PARENTS' MATHS WORKSHOP

RECEPTION

Aims of the Session:

- Share with you some of the things your child will be learning in school
- Improve your confidence in helping your child with maths
- Explore some games and activities you can play with your child at home to help them develop fluency and become more automatic with number facts.

Why engage with your child's learning?

Research evidence suggests that when parents are engaged in their children's learning, outcomes for children can be improved.

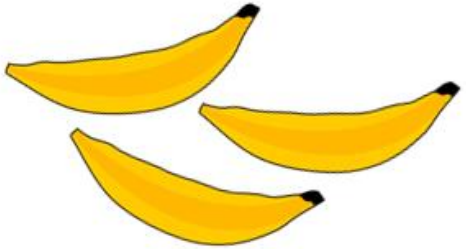
Mastering Number Programme…

In Reception, Year 1 and Year 2 we follow a mastering number programme.

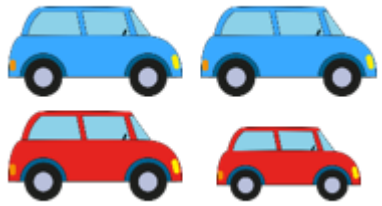
This will help your child to develop good number sense.

Some of the things they will learn includes:

Counting

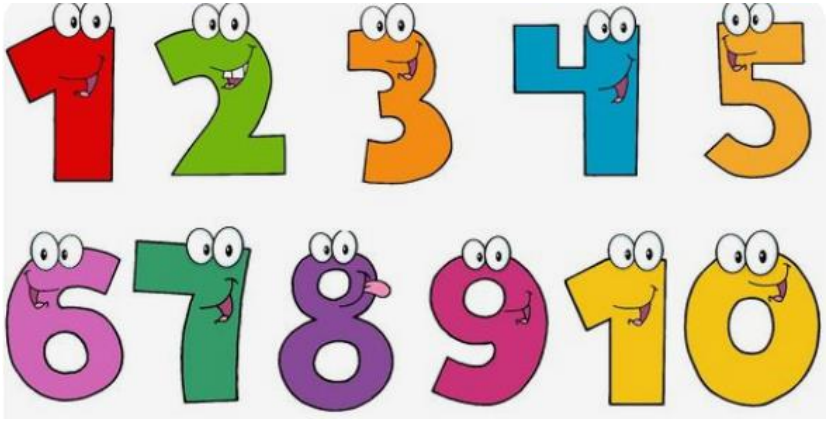


Recognising small numbers of objects and making their own collections



Know different ways to ‘make’ (compose) a number

Counting



- We can often want to rush towards symbols in maths and counting is no different.

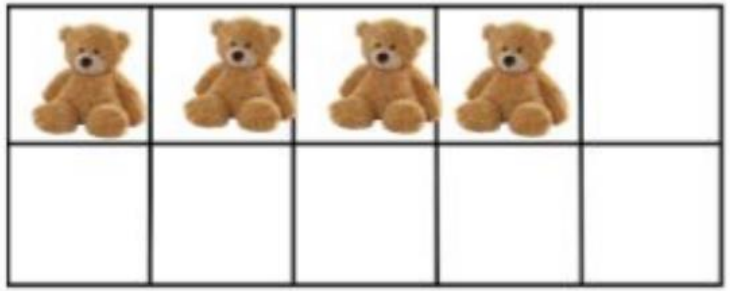
- It is important to help the children to develop a firm grasp of counting.

5 counting principles…

1. One-to-One Correspondence Principle.

Understanding that each object being counting must be given one count and only one count.

It is useful in the early stages for children to actually tag or move each item as it is counted.

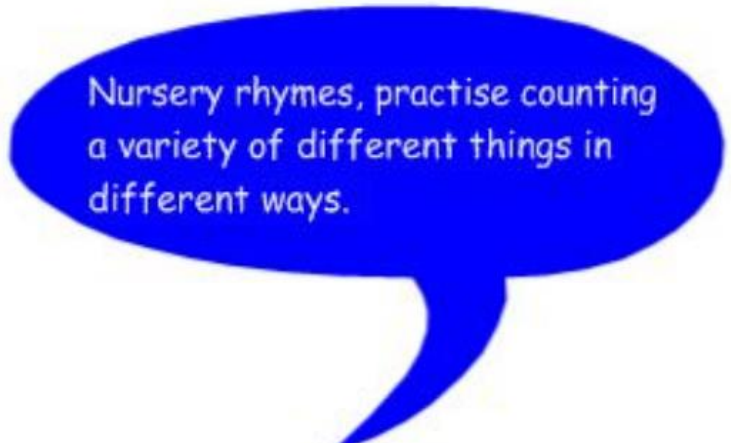


5 counting principles…

2. Stable Order Principle

Understanding that the counting system stays consistent. That it is always 1, 2, 3, 4, 5, 6, 7, etc not 1, 2, 5, 3, 8

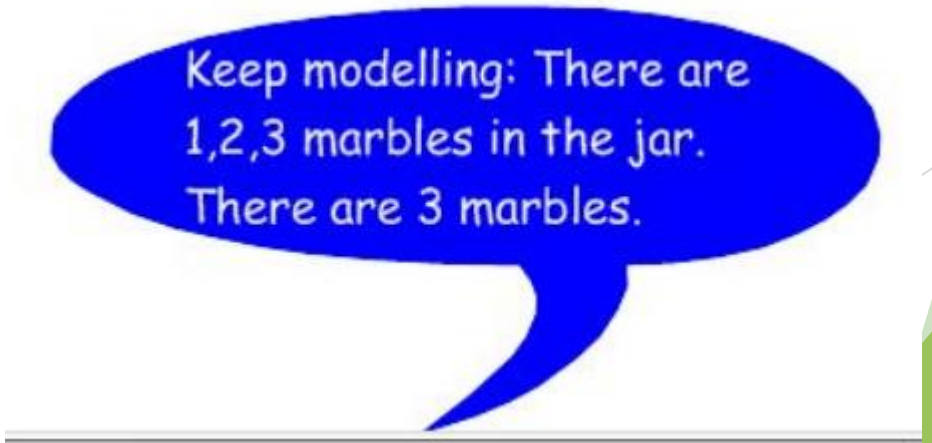
Can your child spot mistakes?



5 counting principles…

3. Cardinality Principle

Understanding that the last count of a group of objects represents how many are in the group.



5 counting principles…

4. Abstraction Principle

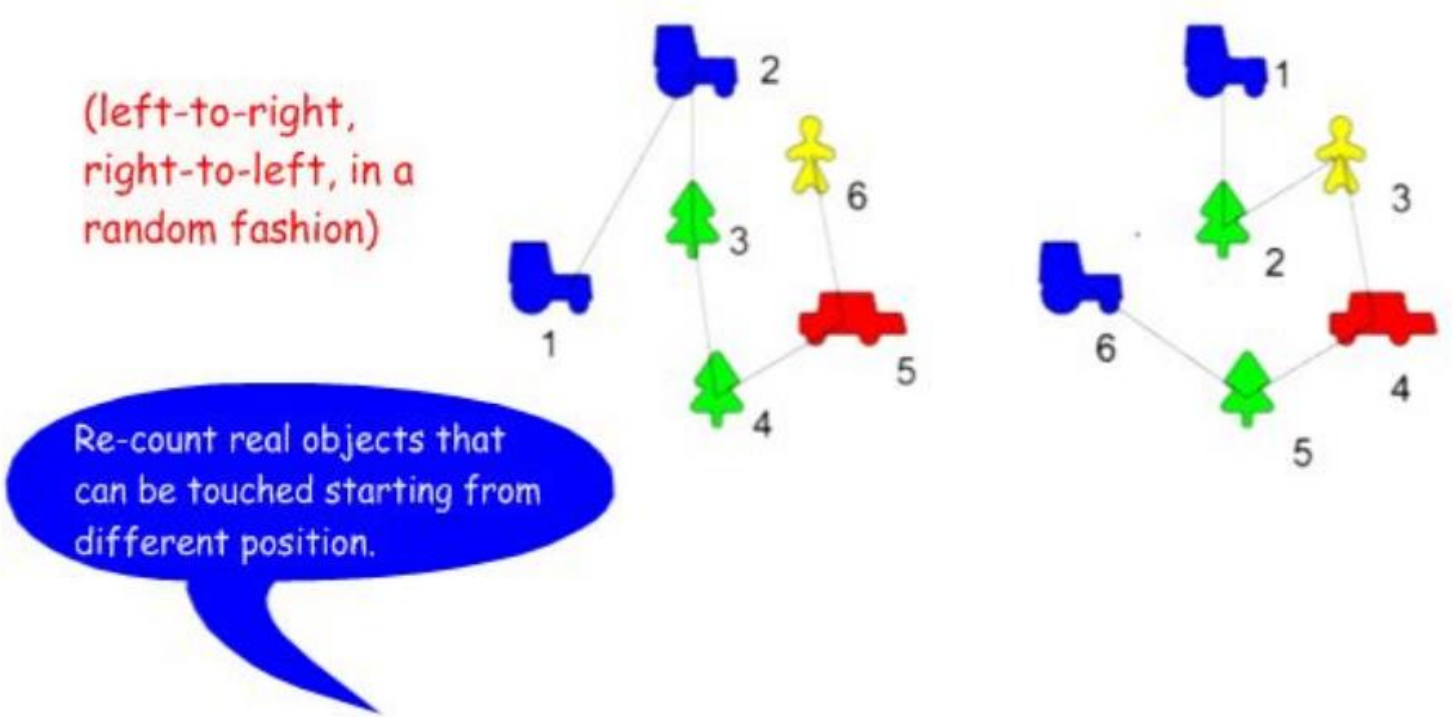
Understanding that it doesn't matter what you count, how we count stays the same.

