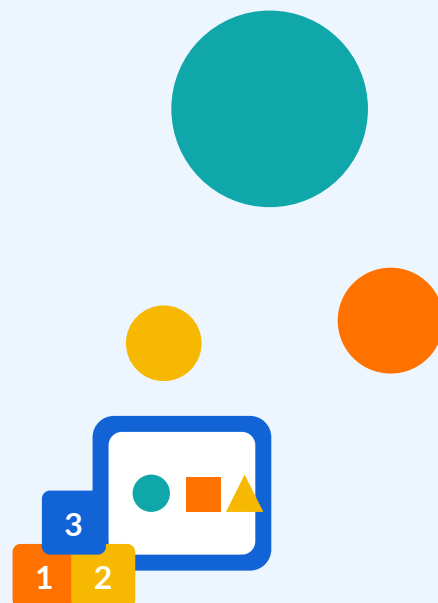


My Child's Early Maths Home Check

A simple parent-led home check for children aged 3-5



1 5 areas

2 20 simple checks

3 15-20 min

Before you begin

Choose a calm time. Treat each activity like play, not a test.

CHILD NAME _____

AGE _____

PARENT / CAREGIVER _____

DATE _____

Observe. Encourage. Enjoy the thinking.

A relaxed 5-step parent guide

This activity is designed to help you notice how your child approaches early maths at home. It is not a pass-or-fail test.



There is no pass or fail

Children develop at different rates. Tick the response that best reflects what you observe today. If you are unsure, choose "Sometimes" and try the activity again another day.

1

Keep it playful

Smile, explore together and stop if your child loses interest.

2

Use simple objects

Toys, blocks, spoons, books, bottle caps and household items are enough.

3

Ask, do not rush

Give your child time to think. Avoid giving the answer immediately.

4

Watch the process

Notice how your child counts, compares, explains, retries and asks for help.

5

Tick what you see

Choose Yes, usually / Sometimes / Not yet. You can repeat the check later.

Useful items: 5-10 small toys or blocks | 2 books | paper and pencil | 2 colours of objects

Numbers & Quantity

123

Can your child connect number words with real quantities?

1

Say numbers in order

TRY THIS AT HOME

Invite your child to count aloud: "1, 2, 3, 4, 5..."

Example: Start with 1-5. Older children may naturally continue.

WHAT TO NOTICE Listen for a reasonably stable number sequence.

☐ Yes, usually

☐ Sometimes

☐ Not yet

2

Count real objects one by one

TRY THIS AT HOME

Place 5 small toys on the table and ask: "How many toys are here?"

WHAT TO NOTICE Does your child touch, point to, or move each object once while counting?

☐ Yes, usually

☐ Sometimes

☐ Not yet

3

Show a requested quantity

TRY THIS AT HOME

Place several blocks in front of your child and ask: "Can you give me three blocks?"

WHAT TO NOTICE Does your child understand that the word "three" means a quantity of 3?

☐ Yes, usually

☐ Sometimes

☐ Not yet

4

Recognise written numbers

TRY THIS AT HOME

Write or show 1 2 3 4 5 and name one number for your child to point to.

WHAT TO NOTICE Notice which numerals are recognised confidently and which still need support.

☐ Yes, usually

☐ Sometimes

☐ Not yet

PARENT NOTE

What surprised you about the way your child counted or showed quantities?

Matching, Sorting & Comparing



Early maths also begins with noticing what is the same, different, bigger or smaller.

5

Match objects that are the same

TRY THIS AT HOME

Place a few pairs of similar objects together and ask: "Can you find two that are the same?"

WHAT TO NOTICE Does your child use colour, shape, size or another feature to make a match?

☐ Yes, usually

☐ Sometimes

☐ Not yet

6

Sort objects into groups

TRY THIS AT HOME

Mix objects of two colours or types. Ask: "Can you put things that belong together?"

WHAT TO NOTICE Watch how your child chooses a sorting rule. More than one rule can make sense.

☐ Yes, usually

☐ Sometimes

☐ Not yet

7

Compare bigger and smaller

TRY THIS AT HOME

Show two toys or books and ask: "Which is bigger? Which is smaller?"

WHAT TO NOTICE Notice whether your child compares overall size, length or another visible feature.

☐ Yes, usually

☐ Sometimes

☐ Not yet

8

Explain why things belong together

TRY THIS AT HOME

After sorting, ask: "Why did you put these together?"

WHAT TO NOTICE The explanation does not need to be perfect. Listen for the thinking behind the choice.

☐ Yes, usually

☐ Sometimes

☐ Not yet

PARENT NOTE

Which type of sorting or comparison seemed easiest for your child?

Shapes, Space & Patterns



Look for how your child notices shapes, positions and repeating ideas.

9

Recognise common shapes

TRY THIS AT HOME

Show or draw a circle, square and triangle. Ask your child to name or point to each one.

You can accept pointing if your child does not yet know the shape word.

WHAT TO NOTICE Notice which shapes are recognised easily.

☐ Yes, usually

☐ Sometimes

☐ Not yet

10

Find shapes in everyday life

TRY THIS AT HOME

Ask: "Can you find something round in this room?" Then try another shape.

WHAT TO NOTICE Can your child connect a shape idea to a real object such as a plate, clock or book?

☐ Yes, usually

☐ Sometimes

☐ Not yet

11

Copy a simple pattern

TRY THIS AT HOME

Make a simple two-colour pattern: red-blue-red-blue. Ask: "What comes next?"

WHAT TO NOTICE Notice whether your child sees the repeating rule, not just the last colour.

☐ Yes, usually

☐ Sometimes

☐ Not yet

12

Copy a simple model

TRY THIS AT HOME

Build a small block tower or arrangement and ask: "Can you make one like mine?"

