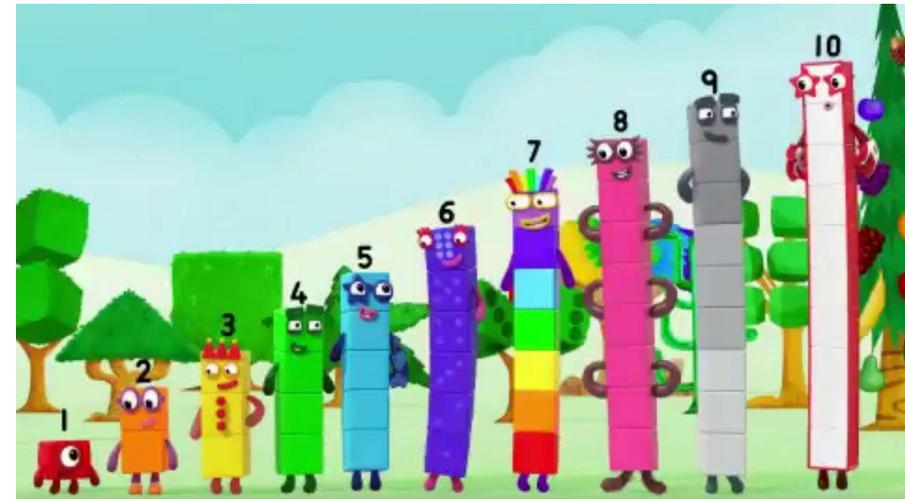


Reception Maths workshop



Supporting your child with maths in the early years.

Early maths knowledge is essential to develop strong mathematicians later on in life.

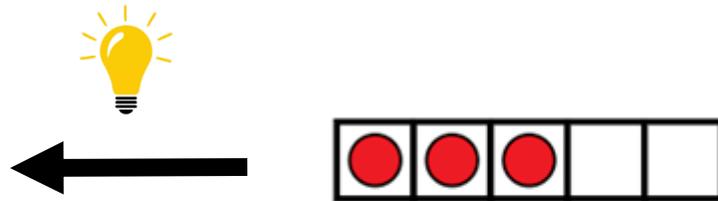
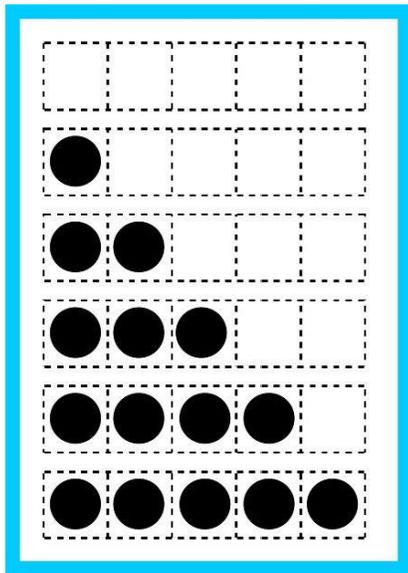
At Priory, we understand the importance of a strong mathematical foundations. We have a mathematically rich curriculum that fosters teaching children through play and embeds mathematical thinking and talk.

Listed next are 5 counting principles which are how we teach children the foundations of maths. We will gradually introduce these concepts to your child - on peek at the week we will let you know and give you some ideas of how to practice at home.

1. One to one correspondence

1. Counting – assigning a number name to each object that is being counted.

Encourage objects to be lined up and touched when counting.



We use 5 or 10 frames to support 1:1 correspondence



Make sure the objects are the same at first to avoid confusion. Move on to different objects when secure.

2. Stable order

2. Understanding that when counting, the numbers have to be said in a certain order.

This means that you can practice counting aloud larger numbers without the need for your child to be able to count that number of objects immediately.



Don't worry about numerals. It is more important for children to orally count that recognising numbers.

Numerals are just a symbol – we need to teach their value in a variety of ways.