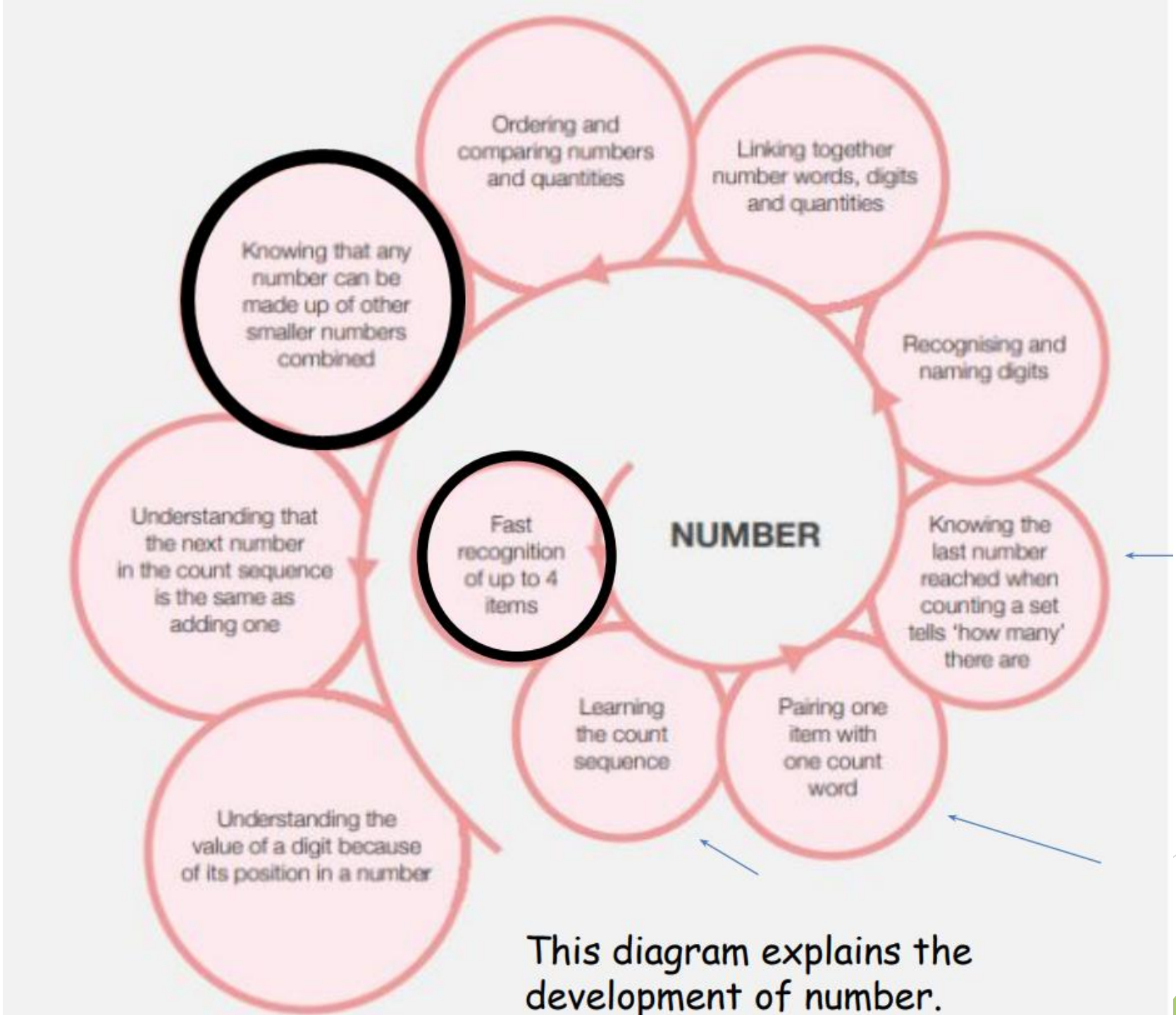
For example, any set of objects can be counted as a set – it doesn't matter about the size or colour or shape.

5 counting principles…

5. Order Irrelevance

Knowing that the order that items are counted is irrelevant as long as every object in the set is given one count and only one count.





This diagram explains the development of number.

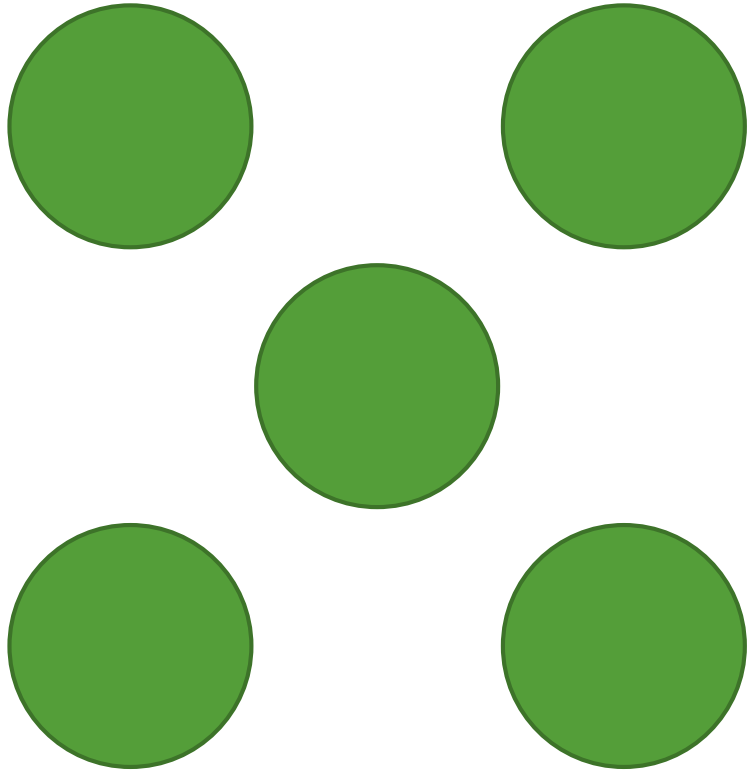
Subitising

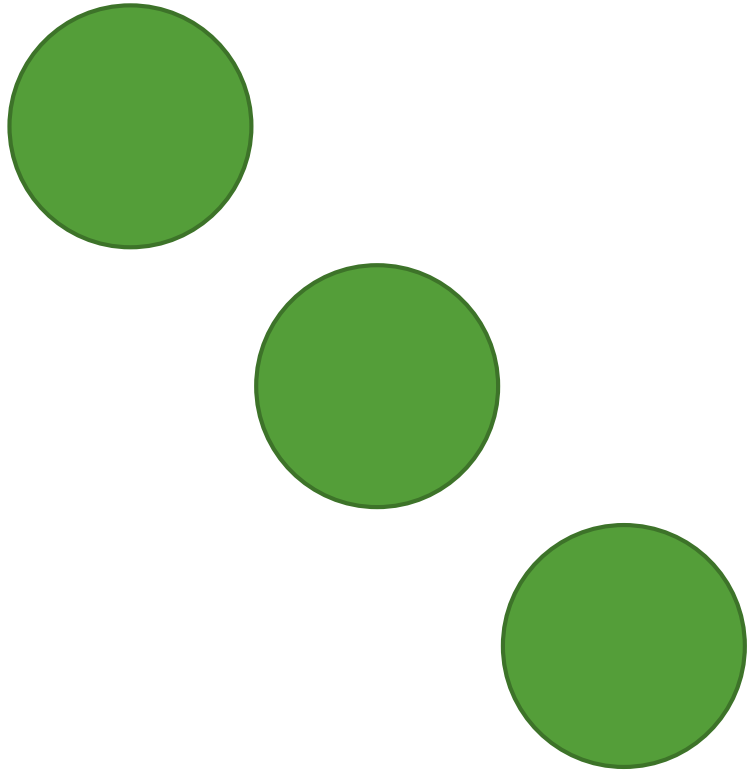
Subitising is the ability to recognise a *small quantity* of objects *without the need to count*.

It helps the children to understand the composition of number.

Let’s do some maths with the children!

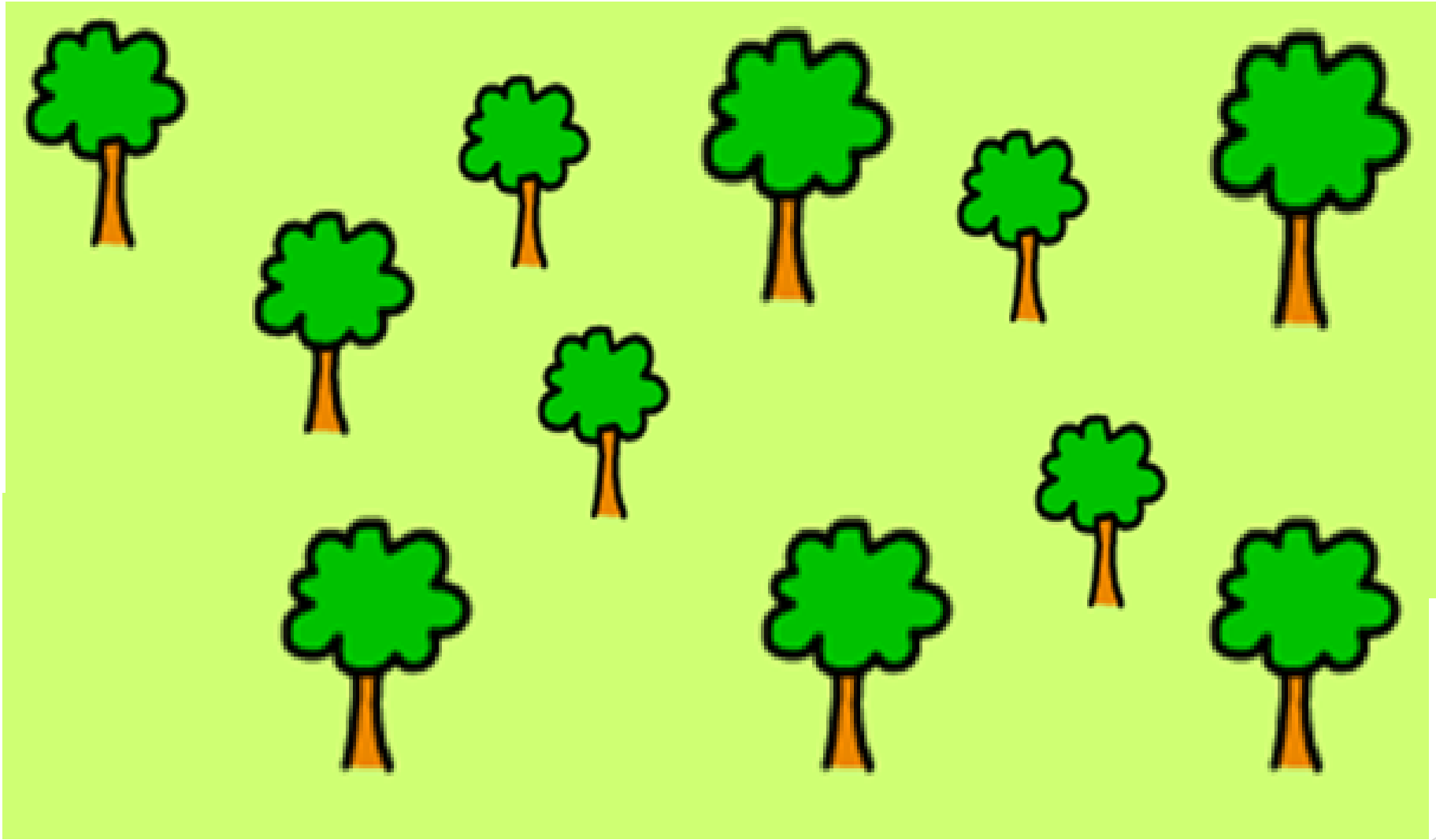
Look out for when you can use your subitising skills! Get those fast eyes ready!

