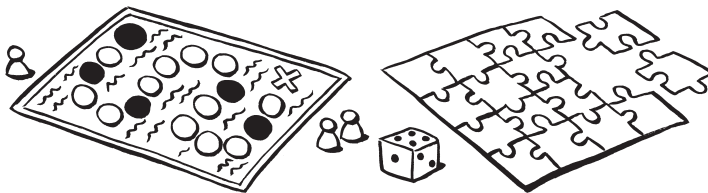


Dear Parents and Guardians,

We have been practising the skill of perception in many ways. The learning of all mathematical skills requires this skill. There are many ways you can help children practise the skill of perception at home. For example:

- by doing jigsaw puzzles
- by building structures shown in pictures or on a model
- by playing good board games together
- by looking at pictures in books and noticing the details
- by paying attention to what is in our environment: colours, quantities of things, and also attributes like big, small, hard, soft, smooth and rough.



Kind regards,

Dear Parents and Guardians,

We have been practising recognising and naming objects and describing their attributes. All objects have attributes that can be described, and at the same time it's good to think about their opposites. When a child is playing with a toy, we can ask the child to describe that toy. Or a child can be asked to find something at home, in the playground or in nature that is for example big, short, light, etc. When talking about toys and other objects, we can use words like these:

- big / small
- smooth / rough
- long / short
- light / heavy
- high / low
- narrow / wide

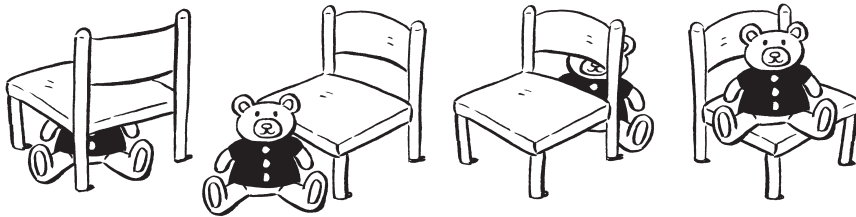


Kind regards,

Dear Parents and Guardians,

We have been practising how to express different concepts of position / location and their opposites. It is easy to use these expressions of place in many situations in everyday life. For example, when playing, going outside or doing daily chores with a child, we can use them. Some of these expressions are:

- in front (of) / behind
- up / down
- before / after
- (in) between
- above / below



A child can be given various instructions during play time or in other everyday situations. When we give the instructions, we use some of the words above.

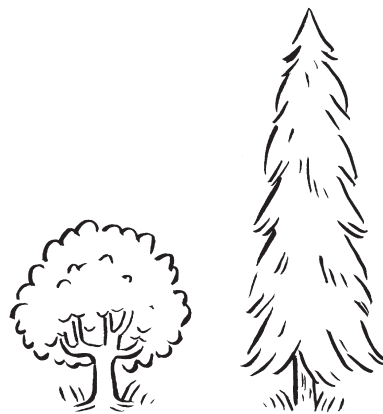
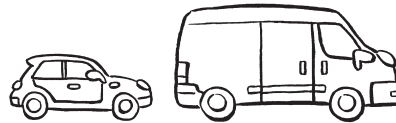
Kind regards,

Dear Parents and Guardians,

We have been practising comparing different objects or things with each other. We have been using concepts the children are already familiar with, like: big, small, hard, soft, light and heavy.

When playing with toys, we can compare different toys to each other and say how they are similar and how they are different. We can say, for instance, that one is big and the other is small. When going about outside, we can point out a big car and a small car, a tall tree and a small one, a smooth stone and a rough one, a long stick and a short stick, and so on. With pre-schoolers, we can rank a few objects by weight, size, length etc. In these activities, we use words like:

- big, bigger, the biggest
- small, smaller, the smallest
- short, shorter, the shortest
- long, longer, the longest
- light, lighter, the lightest
- heavy, heavier, the heaviest.



Kind regards,

Dear Parents and Guardians,

We have been practising grouping objects by different attributes. We have been looking at how objects are similar and how they are different. There are many activities that can be done at home to give children practice at grouping objects, together with an adult:

- When toys are being put away, they can be grouped in different ways. For example: cars, animals, blocks.
- Children can help an older family member unload the dishwasher and put the dishes in their places in the cupboards.
- After the laundry has been done, a child can put the socks into pairs.
- Sorting laundry by colours before a wash.
- Outdoor clothes are sorted and put away in drawers or baskets.

