Check it using the milometer in the car.

## Symmetry

Use a mirror to see if toys, pictures etc. are symmetrical.

Build a shape which is symmetrical using Lego or similar.

Look for symmetry on tiles, wallpaper, curtains and other items around the house.

If you would like to find out more about improving your maths skills, LearnDirect Scotland can help you. Call their free telephone helpline: 0808 100 9000.

## How do you feel about your maths ability?

anxious      enthusiastic      interested

insecure      failure      encouraged

dull      lonely      busy

comfortable      unhappy

challenged      stimulated      bored

confused      negative      successful

questioning      stressed      afraid

happy      unsure

## Activities to Build Number Skills

Abacus

Board Games

Cut out pictures to  
match and sort with

Dice and dominoes

Hopscotch

Laying the table,  
playing picnics

Make number shapes –  
dough, paint...

Number jigsaws

Snap

Number stories and  
rhymes

Number clapping and  
tapping

Pacing – estimate and  
count steps to

Pegboards – patterns  
and shapes

Picture and number  
dominoes

Pouring and  
measuring activities

Russian dolls/graded  
spoons etc.

Shape tables,  
photographs, pictures

Shaped sandwiches  
and biscuits

Sorting and grading –  
lengths of straws etc

Washing lines

## What you can do as parents to help your child with maths

- ✓ Think and talk about stories, songs and rhymes that use numbers
- ✓ Encourage counting wherever you are to enable children to recite number sequences as early as possible: count cars in the street; plates taken out of the cupboard for dinner, stairs to bed, etc.
- ✓ Help your child to write or make numbers – with paint, in sand, with playdough, on steamy windows etc.
- ✓ Encourage children to spot numbers in similar ways to letters of their name (e.g. their age, the numbers in their birth date)
- ✓ Play games involving ordering, taking turns, and/or dice
- ✓ Number games are very valuable: dominoes, snakes and ladders, ludo etc.
- ✓ Look at pictures or your surroundings and identify all the different shapes – squares, triangles, circles etc. How many different shapes can you see in the picture? How many can you see in the room?
- ✓ Construction toys are excellent for developing spatial awareness, and the associated language. Talk with your child about what they are building – what shapes are they using? How tall is it going to be? How many pieces are they using?
- ✓ Maths is involved in everyday situations – e.g. a birthday party:

Party:            age                            time            date            phone number

Invitations: letters                    stamps            counting    matching

Shopping:    planning route    counting    weighing    money

Baking:        weighing            counting    scales        measuring

Food:            Setting the table    shapes        quantity

Remember that maths is fun! It can be a source of delight and wonder, and it is relevant to the real world.

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# Mathematics Today

## Shape, Position and Movement

2D and 3D shapes  
grid references and coordinates  
compass rose  
directions and routes  
symmetry  
angles

## Information Handling

tables and diagrams  
tally sheets  
diagrams  
surveys and questionnaires  
databases and spreadsheets  
graphs and pie charts

## Problem Solving

interpreting problem  
implementing strategies  
concluding  
reporting findings

## Number, Money and Measurement

place value  
money  
addition and subtraction  
multiplication and division  
fractions, percentages and ratios  
patterns and sequences  
functions and equations  
time  
length, weight, area, and volume  
perimeter, formulae, and scales

## Subtraction involving exchange of a ten

Hundreds	Tens	Units

554 subtract 225

Put out 554

Put out the units.

4 take away 5 you cannot do.

$$\begin{array}{r} 554 \\ - 225 \\ \hline \end{array}$$

Exchange 1 ten for 10 units giving 4 tens and 14 units.

$$\begin{array}{r} 5\overset{4}{\cancel{5}}4 \\ - 225 \\ \hline \end{array}$$

Subtract the units. 14 take away 5 is 9.

$$\begin{array}{r} 5\overset{4}{\cancel{5}}4 \\ - 225 \\ \hline 9 \end{array}$$

Now look at the tens.