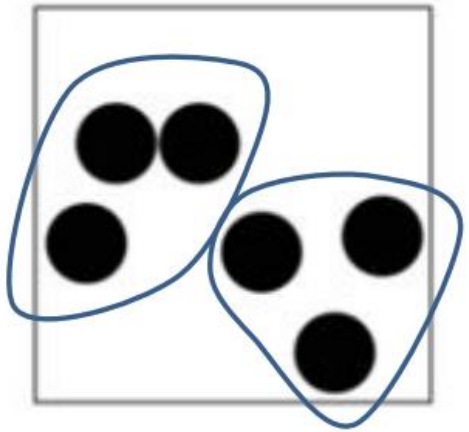




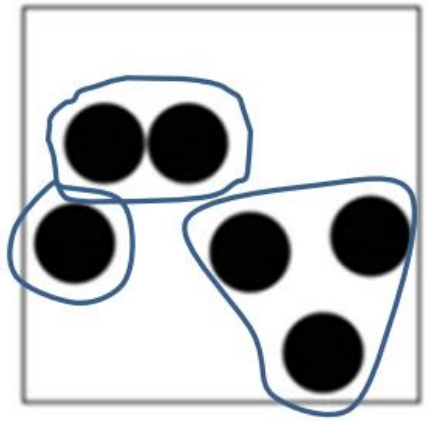
Subitising

Sometimes when we subitise we can see two groups at once; if we know that 3 can be ‘made’ of 2 and 1, then we know how many there are altogether without counting.

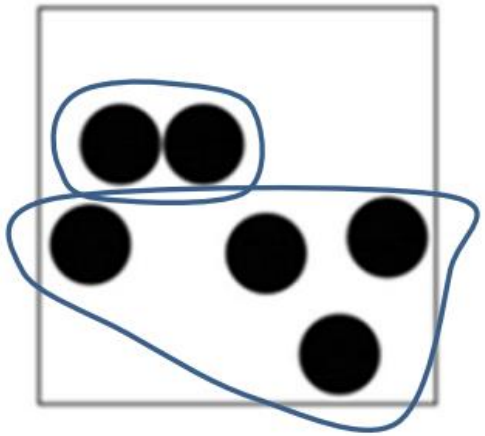




3 and 3



2 and 1 and 3



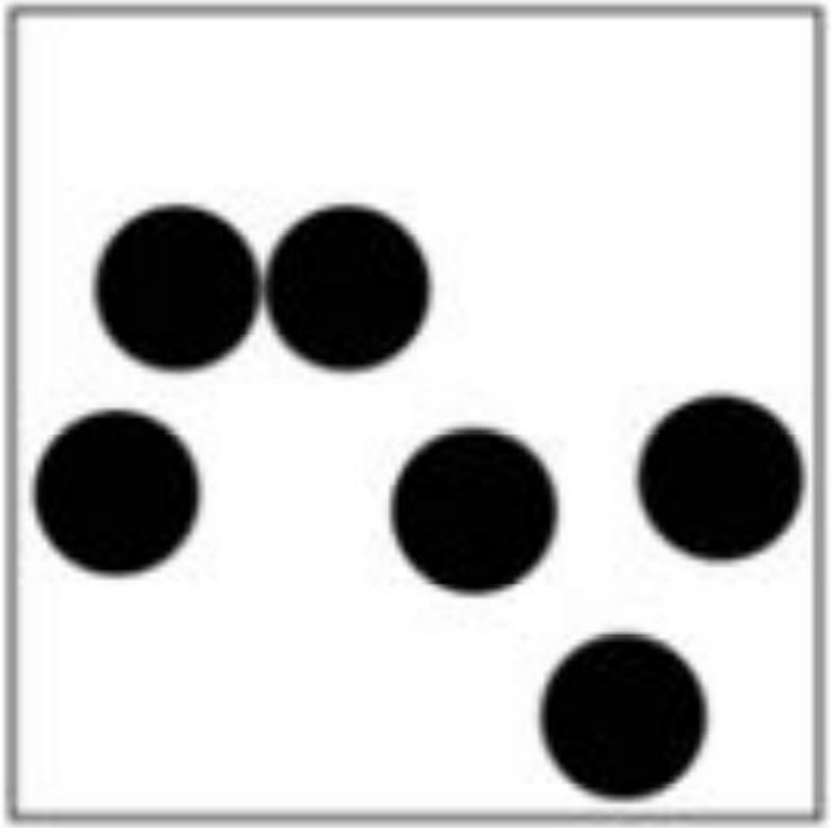
2 and 4

There are more ways to recognise 6. By asking the children to investigate images and talk about what they can see helps children develop their understanding of different numbers.

I know 1 and 3 makes 4.

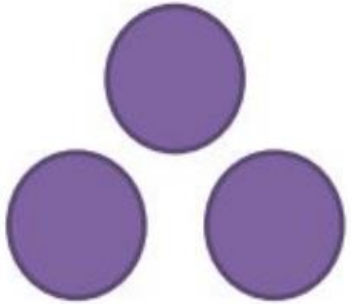
2 more than 4 is 6

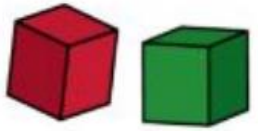
How did you see the number?



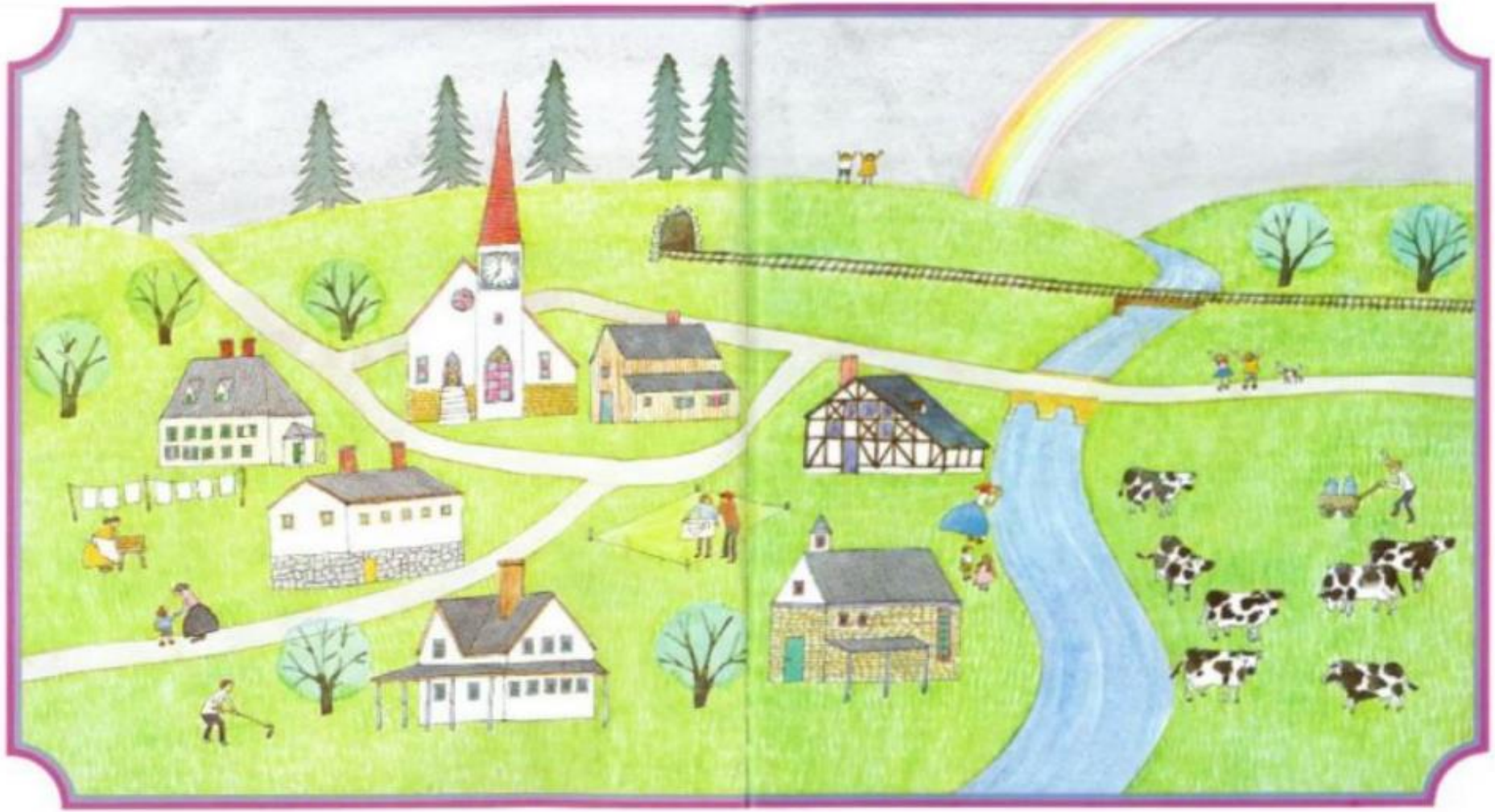
What numbers can you see hidden?

