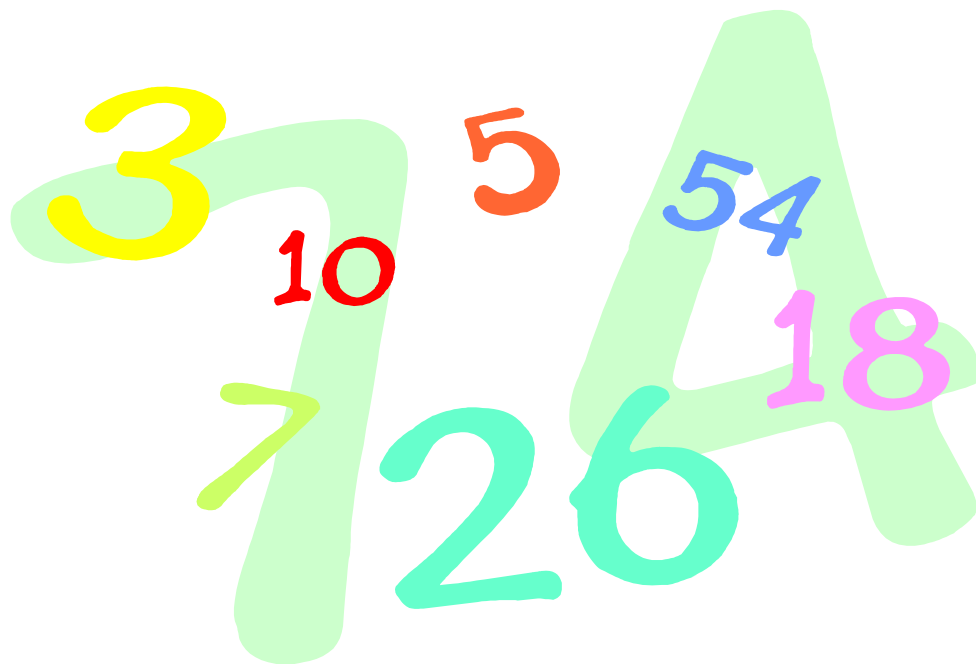


*Helping your child  
with early number.*



**Lacewood Primary School**  
**Foundation Stage**



***By the end of Foundation Stage children should be able to:***

*Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.*

*We have broken this down into the stages of development needed in order to achieve this early learning goal. You will find an overview of the objectives followed by handy tips and ideas to support your child at that stage set in real life contexts as well as some stand-alone games and activities.*

### *Stage one (22 to 36 months)*

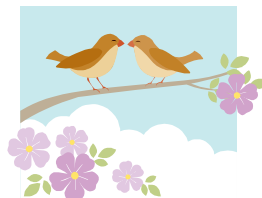
#### *Main objectives*

- *Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.*
- *Recite some number names in sequence.*
- *Uses some language of quantities, such as 'more' and 'a lot'.*
- *Knows that a group of things changes in quantity when something is added or taken away.*

#### *How to help.*

*Sing counting songs and rhymes to develop your child's understanding of number and basic addition and subtraction..*

- *2 little dicky birds sitting on a wall, 1 named Peter, 1 named Paul. Fly away Peter, fly away Paul, now we have no birds at all. Come back Peter, come back Paul, 2 little dicky birds sitting on a wall.*



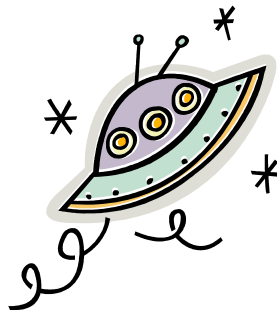
- *5 little speckled frogs, sat on a speckled log, eating some most delicious grubs, yum yum. 1 jumped into the pool where it was nice and cool, then there were 4 green speckled frogs, glub glub. (repeat until there are no green speckled frogs.)*



- *Ten green bottles standing on a wall, ten green bottles standing on a wall and if one green bottle should accidentally fall, there'll be 9 green bottles standing on the wall.*

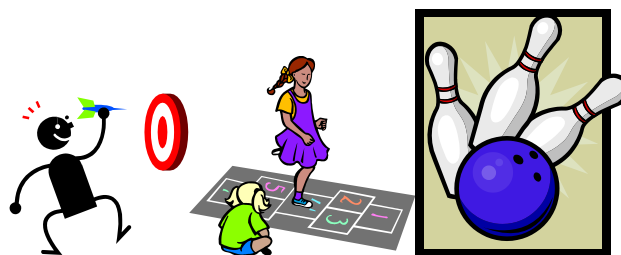


- *5 little men in a flying saucer, flew round the world one day. They looked left and right, but they didn't like the sight, so 1 man flew away, zooooom! 4 little men in a flying saucer ... etc.*



