

# Early Numeracy

# Areas of Numeracy

A child's numeracy skills allows them to complete calculations and solve problems within:

- ▶ *Estimation and rounding*
- ▶ *Fractions, decimals and percentages*
- ▶ *Money*
- ▶ *Time*
- ▶ *Measurement*
- ▶ *Data and analysis*
- ▶ *Ideas of chance and uncertainty*

# Calculating



*When children first join Primary 1:*

- ▶ *Rhymes and games – counting songs*
- ▶ *Compare sets of objects in different groups*  
*“How many do you have? Do you have more?”*
- ▶ *One more or one less from a group of objects.*
- ▶ *Recognising numbers – beginning to form*

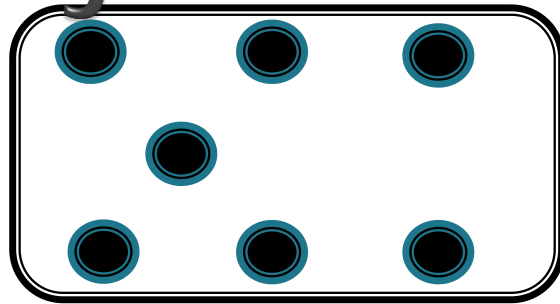
# Forwards and backwards number sequences

- ▶ *Children need to be as confident counting back as they are with counting forward*

## *Activities:*

- ▶ *Counting forward and back from different numbers (not just 0, 10 or 20)*
- ▶ *Line up or pull out objects to count*
- ▶ *Saying alternate numbers (next or previous number)*
- ▶ *Sequencing cards*
- ▶ *Identifying the missing number*

# Visualising numbers



- ▶ Develop an understanding of number and quantity

## **Activities:**

- ▶ Play board games
- ▶ touch and count
- ▶ Show different ways of making a number using fingers ('bunny ears')

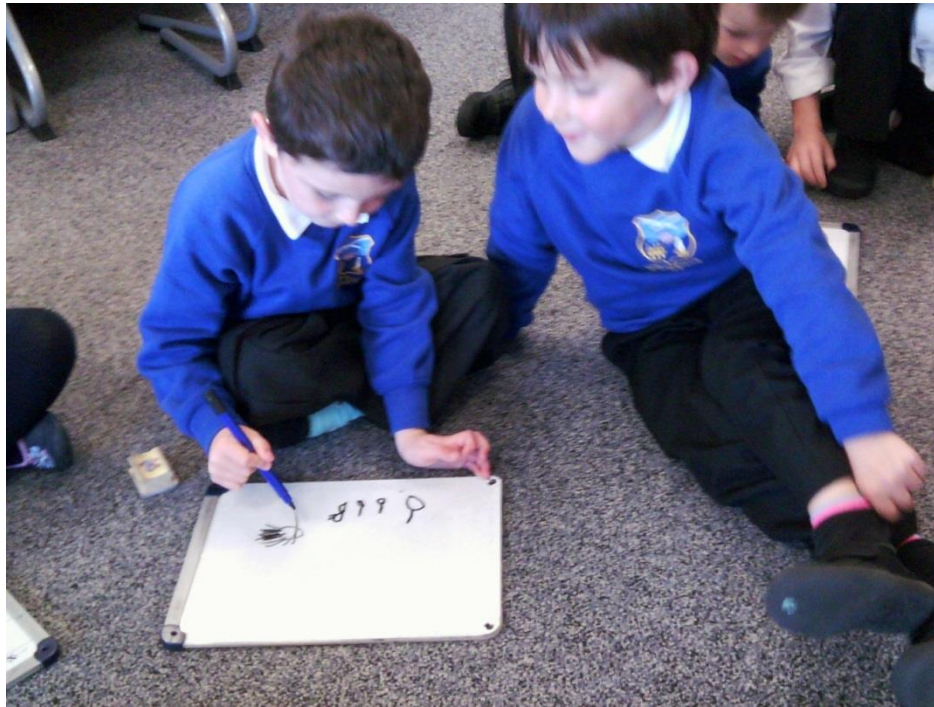
# Valuing the process

$$\begin{array}{r} 132 \\ \times 28 \\ \hline \\ \hline \end{array}$$

- ▶ Children often remember written methods without understanding the thinking behind them.