Not just dots



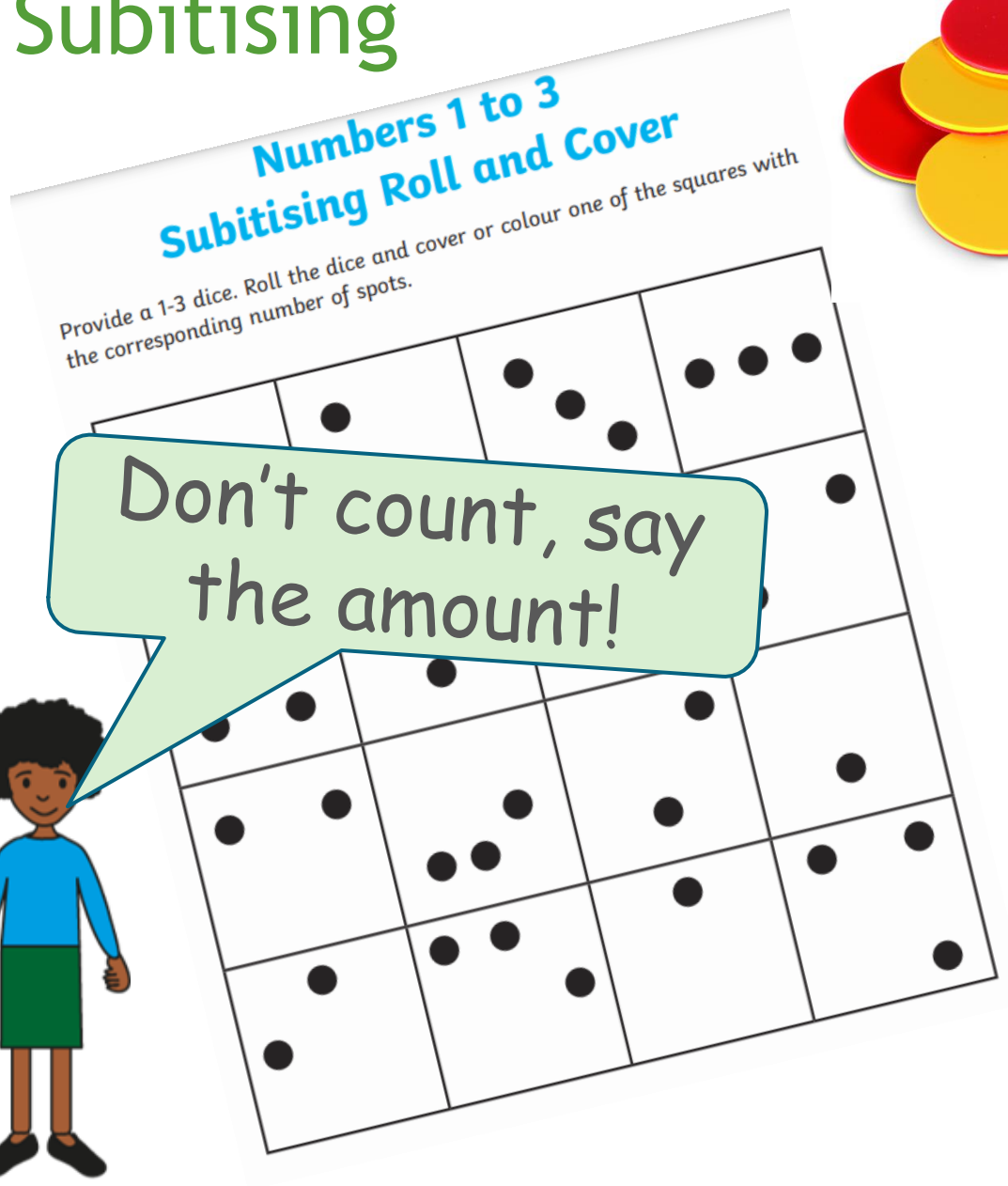


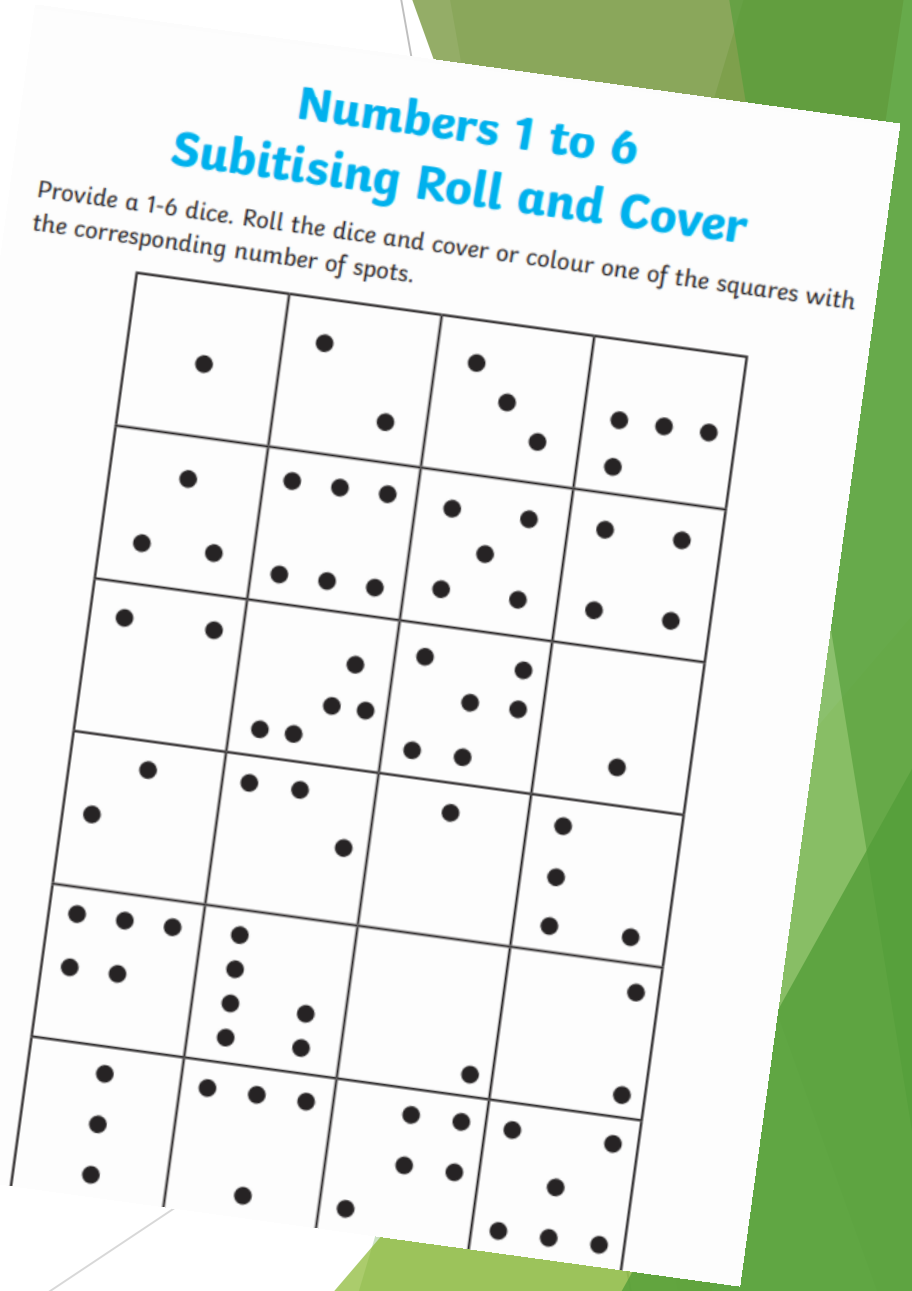
Subitising in the environment



How many times can you see 7 objects?

Subitising


Numbers 1 to 3
Subitising Roll and Cover
Provide a 1-3 dice. Roll the dice and cover or colour one of the squares with the corresponding number of spots.
Don't count, say the amount!


Numbers 1 to 6
Subitising Roll and Cover
Provide a 1-6 dice. Roll the dice and cover or colour one of the squares with the corresponding number of spots.

