

Numeracy Learning at Home

Secure within 20 – Building on 10

Information for Parents

On the back of this sheet, there is a grid of activities which you can do with your child to help them practise number skills. Doing these a little and often will build their understanding of number concepts, complement their work in school and prepare them well for future learning.

Background to this developmental stage

20 is $10+10$. It is key that your child knows this as it will help them build on their understanding of 10. If they know $2+8=10$ and they know that $10+10=20$, they can be encouraged to see that $10+2+8=20$ and so know that $12+8=20$ and $2+18=20$. At this stage, it may well be the case that your child can rote count beyond twenty – this can be encouraged but it should not, on its own, be seen as a sign that your child is secure at twenty. Being able to rote count is only one aspect of understanding number. Research suggests that children who begin to work exclusively with larger numbers before they are fully secure at twenty do not go on to become confident with larger numbers as the basic building blocks are not in place. Some children will spend two or three years working within twenty to become fully secure – the time spent doing this is well worth it in the long run. In particular, it is very important that your child can:

- Count up and down to 20 in ones and 2s
- Understand that a teens number is 1 ten and some ones – 12 is 1 ten and 2 ones and so on....
- Accurately count sets of objects within 20
- Add and subtract within 20.
- Recall number bonds to 10 and then to 20. (Number bonds are pairs which add to 10 and 20)

Tips and Hints:

These tasks should be fun and enjoyable for you and your child.

- 10 minutes a day is enough.
- Don't carry on when your child gets bored.
- Don't get cross if your child can't do it – try a different task or smaller numbers.
- Don't feel worried if your child is stuck, just try something different.
- Don't worry if it seems easy – lots of practice is very important and you will find there are some numbers your child finds harder and needs more practice with.
- Keep it fun – you'll be surprised how excited your child will get over a small thing e.g. use legomen to count for a change or (for a treat) jelly beans!
- Involve older and younger siblings.
- Make sure your child doesn't think it is babyish to use fingers or objects to help with counting or working out. This is a good strategy and it promotes solid understanding.
- Use games on tablets or computer with care – some are very good but in others your child may appear to be doing well but is actually using a different clue to click the right answer and isn't developing number knowledge. We would always recommend your child does not use a screen for at least one hour before bedtime as the blue light can suppress the body's ability to produce melatonin and so prevent a good night's sleep.

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| <p>Keep playing board games like snakes and ladders or ludo - use two dice to increase the numbers you are working with.</p> | <p>Play games where there are objects to count e.g. Hungry Hippos - try to make sure there are more than 10 to count!</p> | <p>Lay out sets of objects for your child to count - stones, fir cones, little toys, bricks, counters (anything you have to hand). Don't always lay them out in the same way, put them in a line, or a circle or a bunch. Encourage your child to try different ways of counting - to point to each one or move it to one side or to partition e.g.</p> <ul style="list-style-type: none"> ○ to count in twos ○ to count ten and then add on those that are left - e.g. count ten and recognise there are three left so the total is 13 ○ to split into smaller groups, counting and adding | <p>Encourage your child to notice that a teens number is made up of a ten and ones e.g. 12 is 1 ten and 2 ones, 19 is 1 ten and 9 ones.</p> |
| <p>Ask lots of questions e.g.:</p> <ul style="list-style-type: none"> ○ There are 9 apples in the bowl, how many more shall we buy to have fourteen? ○ There are 20 packets of crisps, how many left after we all eat a packet each? ○ There are 12 sweets, how many can you and your brother have each? (what about if there are 13?) | <p>Encourage real life opportunities e.g.:</p> <ul style="list-style-type: none"> ○ when you are shopping, ask them to collect 5 apples, 6 oranges and 4 bananas - how many altogether? ○ count the coins in your purse (don't worry about value yet) ○ lay the table - put out 5 spoons, 5 forks, 5 mats - how many altogether? ○ cooking - put in 14 spoonfuls of flour | <p>Encourage your child to try different ways of counting - to point to each one or move it to one side or to partition e.g.</p> <ul style="list-style-type: none"> ○ to count in twos ○ to count ten and then add on those that are left - e.g. count ten and recognise there are three left so the total is 13 ○ to split into smaller groups, counting and adding | <p>Make a set of cards with sums on them (addition and subtraction). Write the answers on another set - challenge your child to match them up or use them to play pairs.</p> |
| <p>Count up from zero to twenty and down from twenty to zero in ones and twos. (Don't make your child stop at 20 if they want to count on). Count as often as you can. In the car is good for this!</p> | <p>Play pairs - make cards with the numbers 0-20 on them. Spread them out on the table. Each player takes turns to turn two over - if they add to 20 they can keep them. The player with the most cards at the end wins.</p> | <p>Practise bonds to 20 (numbers which make 20): You say 13, your child says 7 You say 6, your child says 14 You will need to practise with objects first but then work up to recall. Keep reminding them that $10+10=20$. If they find it tricky, go back to practising bonds to 10.</p> | <p>Put a number of objects on the table e.g. 17. Make sure your child counts how many there are. Hide some, can your child work out how many you are hiding?</p> |
| <p>Sing counting songs e.g. Twenty Green Bottles (increase the numbers where you need to!)</p> | | | <p>Make up stories for a sum e.g. $14-3=11$ - I had 14 sweets, I ate 3, I have 11 left.</p> |