

# Early Number Maths Workshop



*Aim of the workshop:*

- *Explain early number concepts*
- *Share ideas and activities that you can do at home*

# Attitudes towards maths



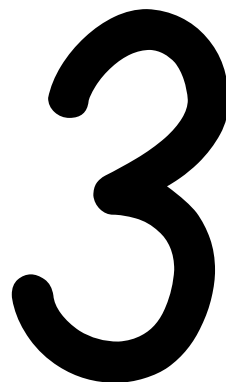
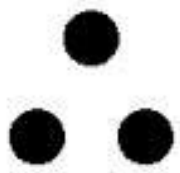
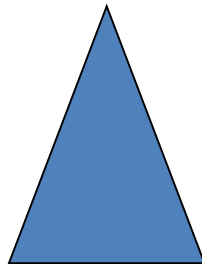
The most effective support that you can give is to be enthusiastic and excited by maths.

Did you feel that maths was a challenge?

What impact do you think this may have on your child?



*What is 3?*



- **Nominal**

Numbers that name



- **Cardinal**

Numbers that tell us how many.  
eg 6 eggs in a box



- **Ordinal**

Numbers to tell us positions eg 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

- **Measurement**

Numbers that tell us age, price, weight



*To begin with children..*



- *Learn to say number names in order*



# Alphabetland

The new number names are:

A, B, C, D,...

You must not translate these number names into banned number names one, two, three,

Count with me

Can you count from L to T?

Can you count back from G?

Can you count back from P?

Can you count in Bs?

# Alphabetland



Say the letter that comes after

B

H

O

Say the letter that comes before

K

S

O



# Alphabetland



How many fingers on one hand?  
(thumbs count)

How many fingers do you have altogether?

C + D

B + E

K - B

E + E

G - D

E + F



# Activities at home

- Practise saying the number names in order  
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Count as you walk to the shops
- Count in the car
- Count as you walk up the stairs
- Count to 10 before you turn off the light at bedtime
- Count backwards like a rocket  
10, 9, 8, 7.....
- Sing counting songs (next slide)

# Rhymes and Songs



- 1,2,3,4,5 once I caught a fish alive
- 10 in the bed
- 3 little monkeys jumping on the bed
- Three blind mice
- One two buckle my shoe
- Grand old Duke of York
- 5 little speckled frogs

# Children then need to be able to...



- Count how many objects there actually are
- Know the last number they count tells us how many there are (*cardinality*)
- Learn they have the same amount of objects whether they are in a straight line or grouped together.  
(*number conservation*)



# Counting objects

- We need to teach children how to count objects accurately.
- Point to or move objects

Children need to count objects in different positions, not just in a straight line.



Can you count the letters  
in your name?



How many times can you bounce the ball? Hop on one leg?





Can you match the 3 knives with the 3 forks?



How many objects are hiding  
in the box?



# Dropping pennies in a tin and counting the sounds



*How many bricks have you used in your tower?*



Can you put a candle on each cake?



*How many wheels on your car?*



*How many steps to get to the front door?*



# Dice patterns



# Finger







- Children need to understand that counting is useful.
- It's not just an activity a teacher asks you to do!
- Make the most of everyday opportunities that make counting relevant.

# Other counting ideas to try at home



- Count stairs as you walk up or down them
- Count plates or cutlery needed for tea
- Count out food
  - eg *Can you get me 5 biscuits please?*
  - How many potatoes on your plate?*
- Count how many steps to the front gate
- Count socks as you put them in the washing machine
- Count fingers on gloves
- Count buttons as you fasten them
- Count things in pictures when looking at books
- Count food at the shops
  - eg *Can you get me 5 carrots please?*



# Counting

- Counting is a child's first experience of number and maths.
- Learning to count can support understanding of the number system.
- It's one tool for building up calculation strategies.
- Counting backwards is no more difficult than counting forwards.
- Our maths lessons all begin with counting.

# Breaking the Chain



- Children can often say the number sequence from beginning to end, but 'breaking the chain' is more difficult.

..6, 7, 8, 9..

...13, 14, 15, 16..

....6, 5, 4, 3...

# Tricky Numbers



- Teen numbers

13, 14, 15...



- Ty numbers 20, 30, 40

- children sometimes say 20 is  
12 or 'twenteen'



- Listen carefully to how your child says the end of the number if counting beyond 10

# Common counting errors



- 10, 20, 30....70, 80, 90, **20**
- 20, **90, 80**...(rather than 20, 19, 18..)
- 2, 4, 6, 8, 10, **20**....

# Recognising Numbers



- Look at children's age, birthday cards, brothers' and sisters' ages.



*What number is on our door?  
What other numbers can you  
see?*





Find numbers on pages in books.



# Look at numbers on clocks



# Numbers on board games



# Numbers on telephones and tills.



# Numberetti





# Tricky Numbers

- 3 and 5      13 and 15      30 and 50
- 8 and 9      18 and 19      80 and 90
- 20 and 12
- Teen numbers and numbers with 1 unit

eg 13 and 31



# Writing Numbers

- Write personal numbers
  - eg their age
  - house number
  - number of people in their family
  - number of pets
  - toys (3 dolls, 1 bike)

# Writing Numbers

- In paint, water, sand, glitter, with chalk, playdough, different pens, materials, in the air





# Number formation



0 1 2 3 4 5 6 7 8 9

<https://saxonmaths.weebly.com/how-to-videos.html>

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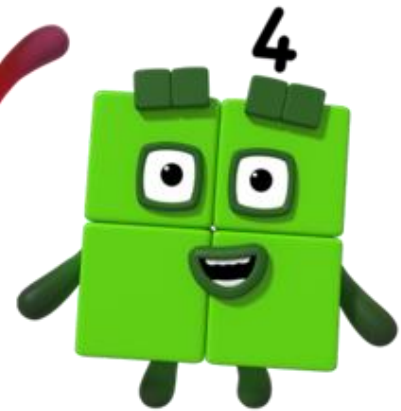
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# Cbeebies Number blocks



# What can you do now with your child?



- Practise counting to 10 out loud
- Practise recognising numbers 0 to 10
- Practise counting 1, 2, 3, 4 or 5 objects
- Practise writing numbers 0 to 10