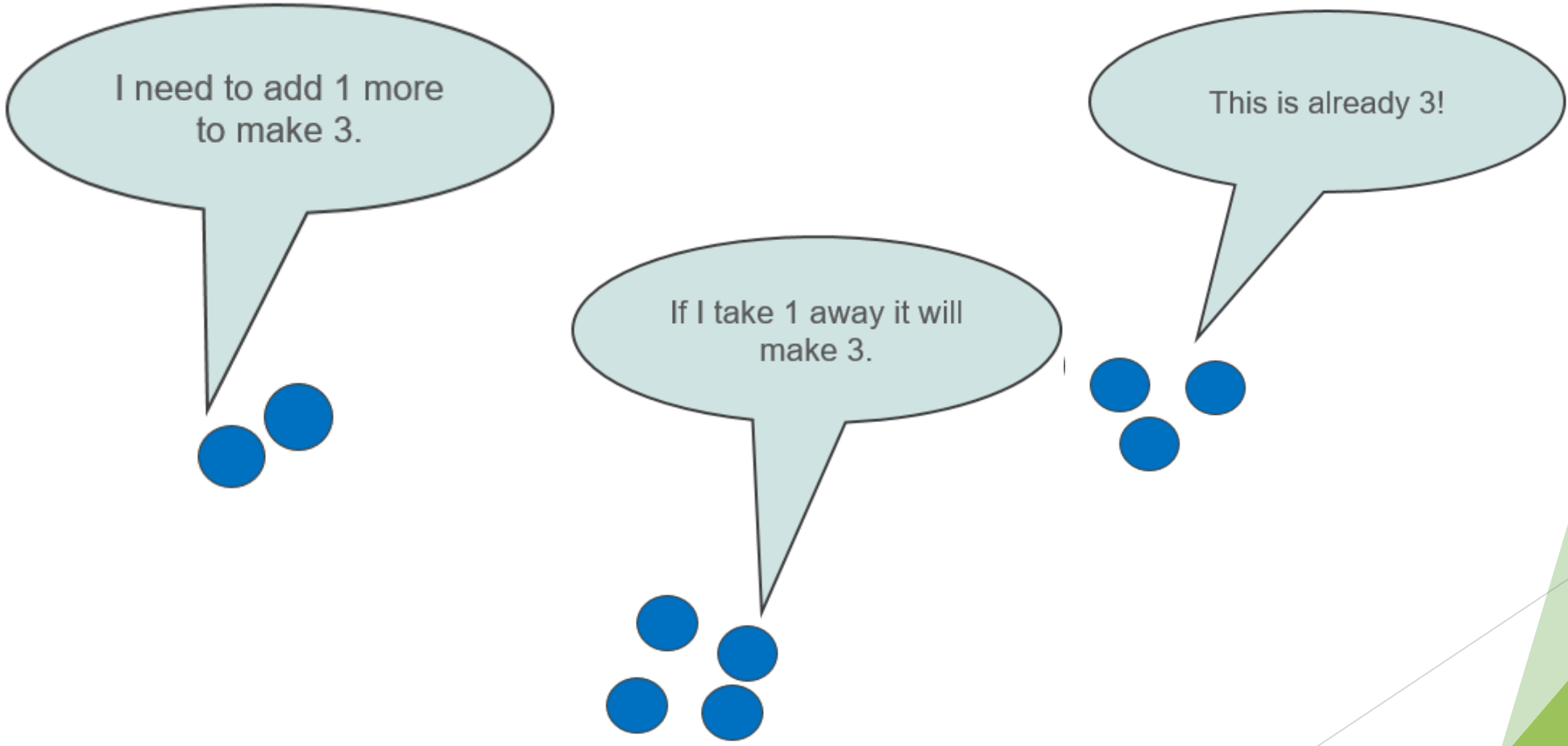
Magic Counters!

Grown-ups, hide some counters under the towel.

Reveal them quickly and ask your child…

3 or not 3?

Now ask: ‘What do you need to do to make it 3?’



How will knowing how numbers are ‘made’ help?

If children know that **4 can be made of 3 and 1,** they can apply this knowledge later on to see that:

30 and 10 is 40

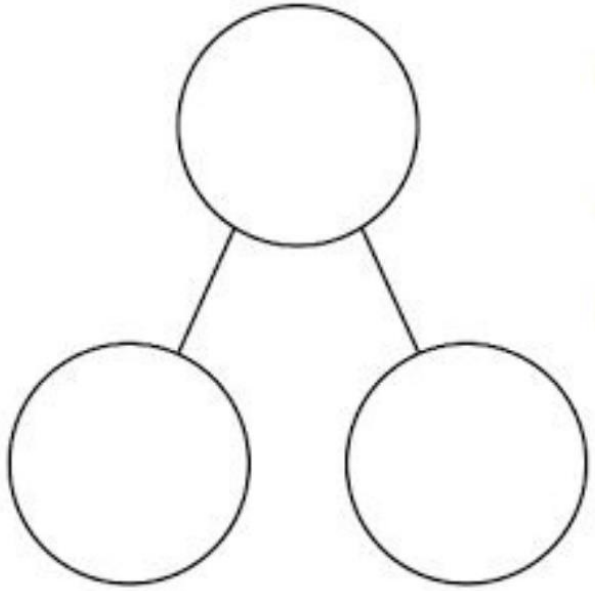
300 and 100 is 400

and that;

400 take away 100 is 300

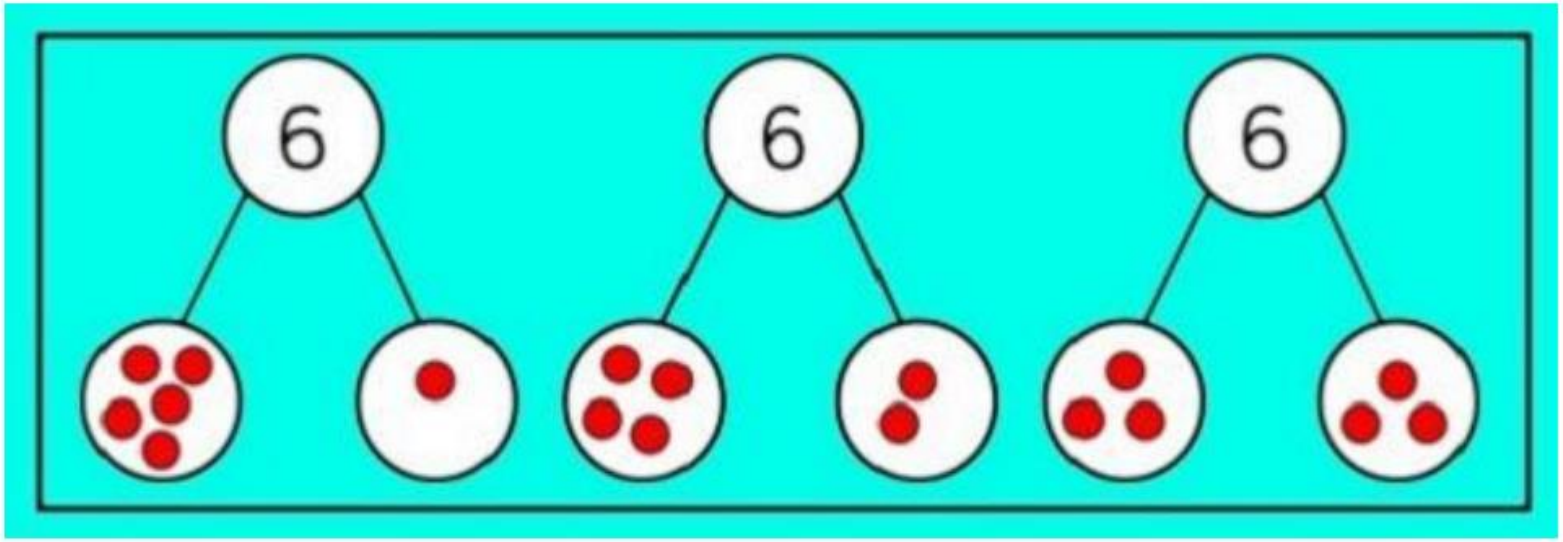
Composition of number

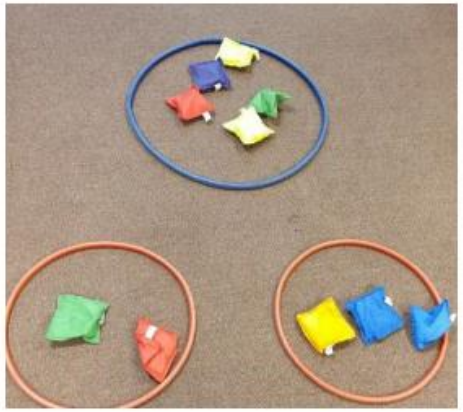
As well as subitising to help the children to recognise the composition of number we also use a whole part model.



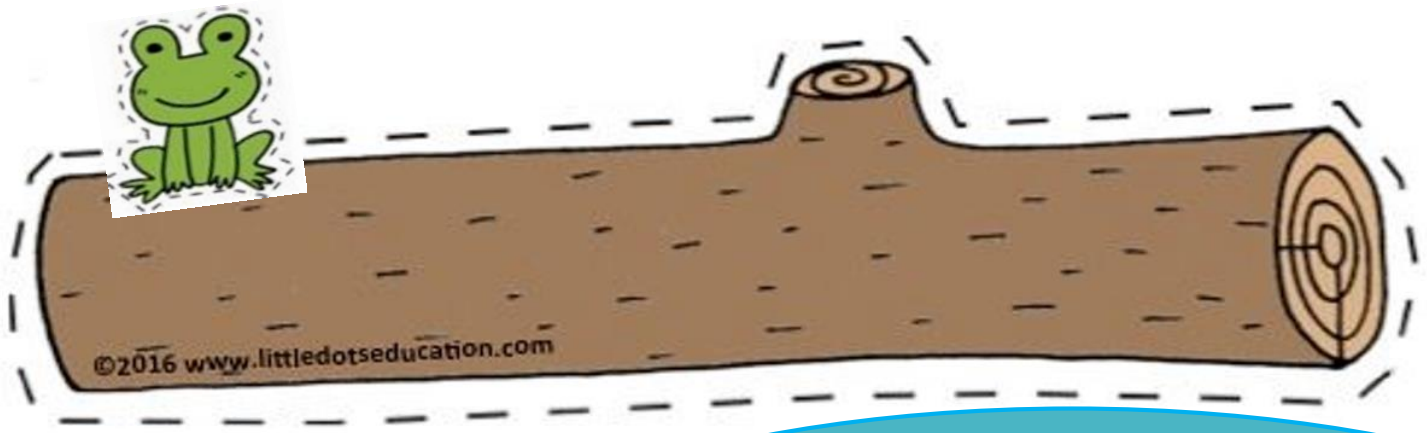
Numbers are composed of smaller numbers

- Numbers can be made of 2 parts
- Numbers can be made of more than 2 parts
- Numbers can be made of equal parts
- Numbers can be made of unequal parts

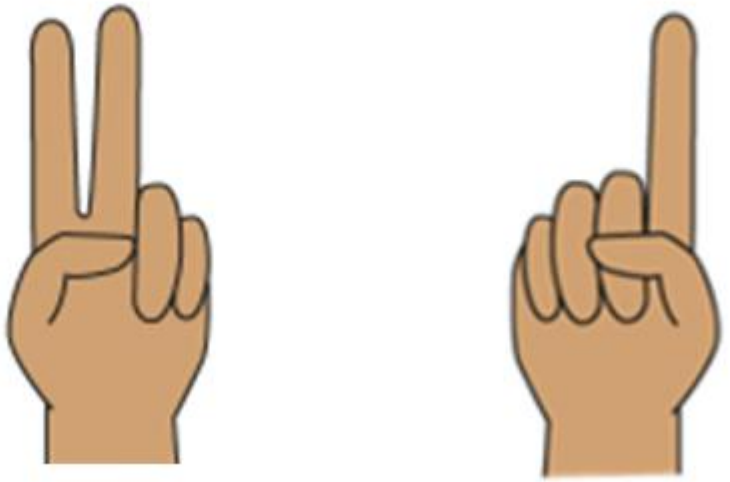

6
6
6



Frogs on a log!



