

## Numeracy guidance week beginning 25<sup>th</sup> May 2020

We hope that all went well with introducing addition practically last week. Keep going over the ideas we sent last week. Use any opportunity you have to add sets together.

If you feel your child is ready there are some sheets to begin recording addition. If you do not feel your child is ready for this, please continue with practical addition and introduce the sheets when they are ready.

Alongside addition this week we have a song about subitising to 5. (The song is American and so is spelt subitizing rather than subitising.)

<https://www.youtube.com/watch?v=UH8rLym53sw>

### Reception - Notes and guidance

#### Key Language

**Cardinal** - The number that indicates how many there are in a set.

**Classification** - The identification of an object by specific attributes, such as colour, texture, shape or size.

**Conservation** (of number) - The recognition that, no matter what order, or how arranged, a given set has the same number of items in it.

**Numeral** - The written symbol for a number; e.g. 3, 2, 1

**Ordinal** - A number denoting the position in a sequence e.g. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.

**Partition** - Separate a set into two or more subsets e.g. Partition a set of socks into plain and patterned.

**Subitise** - Instantly recognise a small quantity, without having to count how many there are.

**Number** - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

**Quantity** - The amount you have of something e.g. a cup of flour, three boxes, half an hour.



We hope this guidance is useful. Please do not hesitate to get in touch if you have any questions.

As you can see, to subitise is to recognise how many there are in a set without counting. We practise and develop this by displaying the numbers in different ways, as you will see in the song. Playing games with dice is a great way to develop this skill with numbers up to 6.

This skill is important as we continue with addition. Once children can see how many there are in a set, they can use 'counting on' to complete the addition sum.

### Reception - Addition and Subtraction - Change

#### Adding more

##### Guidance

The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. At first, the children may need to re-count all of the items to see how many they have altogether. E.g. 1, 2, 3, 4... 5, 6, 7 When they are ready, encourage them to count on E.g. 4... 5, 6, 7 Play games which practice counting from different starting points to support this step.

They could represent the number stories using 10 frames, number tracks and their fingers.

##### Other Resources

Mouse Count - Ellen Stoll Walsh  
Mr Gumpy's Outing - John Burningham  
The Shopping Basket - John Burningham



#### Prompts for Learning

I count, you count is a game which can be used to practise counting on from different starting points. Begin by counting as you point to yourself. When you point to the children they continue the count. This is great for creating rhythmic patterns:

1, 2, 3, 4, 5, 6, 7, 8  
1, 2, 3, 4, 5, 6, 7, 8, 9  
3, 4, 5, 6, 7, 8, 9, 10,

Show me 5 fingers. Now show me 2 more.

How many fingers now? How do you know there are 7?

Did you count them all 1, 2, 3, 4, 5, 6, 7?

Is there another way to count them? We know we have 5 on this hand? Can we count on? 6, 7?

Use first, then now to tell simple maths stories to practise adding more in real life contexts.



First there were 2 people on the bus.  
Then 2 more people got on the bus.  
Now there are 4 people on the bus.