WHAT TO NOTICE Watch how your child compares position, number of pieces and overall shape.

☐ Yes, usually

☐ Sometimes

☐ Not yet

PARENT NOTE

Did your child notice shapes and patterns without needing many clues?

Thinking & Problem-Solving



The goal is not only getting an answer. Watch how your child approaches a challenge.

13

Try another way

TRY THIS AT HOME

Give a simple puzzle or building task. If the first attempt does not work, wait before helping.

WHAT TO NOTICE Does your child turn, move, retry, ask for help or immediately stop?

☐ Yes, usually

☐ Sometimes

☐ Not yet

14

Predict what comes next

TRY THIS AT HOME

Create a simple repeating sequence with toys or drawings and ask: "What comes next?"

WHAT TO NOTICE Look for prediction based on a pattern or repeated idea.

☐ Yes, usually

☐ Sometimes

☐ Not yet

15

Notice what is different

TRY THIS AT HOME

Place three similar objects and one different object. Ask: "Which one is different?"

WHAT TO NOTICE Can your child identify a difference and, if possible, explain why?

☐ Yes, usually

☐ Sometimes

☐ Not yet

16

Enjoy figuring things out

TRY THIS AT HOME

Offer a short puzzle, matching game, block challenge or treasure hunt.

WHAT TO NOTICE Notice curiosity, experimentation and willingness to stay with the problem.

☐ Yes, usually

☐ Sometimes

☐ Not yet

PARENT NOTE

When your child became unsure, what did they do next?

Learning Behaviour



Early maths grows more easily when children can focus, follow instructions, retry and ask for help.

17

Stay with an enjoyable activity

TRY THIS AT HOME

Choose a short activity your child likes and observe for a few minutes.

WHAT TO NOTICE Can your child remain engaged long enough to explore or complete a simple goal?

☐ Yes, usually

☐ Sometimes

☐ Not yet

18

Follow a two-step instruction

TRY THIS AT HOME

Say: "Take the red block and put it inside the box."

WHAT TO NOTICE Notice whether your child can remember and carry out both parts of the instruction.

☐ Yes, usually

☐ Sometimes

☐ Not yet

19

Try again after a mistake

TRY THIS AT HOME

During a puzzle or counting task, allow a small mistake to happen naturally.

WHAT TO NOTICE Does your child retry with encouragement, or become upset and stop quickly?

☐ Yes, usually

☐ Sometimes

☐ Not yet

20

Ask for help when needed

TRY THIS AT HOME

If a task becomes tricky, wait and see how your child responds.

WHAT TO NOTICE Is your child comfortable saying "I don't know" or "Can you help me?"

☐ Yes, usually

☐ Sometimes

☐ Not yet

PARENT NOTE

Which learning behaviour would you most like to strengthen over the next few weeks?

YOUR RESULTS

Build your child's progress snapshot

Use the answers from each section to see which early maths behaviours are confident, developing, or still emerging.

CONFIDENT TODAY

Mostly "Yes, usually"

Your child shows these behaviours regularly at home.

DEVELOPING

Mostly "Sometimes"

The skill is appearing, but still benefits from repetition and support.

EMERGING

Mostly "Not yet"

Start simply, model the activity and revisit it through play.

1. Count your answers in each area

Each area has 4 questions. Write how many times you ticked each response.

Area	Yes, usually	Sometimes	Not yet
Numbers & Quantity	----	----	----
Matching / Sorting / Comparing	----	----	----
Shapes / Space / Patterns	----	----	----
Thinking & Problem-Solving	----	----	----
Learning Behaviour	----	----	----

2. Choose the stage that appears most often

If two responses are tied, choose the more cautious stage. This gives you a practical starting point for home practice rather than a score.

Important

This snapshot shows what you observed today. It does not compare your child with other children and is not a developmental diagnosis. Repeat the Home Check after a few weeks to notice progress.

What does the Home Check tell you?

Circle one stage for each area. Then use the short next-step suggestion to decide what to practise at home.

1

Numbers & Quantity

☐ Emerging

☐ Developing

☐ Confident today

Count real objects, make requested groups, and notice written numbers. If confident, compare two quantities or make simple number stories.

2

Matching, Sorting & Comparing

☐ Emerging

☐ Developing

☐ Confident today

Sort everyday objects by colour, size or type. Ask, "Why do these belong together?" If confident, invite your child to invent a new sorting rule.

3

Shapes, Space & Patterns

☐ Emerging

☐ Developing

☐ Confident today

Go on shape hunts, copy simple models and continue repeating patterns. If confident, let your child create a pattern for you to solve.

4

Thinking & Problem-Solving

☐ Emerging

☐ Developing

☐ Confident today

Offer short puzzles or building challenges. Wait before helping and ask, "What else could we try?" Praise trying another way.

5

Learning Behaviour

☐ Emerging

☐ Developing

☐ Confident today

Keep activities short and positive. Practise two-step instructions, trying again after mistakes, and asking for help when needed.

Overall snapshot

Confident today ____ / 5 Developing ____ / 5 Emerging ____ / 5

Parent takeaway

Strongest area: _____ Next area to practise: _____

You have finished the Home Check

Now turn observation into playful practice



Next: 7-Day IMATHS Little Thinker Challenge

Just 10 minutes a day using simple things you already have at home.



Count & quantity



Shapes & patterns



Compare & measure



Problem-solving



Confidence & focus

Want to continue?

Reply to the WhatsApp message that sent you this PDF with:

CHALLENGE

and we will send you Day 1 of the free 7-day home challenge.

Early maths is not only about answers. It is about how children think.