You will also need to show the numbers on your fingers!



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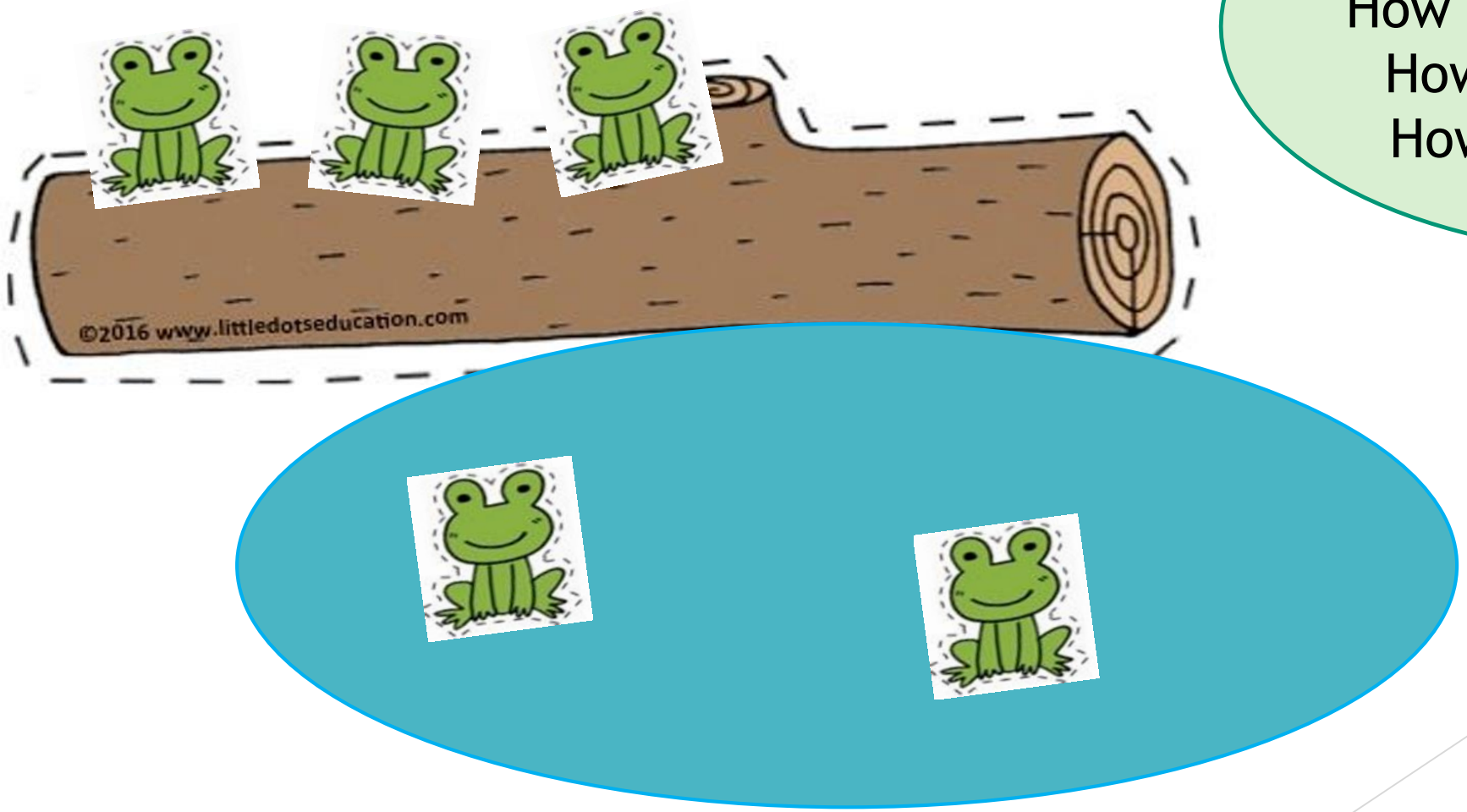
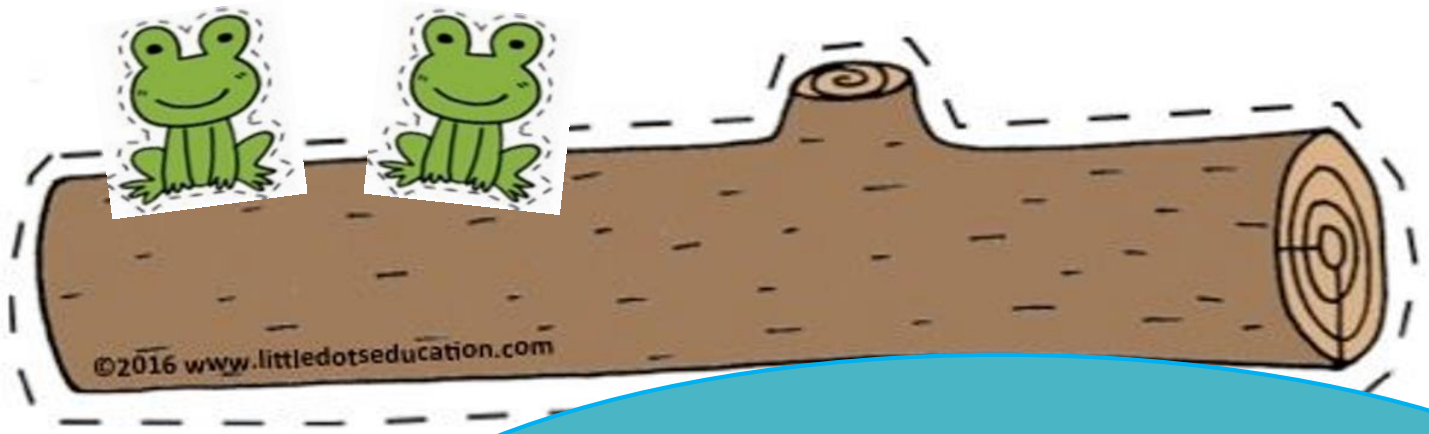


Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?

Frogs on a log!



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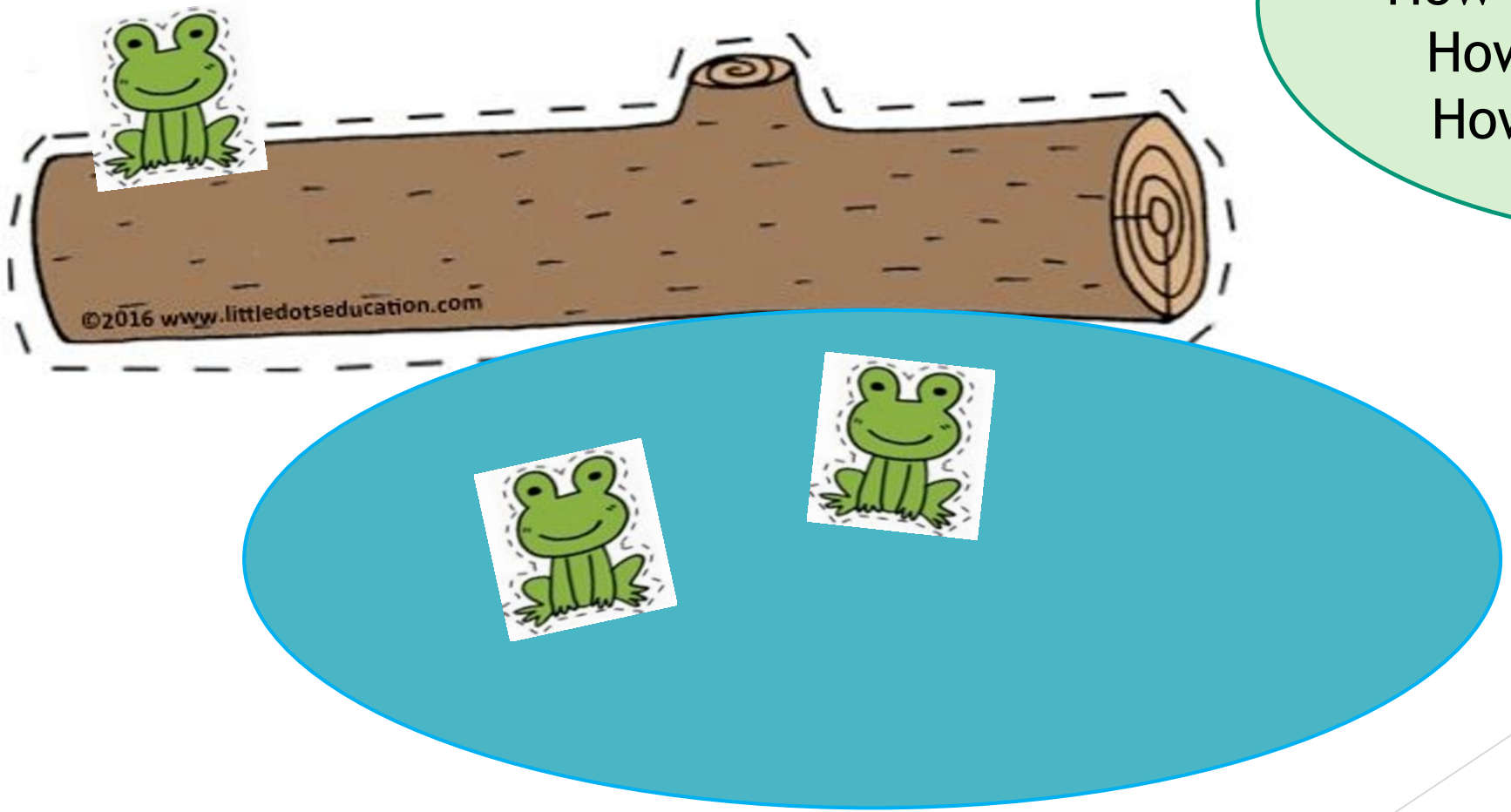

