max maths primary

Journal 1

A SINGAPORE APPROACH

1

2

3

macmillan education

INTERNATIONAL CURRICULUM

ALICE HANSEN

max maths primary

JOURNAL 1

A SINGAPORE APPROACH

ALICE HANSEN

Text © Macmillan Publishers Limited 2018
Design and illustration © Macmillan Publishers Limited and Star Publishing Pte Ltd
Written by Alice Hansen

The author has asserted her right to be identified as the author of this work in accordance with the Copyright, Design and Patents Act 1988.

First published 2018

Original design by John Dickinson and Macmillan Education
Page layout by Tek-Art
Illustrations by Aleksandar Sotirovski and Pablo Gallego
c/o Beehive Illustration Agency
Picture research by Fiona Gartland/Out of House
Cover design by Macmillan Education
Cover illustration by Star Publishing Pte Ltd
Cover photography: Shutterstock/Camilo Torres
Cover picture research by Susannah Jayes

Printed and bound in the UK

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

Contents

Helping your child at home

Welcome to Max Maths Journal 1! This journal is designed to help you support your child with their mathematical learning, including the language of mathematics. It can be used either as part of the Max Maths scheme or as a standalone resource.

This journal provides opportunities for consolidation of school learning and reflection, so it is important to make sure your child has covered a topic at school before your child begins work on it in the journal. Typically, your child will be set exercises from the journal as homework by their teacher.

We recommend that when your child sits down to work on the journal, you are on hand to provide support, engage in discussion and explore the maths together. Some tasks in the journal require the direct involvement of a grown-up for discussion and you are expected to refl ect with your child on their understanding at the end of each topic.

Topic structure

Each topic begins with a scenario and related task that reflects key learning from the topic.

Check your maths!

These tasks check your child's understanding of one or more of the key concepts in the topic.

Practising my maths language

These activities are focused on practising new mathematical language connected to the topic. They often require discussion with an adult at home.

From school to home

Opportunities for discussion, sharing and refl ection on your child's learning. At the end of the topic, there is space for your child's teacher to comment on your child's learning experience.

Counting to 20

We have been doing lots of counting.
What things do you count at home?

How many children are coming to eat pancakes?

There are _____

Check your maths!

These children are counting their toys. Have they counted them correctly?

Count each child's toys and explain any mistakes that they have made.

Jade says, "1, 2, 3, 4, 5, 6, 7. I have 7 toy trucks."

Han says, "1, 2, 3, 4, 5. I have 6 teddies."

Padma says, "One, two, three, four, five, six, seven, eight, nine, ten, ten-one, ten-two, ten-three. I have ten-three marbles."

maths language

Point to each of the numbers and say them out loud.

1

12

17

10

15

5

19

13

20

8

eight   one   thirteen   ten   twelve
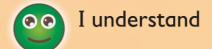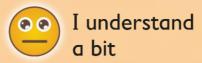five   seventeen   nineteen   twenty   fifteen

From school to home

Find someone at home to talk to.

1 Show them your school work. Talk about some of your answers to the questions on counting.

2 Explain what you have learnt about counting to 20.

3 Ask someone at home to help you complete the following:

a What do you like about counting to 20?

_____

_____

_____

b What was hard about counting to 20?

_____

_____

_____

4 **How well do you understand this topic now? Circle one face for each statement.**

- I can count from 1 to 20.   😊 😐 🙁

- I can read numbers to 20.   😊 😐 🙁

- I can write numbers to 20.   😊 😐 🙁

5 **Ask an adult at home to read and sign this.**

I have checked learning on this topic.

We have shared some understanding at home.

Signed _____

Date _____

Teacher comment _____

_____

Date _____