



**ST JAMES'**

Church of England  
Primary School

**Number Stay and  
Learn**



**ST JAMES'**

Church of England  
Primary School

# Session Aims

An understanding of how we teach  
maths in Reception.

How you can help at home.



# Counting principles

**Stable order** - numbers must be said in the same order. Collaborative play where adults model counting and counting out loud with children helps them to do this.

**1:1 correspondence** – one number to one object (example).

**Cardinality** – knowing the last number counted/said is how many there are. We call this the “stop” number at school.

*Ask your child “How many are there?” after counting objects. They may have counted correctly but can they say what the stopping number was?*

**Abstraction** – counting things that cannot be seen or that are not the same (jumps, claps, different sized objects or collection of things).

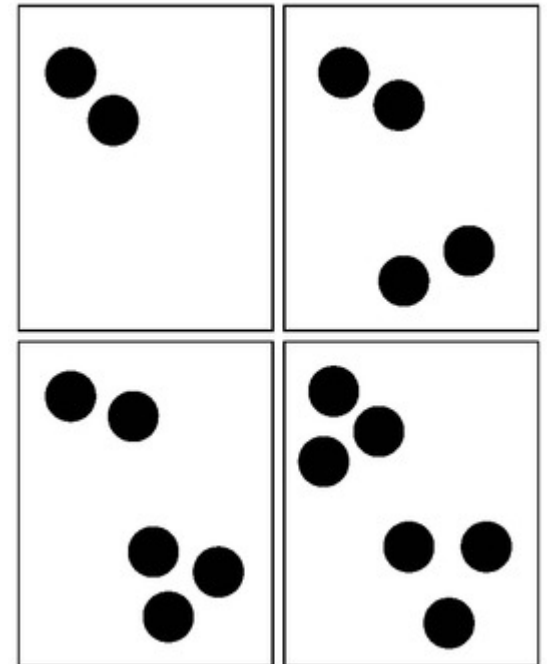
# Order irrelevance



**Order does not matter. This is a crucial piece of knowledge when calculating with much larger numbers.**

# Subitising

The ability to recognise an amount by sight.



# Subitising

“How many fingers am I holding up?”



“Can you say how many cubes there are without counting?”



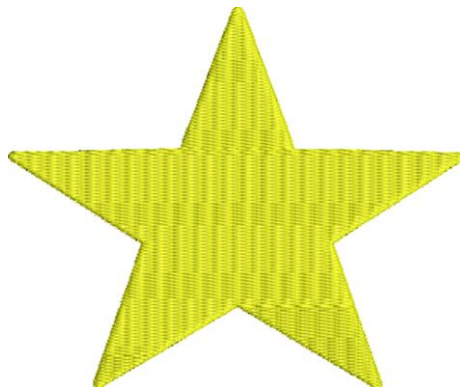
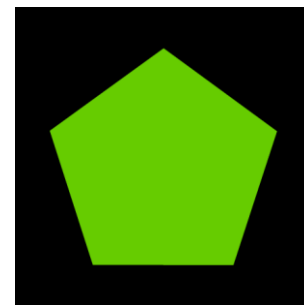
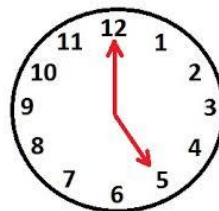
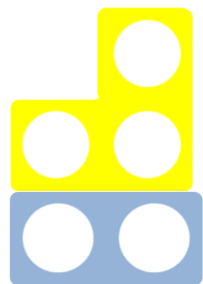


**ST JAMES'**

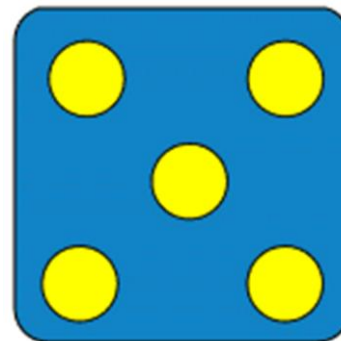
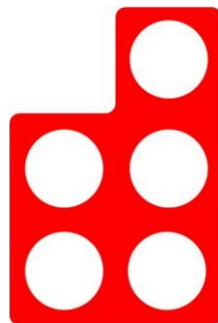
Church of England  
Primary School

# Different representations of number.

five



5





**ST JAMES'**

Church of England  
Primary School

# Numberblocks



Concepts covered on this programme.  
Counting, Cardinality, Composition  
Comparison and Change.