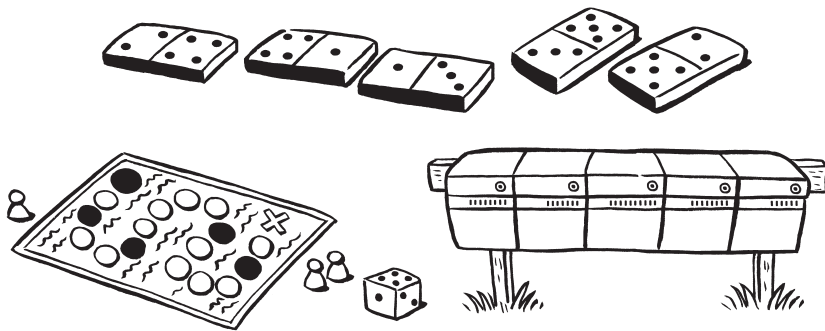


Kind regards,

Dear Parents and Guardians,

We have been practising counting things. Doing this develops many important mathematical skills that children need later on to learn more complex mathematics. At home, you can do the following:

- play games where dice are used, or dominoes, which also involves numbers represented as dots
- search for certain quantities of things in the home, for example see how many things you can find that there are three of
- guide the child to pay attention to quantities of things by asking 'How many?' or 'How much?'. This could mean for example counting letter boxes, windows of houses, cars in car parks or trees in the yard while out and about.

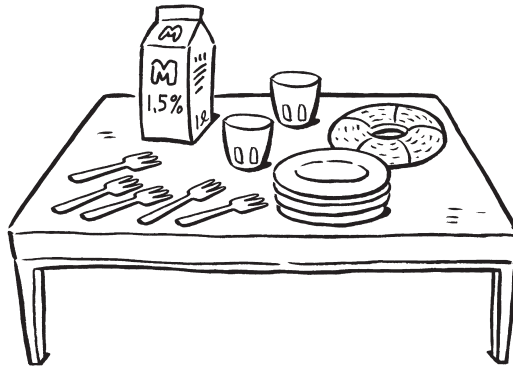


Kind regards,

Dear Parents and Guardians,

We have been practising understanding the concepts *more*, *less* and *as many (as)* without counting the quantities to be compared or saying the numbers to be compared out loud. At home, you can help children practise understanding these concepts by asking, in everyday situations:

- Do I have more...?
- Do I have as many of these?

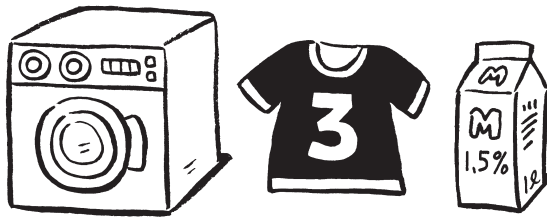


If we wish to check whether we have more, less or as many of something (as something else), the two quantities of objects can be placed in two lines of pairs. In this way, we will help the child to understand which things there are more / less of, or if there are as many of each. If we do this, it is not necessary to count the two quantities of things, as at this point the exact numbers aren't relevant.

Kind regards,

Dear Parents and Guardians,

We have been practising recognising and naming number symbols. You can support your child's learning process by drawing the child's attention to number symbols found in the home, and talking together about what they mean. There are ten number symbols (0–9) and at this point it is enough to be able to recognise and name them. When looking at numbers with more than one digit, you can help the child to name the individual digits.



Kind regards,

Dear Parents and Guardians,

We have been practising concepts related to time. It is easy to practise these in everyday life when talking to your child. Some of the concepts to practise are:

- soon, often, always, never / not ever
- morning, day / afternoon, evening, night
- spring, summer, autumn, winter.

Kind regards,

Dear Parents and Guardians,

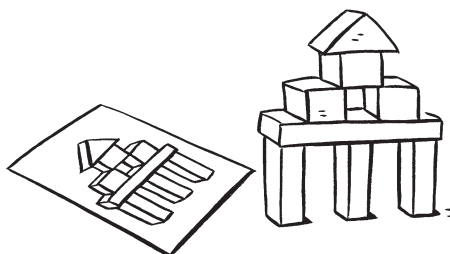
We have been practising concepts related to time. It is easy to practise these by having conversations with your child about things that happen / have happened in their life / the life of the family. Some of the concepts to practise are:

- soon, often, always, never / not ever
- times of the day: morning, day / afternoon, evening, night
- days of the week
- yesterday, today, tomorrow
- the seasons: spring, summer, autumn, winter.

Kind regards,

Dear Parents and Guardians,

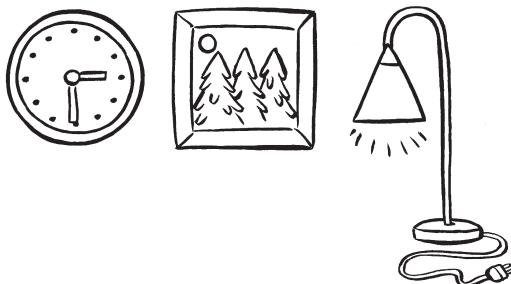
Playing with various plastic blocks and wooden blocks develops a child's geometric thinking. It is not necessary yet to be able to name or recognise the shapes / pieces. Building practice can be diversified by having children build according to a model made by an adult or one on a model card.



Kind regards,

Dear Parents and Guardians,

We have been practising the skill of recognising and naming shapes. At home, you can play *Find the shape*, where children search for familiar shapes (circle, triangle, rectangle) in their surroundings. Look for one shape at a time, and give players one point per object found and correctly identified as that shape.



Kind regards,