

Counting



Children will practise counting in class in lots of different ways.

Children count forwards from zero or will start from different numbers.

Children will count backwards from different numbers too.

The teacher might use a counting stick or number line to help children count.

Children can point to different numbers and talk about what comes before or after.

Skip Counting



The teacher might use a blank counting stick to help children see counting patterns.

A counting stick can be used for skip counting where numbers are missed out.

It might be used to count in 2s, 5s or 10s.

It might be used for checking children's understanding of number order. For example, the teacher might count in 1s from zero and say buzz instead of one of the numbers. This helps check that children can continue the sequence.

Counting in Pairs



Use socks or gloves to help count in pairs.

Match socks and ask questions when you do this.

How many pairs? How many socks?

Use words like odd and even and talk about the difference between them.

Ordering Number



Ordinal numbers like first, second and third tell us the position of something.

Use everyday tasks, toys and games to help your child understand order.

Talk about order when getting ready for school. You might eat your breakfast first and brush your teeth second.

Talk about order when your child is playing. Were they first in the race or second in the game?

Money



Encourage your child to apply their knowledge of number to money.

Let your child play with money and ask them to name the different coins.

Challenge your child to choose different coins to show the same amount. For example, make 10p in different ways.

At Early Level, children are practising identifying coins up to £2.

Use 'shopkeepers addition' where you count change into someone's hand to practise addition and subtraction skills within 20p.

Let your child practise counting out 1p, 2p, 5p and 10p coins to 'pay' for items that cost less than £1.



Children often know a lot of numbers when they start school.



They can perhaps count objects, count as they climb the stairs or even say numbers to 100.



However, children often need help to understand what these numbers actually mean.



Counting Objects: 1-to-1 Correspondence

Children can make mistakes if they don't include every object when they are counting.

Practise this by giving your child groups of things to count.

Check that they include every object when they count.

For example, does your child know what 3 looks like?

Writing Numbers



Make the link between the objects and the number by showing the correct amount.

Numbers are difficult to write!

Practise number formation by using dotted guides or holding your child's hand as they write.



Hidden Numbers



Encourage your child to use their fingers to show you different numbers.

Practise making numbers in different ways using their hands. For example, making 5 could be 5 plus 0 or 3 plus 2.

Get your child to hide their hands under the table to see if they can make a number without looking.



Fun

Reinforce your child's understanding of number through activities at home.

Sing songs with number. Try '5 Current Buns' or '10 Little Ducks Swimming'.

Play games with dice and talk about number with imaginative play. How many dolls, cars or blocks do you have?

Ask for help with tasks. Set out 4 forks and 4 knives for dinner. How many are there altogether?

Subitising



Children can learn to recognise the amount of objects in a group without having to count each object.

We often do this without thinking when we throw a dice.



Children will be encouraged to sort objects into groups to make counting easier.



Children practise recognising quantities in 'frames.'

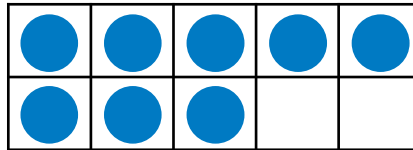


Number Bonds

Using 10 frames helps children see the patterns between numbers.



8 objects in the 10 frame.
2 objects missing,



$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$2 + 8 = 10$$

$$10 - 8 = 2$$

We use different colour in the 10 frames to help