**ST JAMES'**  
Church of England  
Primary School

# Concrete Pictorial Abstract



**CONCRETE**



**PICTORIAL**

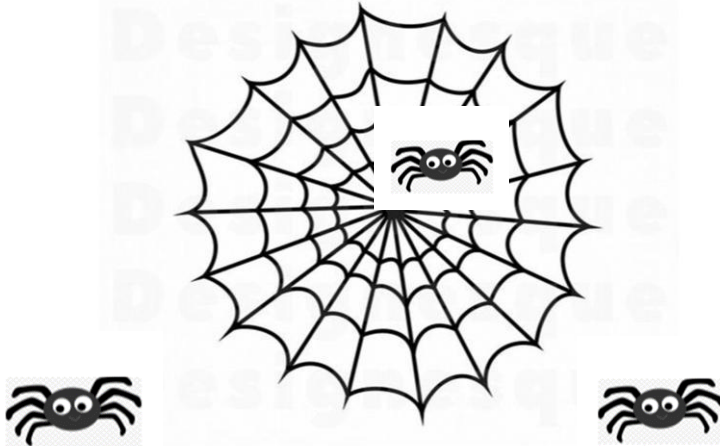
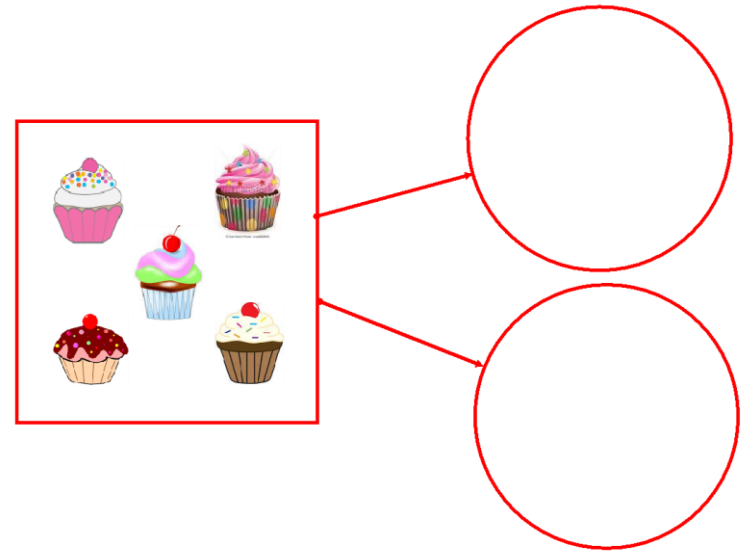
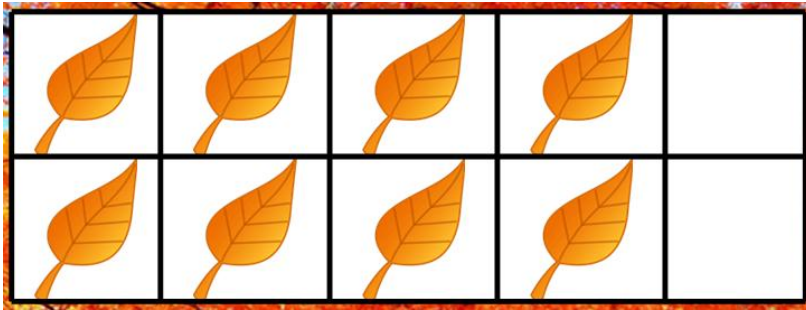
$$2 + 1 = 3$$

**ABSTRACT**



**ST JAMES'**  
Church of England  
Primary School

# Teaching the composition of number



# Subitising

“Can you say how many counters there are without counting?”