3. Cardinal number

3. Children understand that the final number name assigned to the final object in a group, is the total amount.

Children who understand this will have mastered the previous 2 steps and when asked “how many?”, will say the final number said. Children who need more practice are those who, when asked “how many?”, recount the whole group again.



Encourage children to move the objects to help. Use a 5 frame!



4. Abstraction

4. When children understand that anything can be counted, even things that cannot be touched like claps, jumps etc.

You can promote this lots at home.

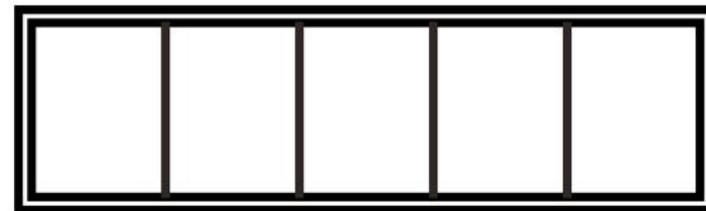
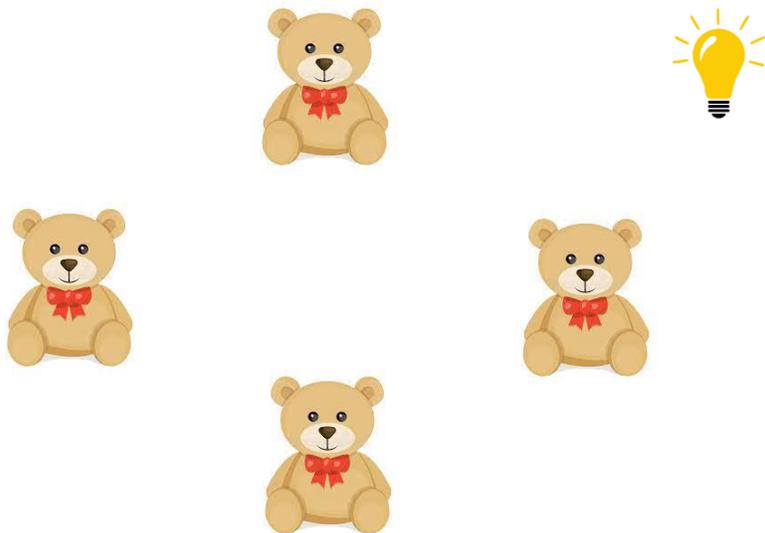


Drop objects into a tin can, pot, baking tray etc for your child to practice counting. The louder the noise, the more engaged they will be!

5. Order

5. That the order we count objects in is irrelevant. We can count from the top, the bottom, left, right, it doesn't matter as we will still have the same number.

To see if children are secure, once your child has counted a small group of objects, move them all and ask "How many?". If they know it is 5 without counting, then they are secure. If they have to count all over again, keep practicing.



Use a 5 frame to prove the amount hasn't changed.



When secure, try using a mixture of big and small objects.

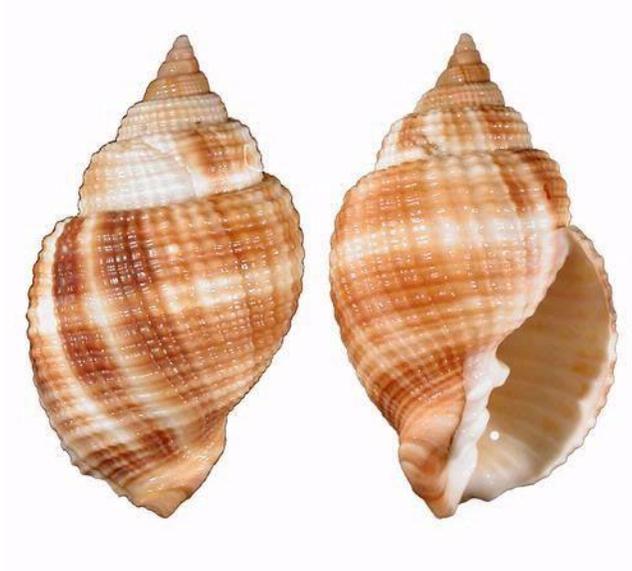
What is Subitising?

