How to help at home with Number Structure

- **Play games using dice or dominoes**. Count the number of spots on them and see if you can use the 'counting on' method when counting two dice. Can you see the number instantly?
- **Make different numbers on your fingers.** Can you throw your fingers all up at once? Can you make the number 6 look different on your fingers like 4 and 2 or 3 and 3?

Early Multiplication and Division

Children begin to learn multiplication and division as early as Primary 1!

At Early Level, children learn to organise and make equal groups. They begin to share counters and toys into equal groups, such as sharing four cows between two farmers, or sharing six flowers between three dolls.

How to help at home

- Ask your child to **share food out onto plates** at dinner time, such as sharing nine carrots between three plates.
- **Set up a teddy bears picnic** and share food or toys between the teddy bears. Can you find a quick way of counting how many?

Renfrewshire Attainment Challenge

S.E.A.L

Renfrewshire Council

Primary 1 Parent Information

What is S.E.A.L?

You may have heard the term 'SEAL' being used in school.
SEAL (Stages of Early Arithmetical Learning) is a model that teachers use to understand the development of children's numerical knowledge. It allows children to understand and experience number at a pace and level appropriate to them. In class, teachers work with groups to develop their number skills. They also design fun, engaging maths games and activities for children to play with and complete independently.

How can I help at home?

At home, it is important to make Numeracy fun! If children have the opinion that they "don't like Maths" or it's "too hard" for them, they will resist learning new things.

If children are finding it difficult to concentrate, are getting bored or are finding a new concept tricky: stop, take a break and do something different. It is important to remain patient, we don't want children to be put off Maths for life.

Most children will achieve Early Level by the end of Primary 1.

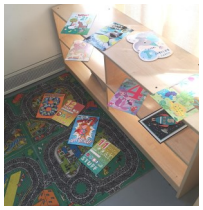
Number Word Sequences

At Early Level, children will learn how to count both **backwards** and **forwards.** It is important to start at different numbers each time and not always start from **0 or 20**.

How to help at home

•Children could **count as they walk up and down** stairs or when they are walking to the park, to the rhythm of their steps.

•**Sing Nursery Rhymes** that relate to counting such as "1,2,3,4,5… Once I Caught a Fish Alive", or "One Man Went to Mow… Went to Mow a Meadow".



Numeral Recognition

Alongside Number Word Sequences, children begin to recognise numbers from 0 up to 20, looking at them both in a backwards and forwards sequence. We don't put a limit on the number however, children love finding numbers bigger than 20!

How to help at home

• Go on a Number Hunt! Look out for numbers in environment– on doors, signs, in the house or car registration plates!

•Write a range of **numbers in sand, in a notebook or in some mud with a stick**!

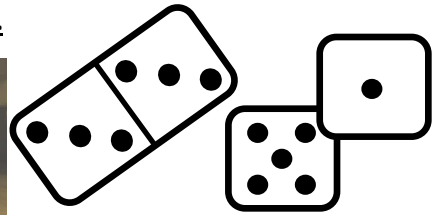
Number Structure– Early Addition and Subtraction

Learning about the *structure of numbers* helps children to understand how these numbers can be used in a flexible way. Children play with these numbers with concrete materials such as counters, dice, sticks or leaves.

At Early Level, children use **dice patterns, domino patterns and their fingers** to visually interpret numbers up to 10. Children become quick at recognising a group of objects, like the spots on a dice or domino. This helps them understand addition and subtraction facts such as double numbers and what numbers make tens.

For example, knowing and understanding how the number six can be made up in different ways, helps children when it comes to answering calculations such as 4 + 2 = ? or 6 - 3 = ?

The number 6 can be shown as…



'Counting On' is an important strategy that children learn how to use to develop their addition skills. Instead of counting every single counter, children learn that it is quicker to count on from the biggest number.

For example with 5 dots add 2 dots, children will keep the picture of 5 in their head and count on "6….7" to get the total of 7. This supports children for when they move on to more challenging calculations in First Level, such as 831+7.