# Valuing the process

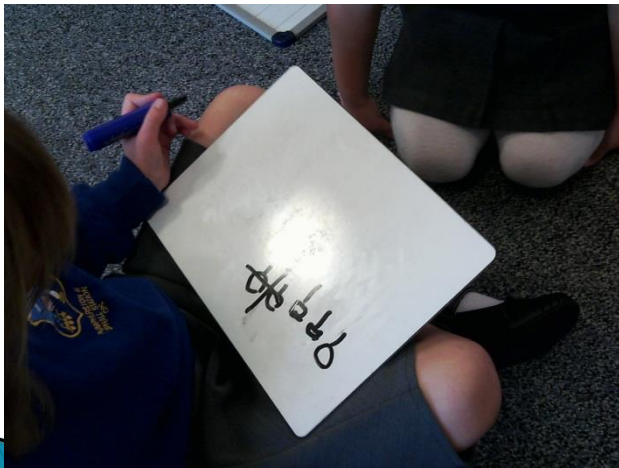
- ▶ *Developing Maths dialogue through 'Number Talk'*
- ▶ *Sharing thinking to develop new strategies*





# Valuing the process

## Ways of recording





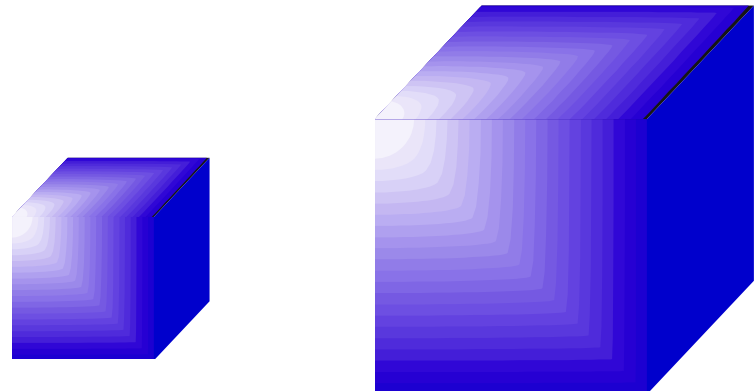
# Vocabulary

- ▶ Add, take away, makes, altogether, how many, more than, less than, subtract, groups, double, share, before, after
- ▶ 1st, 2nd, 3rd



# Vocabulary

- ▶ Positional: Under, in, on, between, next to
- ▶ Shape: flat, curved, straight, corner, side, end, roll, slide, circle, bigger
- ▶ Compare: greater, smaller, heavier, lighter, big, bigger, small



# Applying learning to real life

- ▶ *Children feel more motivated to learn when the purpose is evident*
- ▶ *They should be able to apply and select strategies to help them solve real-life numerical problems*
- ▶ *Activities:*
  - *Posing word problems*
  - *Counting or sorting real-life objects*

# How to support your child

## *Calculating:*

- ❖ *Add up the number of plates or forks at the dinner time*
- ❖ *Share sweets among the family*
- ❖ *Count socks in pairs (doubling) when putting them away*
- ❖ *Count toys into a box when tidying up*

# How to support your child

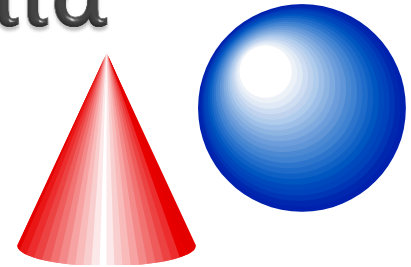
## *Numbers for labelling and counting:*

- ▶ *Messy play – forming numbers*
- ▶ *Write numbers using fingers in a tray of shaving foam or jelly*
- ▶ *Use old paint brushes and water and paint on the pavement*
- ▶ *Use chalk to practise writing numbers*
- ▶ *Draw and label your own hopscotch*
- ▶ *Make your own number lines to count along and back*



# How to support your child

## *Shape space and measure:*



- ▶ *Make patterns using different toys*
- ▶ *Look at shapes around your home- are they 2D or 3D*
- ▶ *Play I Spy with shapes*
- ▶ *Compare weights of fruits in the supermarket when shopping*
- ▶ *Compare lengths of trousers/ tights with siblings and parents*
- ▶ *Make patterns using colour*

# Some useful websites

- ▶ [www.topmarks.co.uk](http://www.topmarks.co.uk)
  - ▶ [www.ictgames.com](http://www.ictgames.com)
  - ▶ [www.sumdog.com](http://www.sumdog.com)
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