Subitising is the ability to instantly recognise a small amount of objects without the need to count them.

Generally children who are 3, can subitise 3 objects, 4 year olds can subitise 4 objects and 5 year olds can do up to 5.

It is essential for developing strong mathematical skills as they enter key stage 1.

Subitising examples

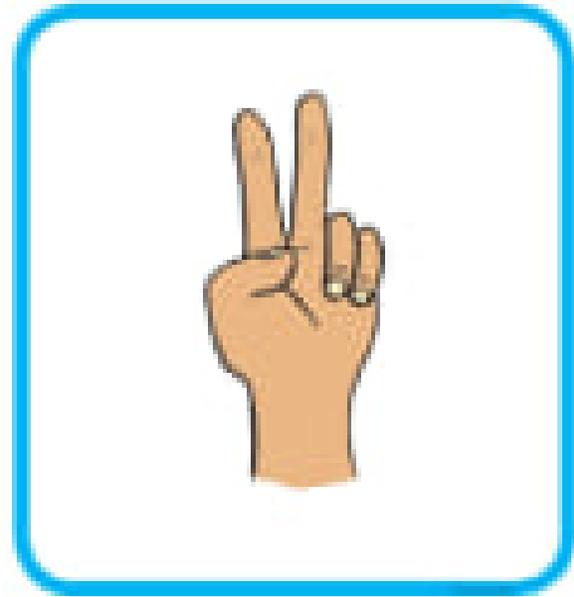
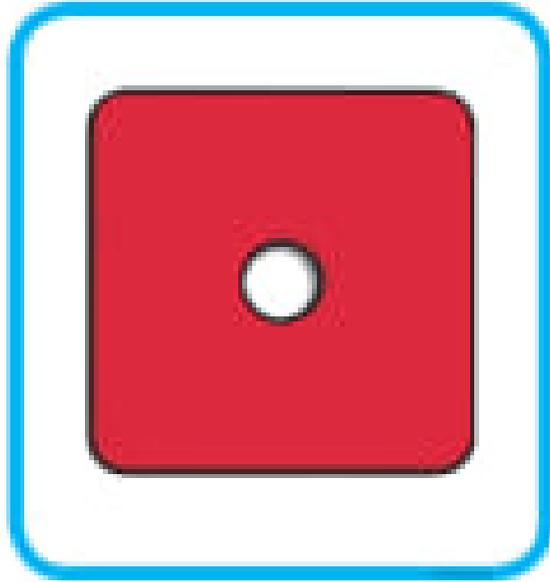
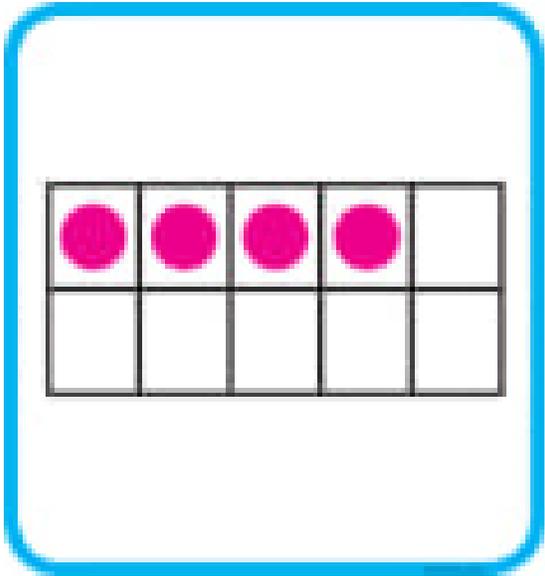


What can you see?