- *Other rhymes include: 5 little ducks went swimming one day, 10 fat sausages sizzling in a pan etc. Other rhymes and interactive versions can be found online and on certain app stores by searching for counting songs and rhymes.*

*Play games that involve elements of simple counting and addition and subtraction such as skittles, hop scotch and other target games.*



*Look for meaningful numbers out and about and in the environment e.g. number of age – looking for number 3's in shops, on signs etc.*

*Whilst engaged in everyday activities look for opportunities to develop their understanding of numbers 1, 2 and 3. E.g. can you collect me 2 spoons, how many sweets do you have left? Let's put 3 mats on the table, while shopping can you put 3 more apples into my bag? etc.*

### **Stage 2 (30 to 50 months)**

#### ***Main objectives***

- *Recite numbers in order to 10*
- *Know that numbers identify how many are in a set*
- *Sometimes match number and quantity*
- *Begin to realise other things can be counted such as claps, jumps, steps etc.*

#### ***How to help***

- *Continue with all the activities from stage 1 but aim to increase the numbers range used from 1 to 10 once stage one is secure and your child is confident with numbers 1, 2 and 3 then 4 and 5.*
- *Encourage your child to count whilst engaged in simple everyday tasks such as counting up or down steps, how many times can you hop on 1 leg? Can you clap 4 times, how many times does the microwave beep? How many knives and forks are on the table? Etc.*
- *Use number language in everyday activities. Model the use of this language e.g. how many books can we fit onto this shelf? I have --*

*and you have \_\_ how many have we got altogether? Who has got the most/least? Etc.*

- *Look for counting opportunities where the objects to be counted may or may not be able to be moved and may or may not be in a regular arrangement. Model touching and counting each number out loud as they touch the object and ensuring they only count each object once.*
- *Look for numbers on everyday items such as clock faces, remote controls, games consoles, game boards etc. Encourage children to become involved with using the numbers e.g. can you press 6, 1, 4 on the remote control please? What number is the big hand pointing to?*



- *Encourage children to draw and make marks linked to their number knowledge. E.g. How many people live in our house...can you draw them all? Tick lists for completing daily chores/jobs etc.*
- *Give children reasons and opportunities to count. E.g. Can you help me set the table...we need 3 spoons, 3 forks etc. Can you get a puppet for yourself and your sisters?*
- *Develop your child's awareness of zero, none or nothing. Now we've shared all the cutlery out there are none left? There are no parking spaces left...there are zero parking places. Using stories like Handa's Surprise is good for this also.*
- *When using coins out and about allow your child to help you count out the money (not the value of the coin) e.g. can you find me 3 of these 2p coins?*



### Stage 3 (40 to 60 months)

#### *Main objectives*

- *Recognise numerals to 5 then to 10.*
- *Count objects to 5 then 10 saying one number for each object, including objects that cannot be moved.*
- *Begin to count beyond 10.*
- *Count up to 6 from a larger group.*

#### *How to help*

- *All of the above activities progressing to numbers to 10 and then to 20.*
- *Encourage children to estimate before counting. An estimation is a sensible guess rather than a random number, so children should be encouraged to use what they already know about number. Use amounts of around 10 to begin estimating, perhaps offer silly suggestions to encourage your child to correct your misconception e.g. I think there are 100! Or, I think there are 2. The aim is for the child to think carefully about their suggestion e.g. I know there is more than 2 but there looks to be less than 10. The key to estimation is the thought behind the answer rather than the answer being accurate when actually counted.*
- *Provide your child with lots of interesting things to sort, order and count in their play.*



- *Have number tracks and number lines on display at child height in a place where the child plays regularly.*

- *Play games that include dice (with spots and /or numerals) and number tracks.*
- *Create tactile number cards e.g. made from sandpaper, velvet etc to encourage children to explore number shapes in a sensory way.*
- *There are lots of number and counting games and activities available on apps for various tablets. Please try to ensure they include English speaking narration and are suitable for the age range 3 to 5.*



*Most of all have fun with numbers!!! Children will learn about formal addition and subtraction and other formal processes when they have a solid basis and understanding of basic number knowledge. Many of the activities described in this booklet provide a basis for the more formal and standardised processes of mathematics and the children will have gained these skills in a concrete manner that will remain embedded in their thinking throughout school.*