4 tens take away 2 tens equals 2 tens.

$$\begin{array}{r} 5\overset{4}{\cancel{5}}4 \\ - 225 \\ \hline 29 \end{array}$$

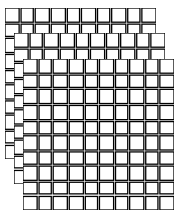
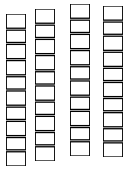

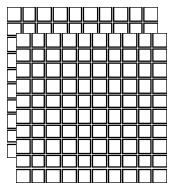
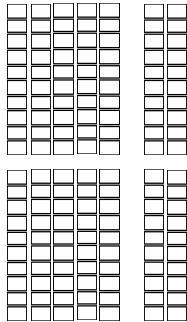

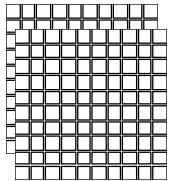
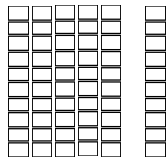

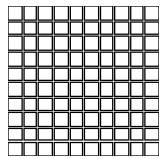
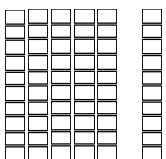

Now look at the hundreds.

5 hundreds take away two hundreds leaves 3 hundreds.

The answer is 329

$$\begin{array}{r} 5\overset{4}{\cancel{5}}4 \\ - 225 \\ \hline 329 \end{array}$$

## Subtraction involving exchange of a hundred

Hundreds	Tens	Units
		
		
		
		

346 subtract 180

Put out 346.

Start with the units.

6 take away 0 is six.

$$\begin{array}{r} 346 \\ - 180 \\ \hline 6 \end{array}$$

Now look at the tens.

4 tens take away 8 tens you cannot do.

Exchange 1 hundred for 10 tens, giving 2 hundred and 14 tens.

$$\begin{array}{r} \overset{2}{\cancel{3}}\overset{1}{4}6 \\ - 180 \\ \hline 6 \end{array}$$

14 tens take away 8 tens leaves 6 tens.

$$\begin{array}{r} \overset{2}{\cancel{3}}\overset{1}{4}6 \\ - 180 \\ \hline 66 \end{array}$$

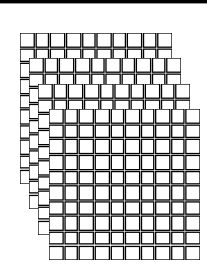
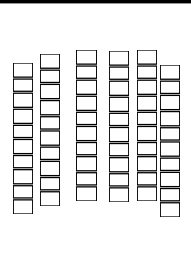
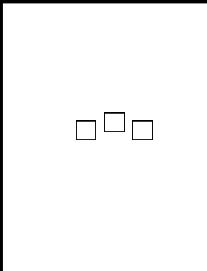
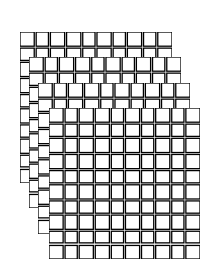
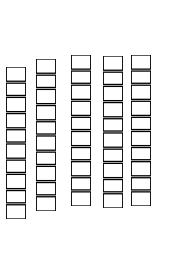
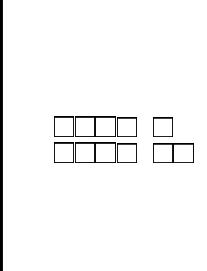
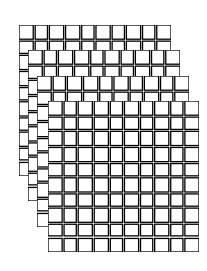
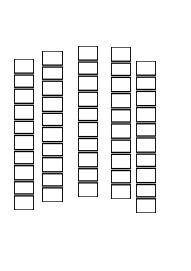
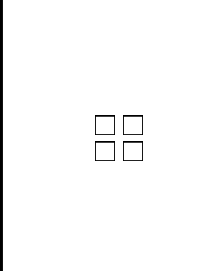
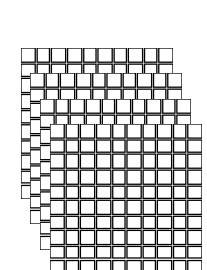
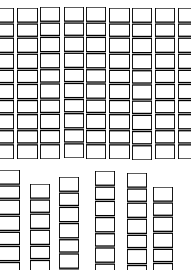
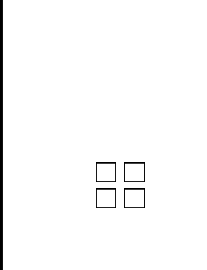
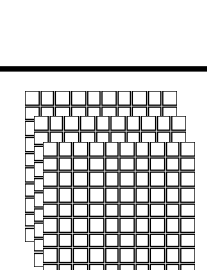
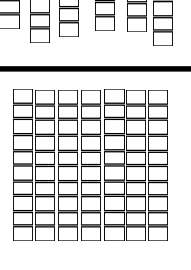
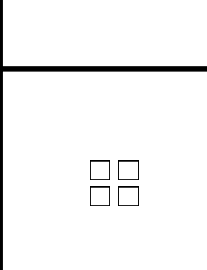
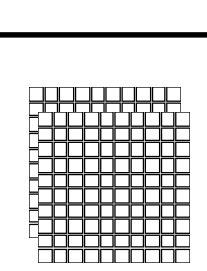
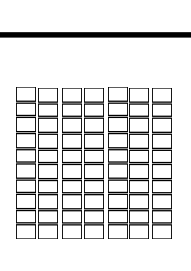
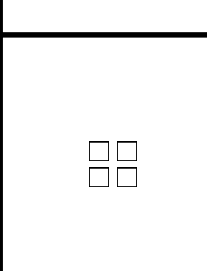
Now look at the hundreds.