Subitising examples - different representations

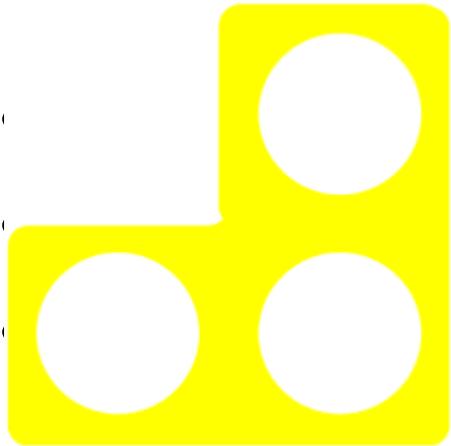
Once secure



What can you see?

Encourage mathematical discussion

- At Priory, we use oracy in every lesson to promote active discussion.
- In Maths, we begin with using oracy to discuss true or false scenarios.



This shows a 2.

Agree?

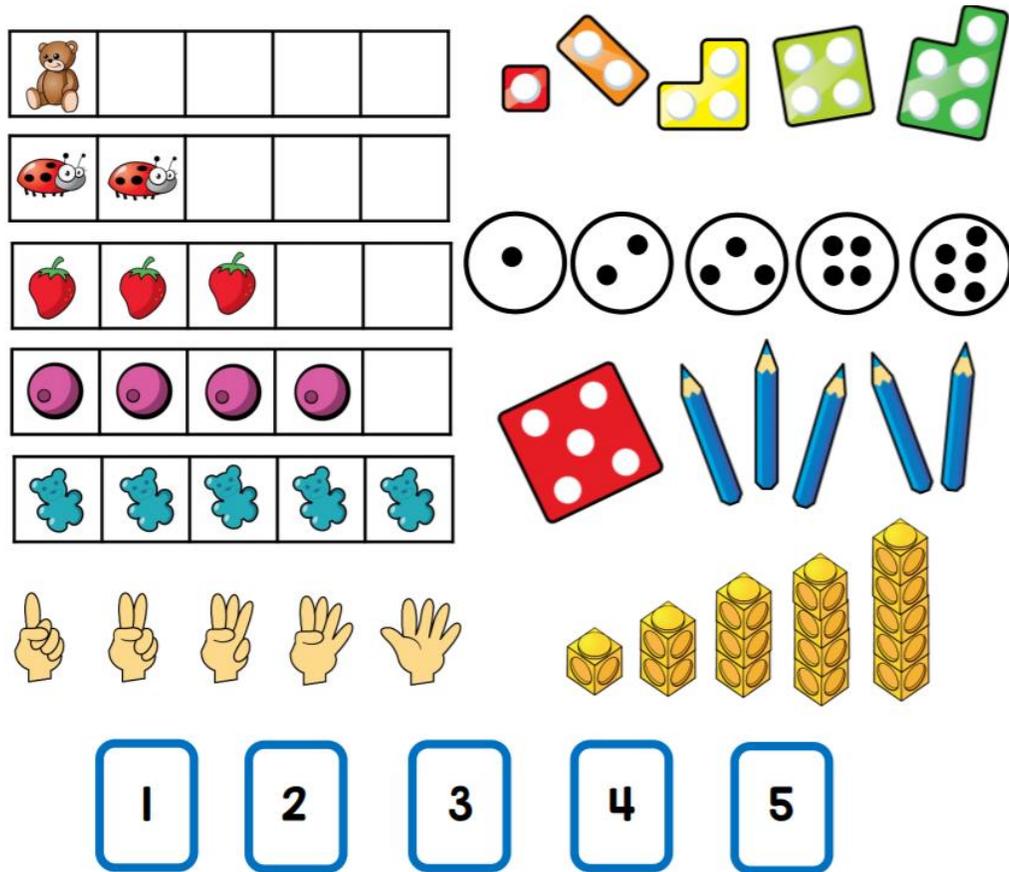


Challenge?



I challenge you
because it shows a 3.
Three is one more
than 2 and there is
one more dot.

Maths support



Using different representations of the same object is crucial for Subitising knowledge.

Ensure any counting is done with real objects

We use 5 and 10 frames to support Subitising and comparison

Writing numbers isn't important, but understanding how numbers are made is