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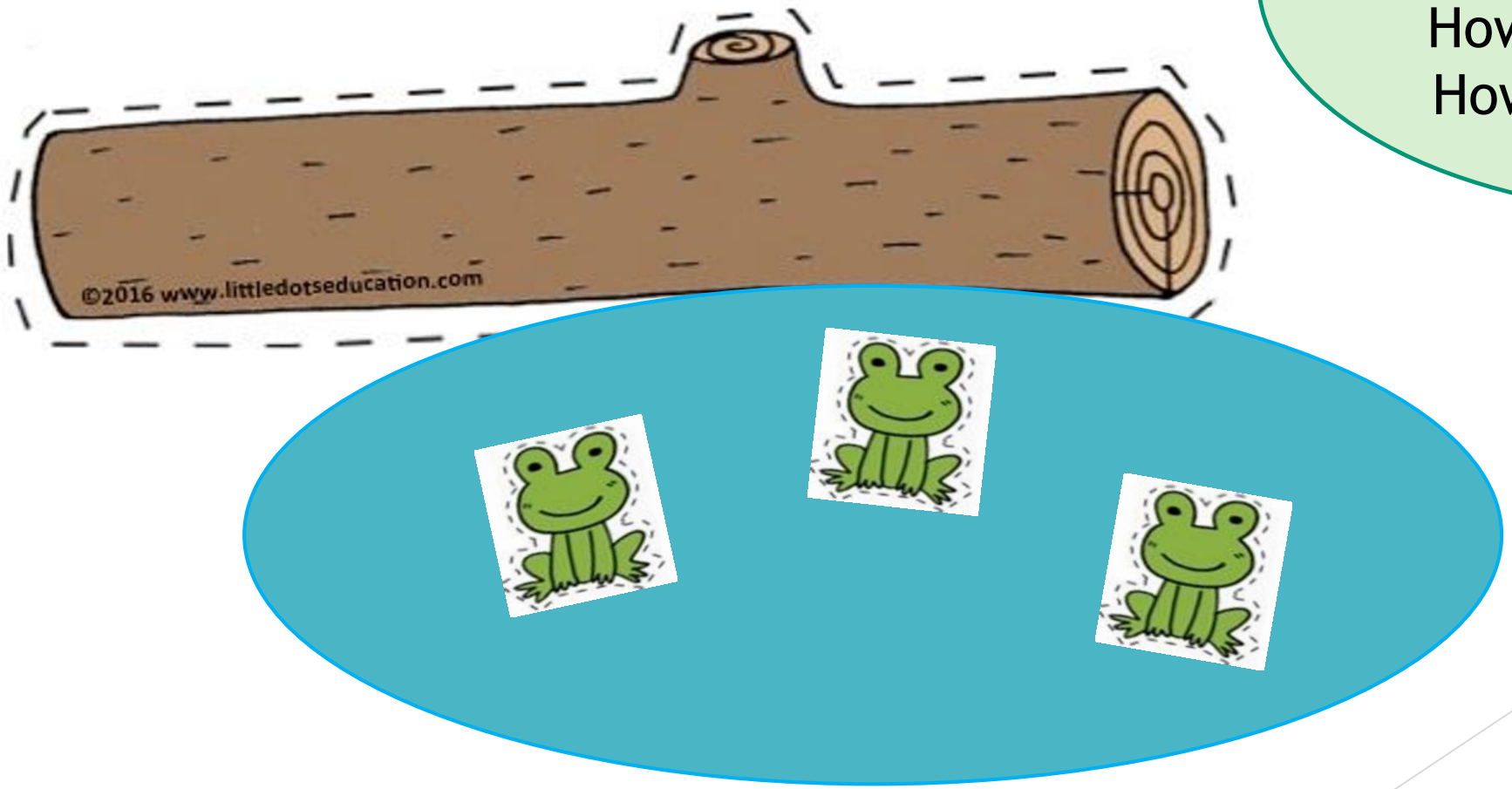
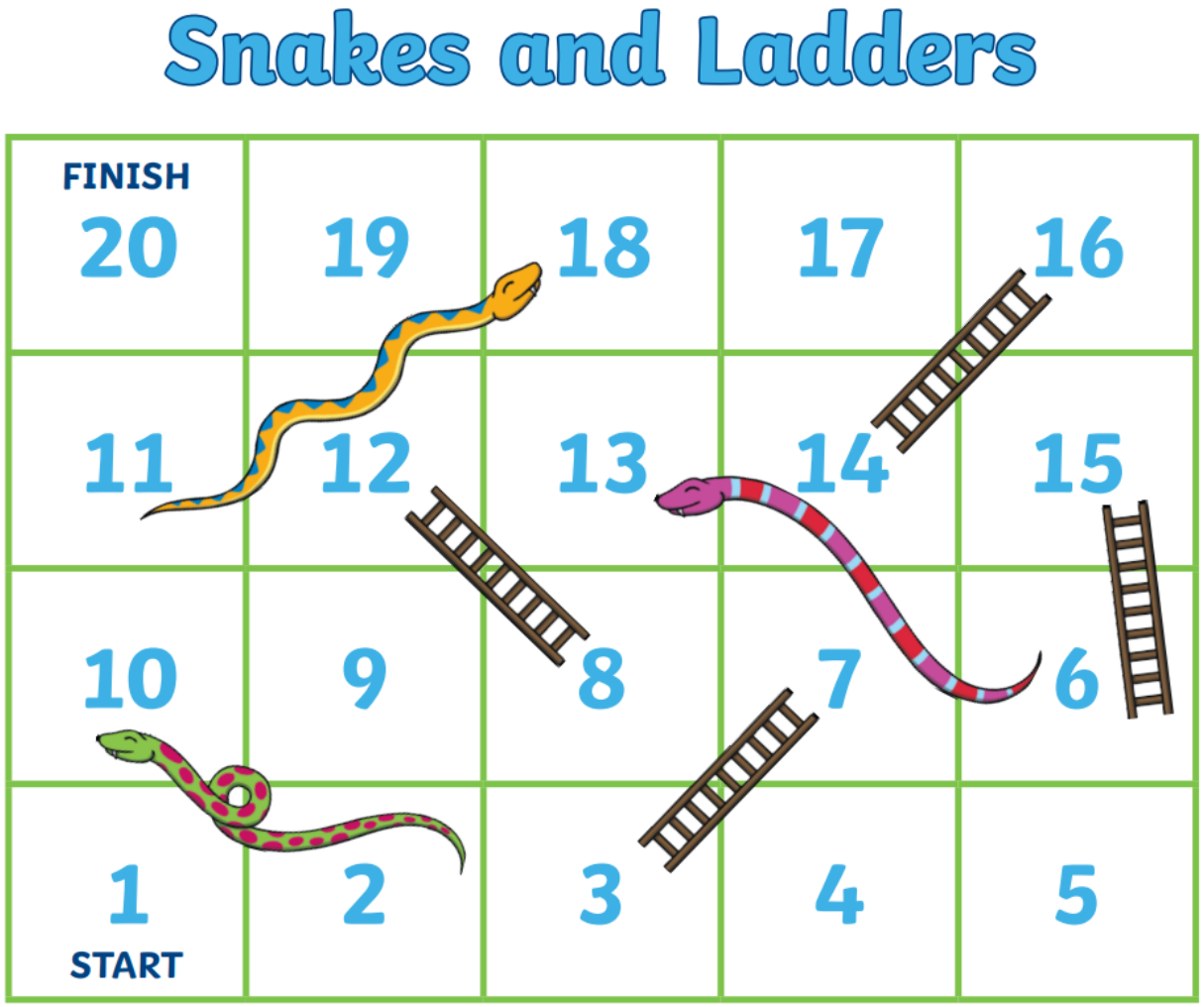
Frogs on a log!

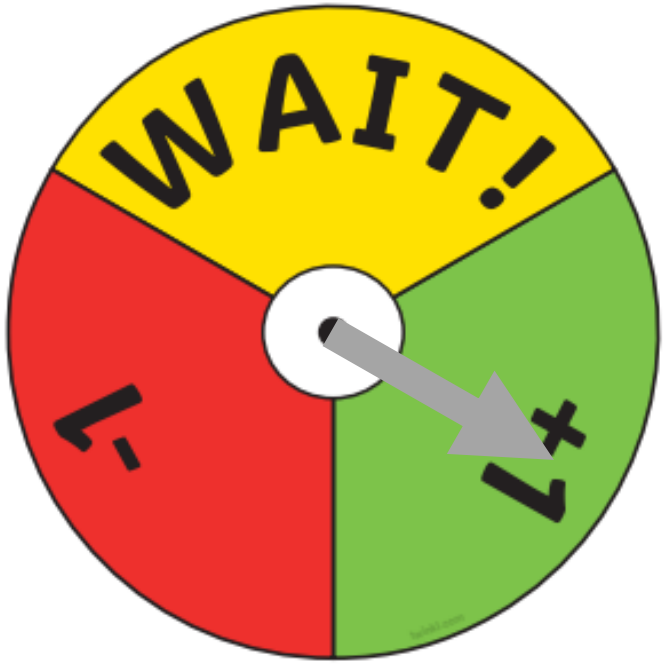


Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?