2 hundreds take away 1 hundred leaves 1 hundred.

The answer is 166

$$\begin{array}{r} \overset{2}{\cancel{3}}\overset{1}{4}6 \\ - 180 \\ \hline 166 \end{array}$$

## Subtraction involving exchange of a ten, then a hundred

Hundreds	Tens	Units
		
		
		
		
		
		

463 subtract 189  
Put out 463.  
Start with the units.  
3 take away 9 you  
cannot do.

$$\begin{array}{r} 463 \\ - 189 \\ \hline \end{array}$$

Exchange 1 ten for  
10 units giving 5  
tens and 13 units.

$$\begin{array}{r} 4^5 \cancel{6}^1 3 \\ - 189 \\ \hline \end{array}$$

Now you can take  
away the units.  
13 take away 9  
leaves 4.

$$\begin{array}{r} 4^5 \cancel{6}^1 3 \\ - 189 \\ \hline 4 \end{array}$$

Look at the tens.  
5 tens take away 8  
tens you cannot do.  
Exchange 1  
hundred for 10 tens  
giving 3 hundreds  
and 15 tens.

$$\begin{array}{r} 3^{\cancel{4}} \overset{15}{\cancel{6}}^1 3 \\ - 189 \\ \hline 4 \end{array}$$

15 tens take away  
8 tens leaves 7  
tens.

$$\begin{array}{r} 3^{\cancel{4}} \overset{15}{\cancel{6}}^1 3 \\ - 189 \\ \hline 74 \end{array}$$

Now look at the  
hundreds.  
3 hundreds take  
away 1 hundred  
leaves 2 hundreds.  
The answer is 274.

$$\begin{array}{r} 3^{\cancel{4}} \overset{15}{\cancel{6}}^1 3 \\ - 189 \\ \hline 274 \end{array}$$

### Subtraction involving exchange of a hundred and then tens

Hundreds	Tens	Units

300 subtract 132  
Put out 300  
Start with the units.  
0 take away 2 you cannot do.

$$\begin{array}{r} 300 \\ - 132 \\ \hline \end{array}$$

Exchange 1 ten for 10 units. There are none to exchange.  
Exchange 1 hundred for 10 tens giving 2 hundreds and 10 tens.

$$\begin{array}{r} 2\overset{1}{0}00 \\ - 132 \\ \hline \end{array}$$

Exchange 1 ten for 10 units, giving 9 tens and 10 units.

$$\begin{array}{r} 2\overset{9}{1}00 \\ - 132 \\ \hline \end{array}$$

Now you can subtract the units.  
10 take away 2 leaves 8.

$$\begin{array}{r} 2\overset{9}{1}00 \\ - 132 \\ \hline 8 \end{array}$$

Now move on to the tens.  
9 tens take away 3 tens leaves 6 tens.

$$\begin{array}{r} 2\overset{9}{1}00 \\ - 132 \\ \hline 68 \end{array}$$

Now look at the hundreds.  
2 hundreds take away 1 hundred leaves 1 hundred.  
The answer is 168

$$\begin{array}{r} 2\overset{9}{1}00 \\ - 132 \\ \hline 168 \end{array}$$