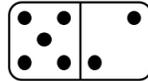
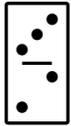


### Playing with **dominoes**—

- Look at the number of spots and tell what number it represents
- Add the two sides of the domino to make a total
- Write fact families for your dominoes-



$$5 + 2 = 7$$



$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$

- Compare the total of two dominoes and state which is more/less

### Playing with **dice**-

- Roll two dice together and work out the total
- Roll two dice together and work out the difference between the two numbers
- Roll one dice and double the number shown
- Roll one dice—how many more to make ten/twenty?
- Roll two dice and find the total, then think of a sum which would give that total. For example, if the children rolled a 3 and 5 to total 8- they might say  $7 + 1 = 8$ ,  $6 + 2 = 8$ ,  $10 - 2 = 8$  etc..

### Playing with **cards**—

- Spread out the whole deck of cards, and ask the child to sort them. They could— sort by colour, suit, or number. Can they sort in different ways?
- Split the deck between players and ask players to flip over the card at the top of their pile at the same time. Whoever has the highest value card wins a point.
- Remove all picture cards from the deck, leaving 40 cards. Set out the remaining cards like this in rows. Challenge each other to find two cards next to each other that add to make a particular number.- 'I spy with my little eye two cards that add to make ---.'
- Split cards between players, in turn each player turns over 3 cards and adds to find the total—a five, four and an ace would total 10 points. Who has the highest total?



# Glasgow Counts

## Parent Information Leaflet

### for Early Level



**Awareness of number:** Numbers are all around us, and they are used in different ways. Children should spend time playing games with dominoes, dice, playing cards and/or counters to help develop an understanding of number. Ways to help your child—

Sing counting songs and play board games, count on and back in ones and tens, count on and back in twos and fives, practice counting forwards and backwards from any number, skip counting in 2s 5s and 10s, count objects/toys and ask questions such as, how many if I have one more or one less? Point out numbers when you see them and help your child read them, ask them to share out toys/ fruit—how many does each person get? Can you show me different ways to make 8...? What number comes after 3? What number comes before 7? Can you count the next three numbers? Count in 1s, 2s, 5s or 10s when climbing stairs/walking to the shops, let's count all the red cars we see on the way home today, can you count how many buttons I have on my jacket? Use positional language when putting shopping away. Match pairs of socks/gloves etc, order and sequence when getting dressed, going to the shops, having a bath – discuss what you do first, next, finally. Compare objects according to size, weight or capacity e.g. the longest spoon, the lightest shopping bag, the cup which holds the most, the shortest person, the widest hand, the bottle which is half full, discuss sharing when serving food, the answer is 10... what is the question?

Resources to enhance learning:



I see 5  
I see 3 and 2  
I see 2 and 3



What do you see?

How do you know?

How many more to make...?

Can you grow the number (counting one at a time)?

Can you throw a 4 – without counting?

**Number Bonds:** It is important that children have a deep understanding of all the ways to make numbers up to 5. For example, 4+1, 3+2, 2+3 etc...2+3 ..before moving on to developing number bonds to 10.

$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$

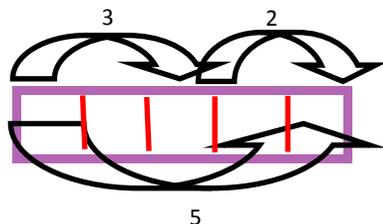
$$5 = 3 + 2$$

$$5 = 2 + 3$$



**Part/Part Whole:** A whole object can be split into two or more parts in many different ways. The parts might look different; each part will be smaller than the whole, and the parts can be combined to make the whole.

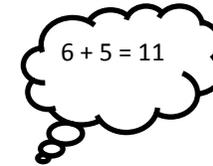
Ann has 3 balls. Bob has 2 balls. How many balls do they have altogether?



Progression of approaches for addition:- working from stage 1 through to stage 5

1. Needs to use counters or other concrete materials.

5. Uses doubles/near doubles  
(double 6 minus 1 or  
double 5 plus 1)

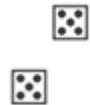


2. Counts from one  
(1,2,3,...6,7,8,9,10,11)

3. Counts on in ones from 6  
(7,8,9,10,11)

4. Uses a jump strategy e.g. 6+4+1

Doubles and Halving- Should be taught together.



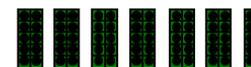
Skip count in 2s



Skip count in 5s



Skip count in 10s



Double 5 equals ten

Two sets of 5 equals 10—  
leading to-2 x 5 = 10

**Sharing and Grouping-**

**Sharing:** Lucy has 12 sweets and shares them between 3 of her friends, How many sweets does each friend get?



We would say 12 sweets shared between 3 people—4 sweets each. The answer lies in the value of each share.

**Grouping-** Lucy has 12 sweets. She wants to put them into groups of 3. How many bags will she have?



We would say: 12 sweets put into bags (groups) of 3 gives 4 bags (groups). The answer lies in the number of equal groups.

Can you share/group the sweets in different ways? For example— What if Lucy had 2 or 4 friends? Can you put the sweets into groups of 2 or 4—how many bags now?