Counting on…


Snakes and Ladders
FINISH
20
19
18
17
16
11
12
13
14
15
10
9
8
7
6
1
START
2
3
4
5

Counting Backwards…



Why focus on just low numbers…

5 + 6 = 5 + 5 + 1 = 11

40 + 30 = 3 tens + 4 tens = 7 tens = 70

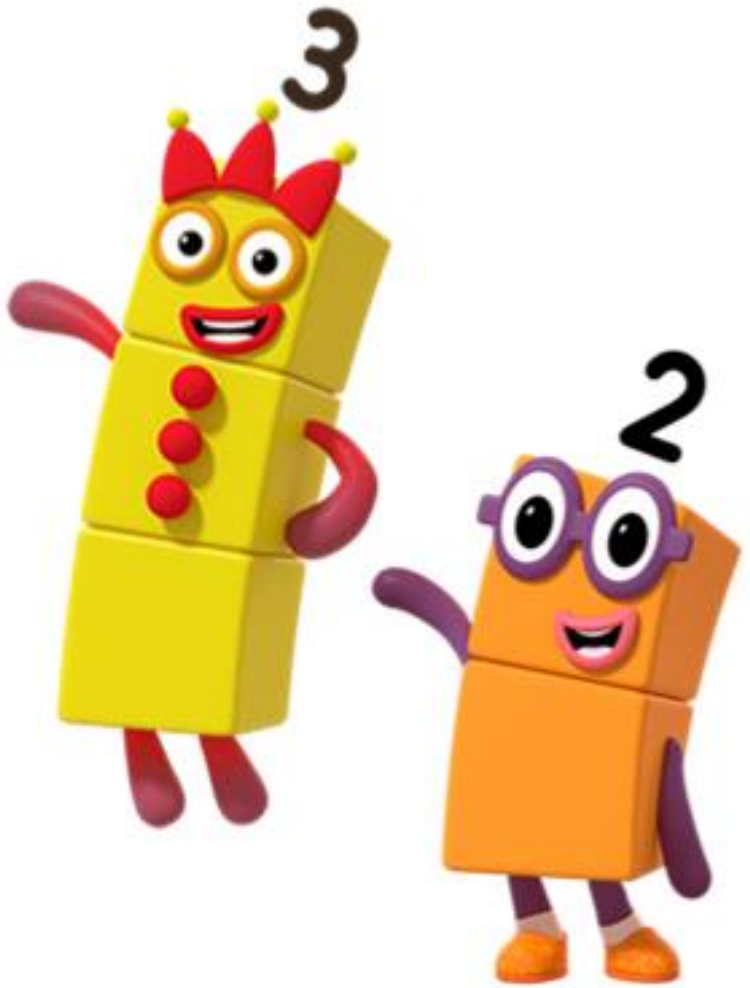
3 + 3 = 6. Half of 6 is 3

8 ÷ 2 = 4 8 sweets divided into groups of 2 is 4

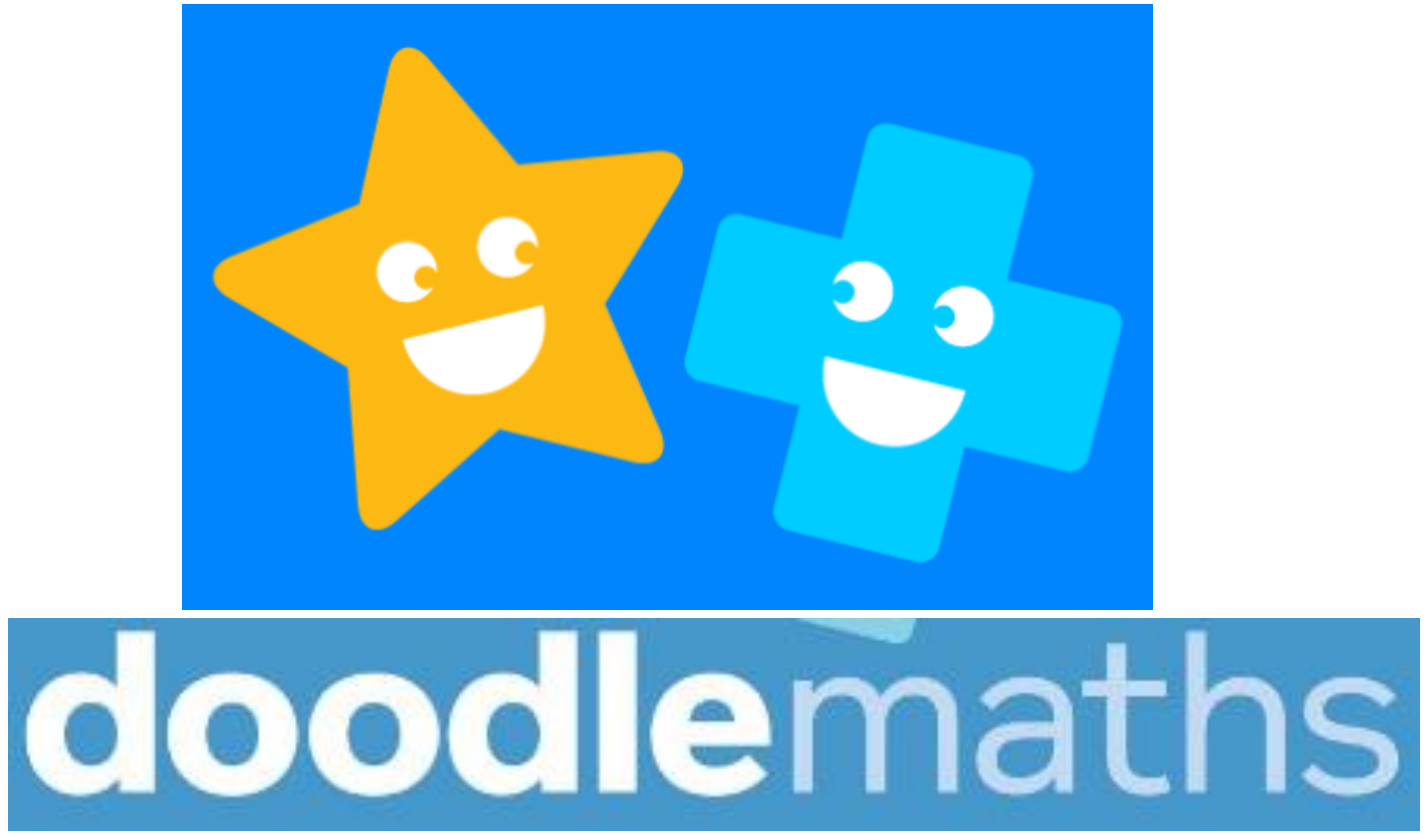
4 x 3 = (3+3) + (3+3) = 12

NUMBER FORMATION

Number Blocks!



Doodle Maths



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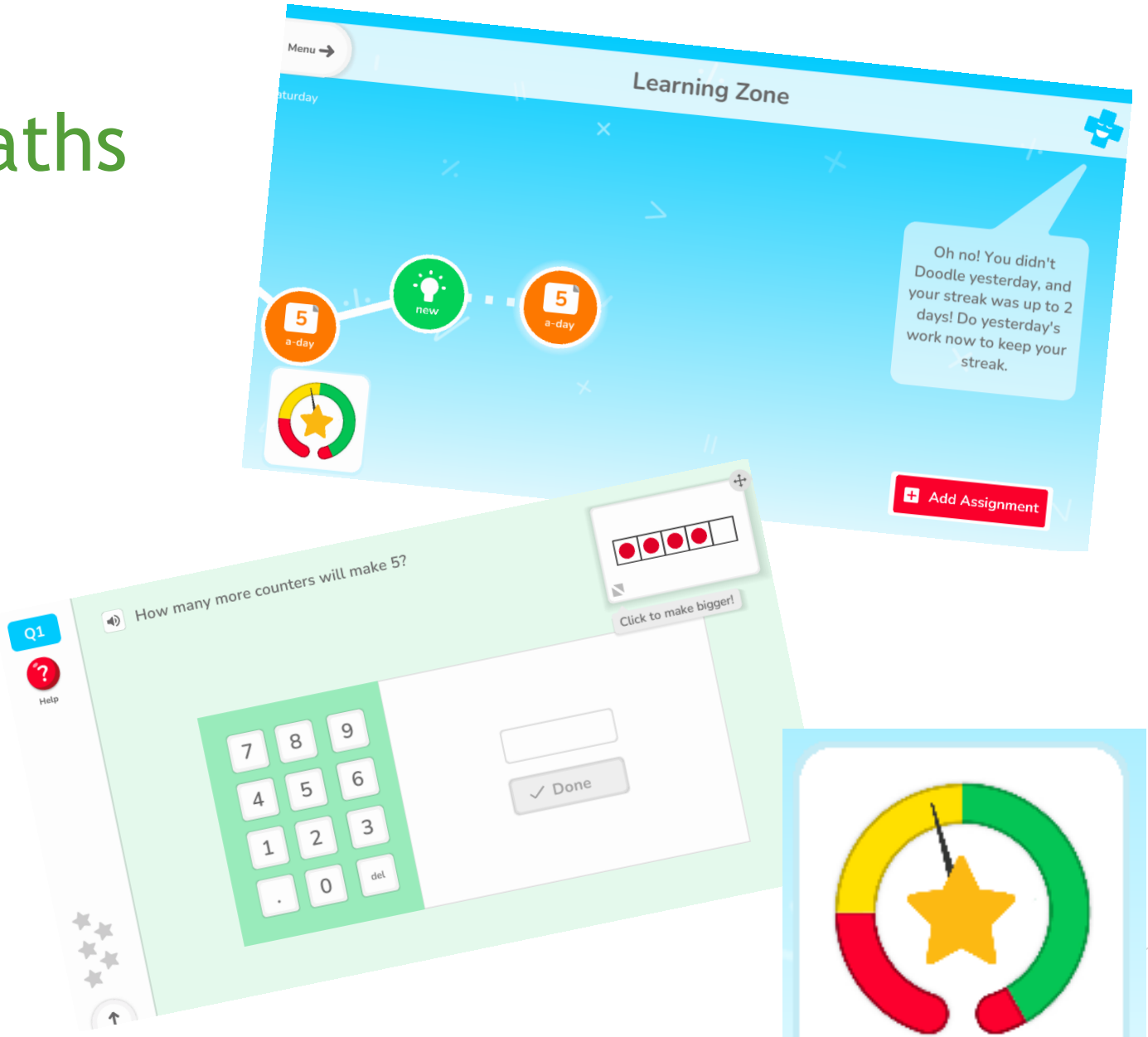


THANK YOU