“I have collected four blocks, but Teddy is going to hide some. Close your eyes. How many are hiding under the cloth?”





**ST JAMES'**

Church of England  
Primary School

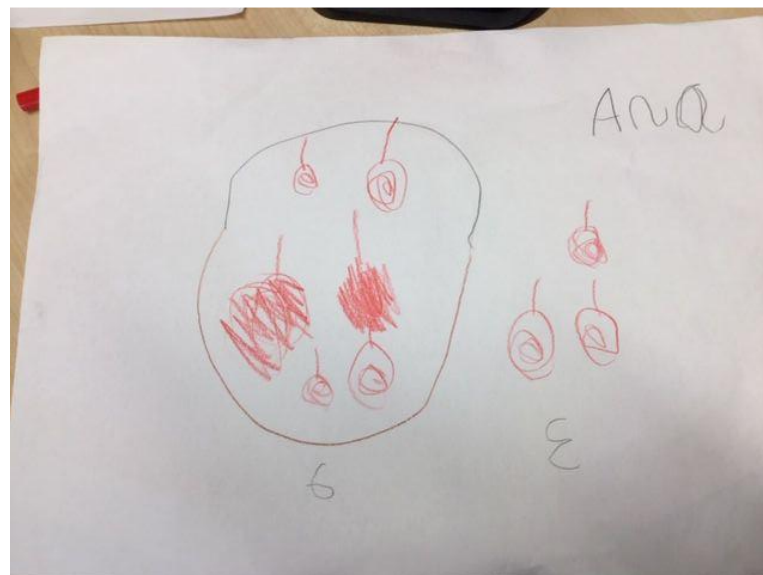
# Maths all around

Can you use the counters and ten frames to show 4?




First	Then	Now

There are 6 apples in this paper bag. Put 3 more in the bag. Can you say how many there are in the bag now, without looking inside? How could you check your answer?



## At the Frog Pond

I am going to use the picture to tell a story.



There are two  
spiders on the  
ground.

There are three  
spiders on the  
tree.

There are five  
spiders  
altogether.



# At the Frog Pond

I am going to use the picture to tell a story.



2 is a part

3 is a part

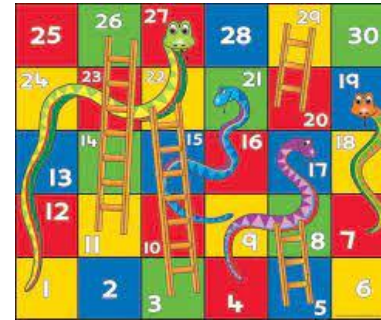
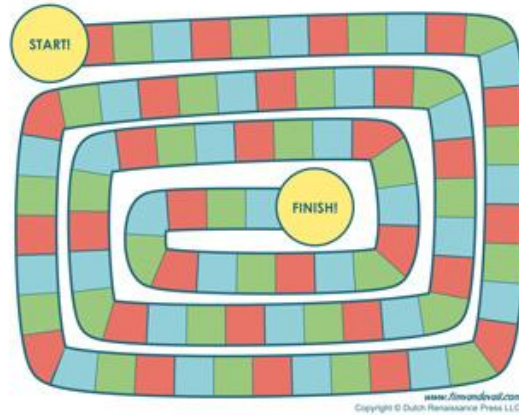
5 is the whole



**ST JAMES'**  
Church of England  
Primary School

# Counting beyond ten

## track games



## Lining up

## Self registration



## Lunch choices



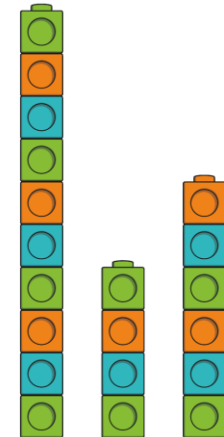


**ST JAMES'**  
Church of England  
Primary School

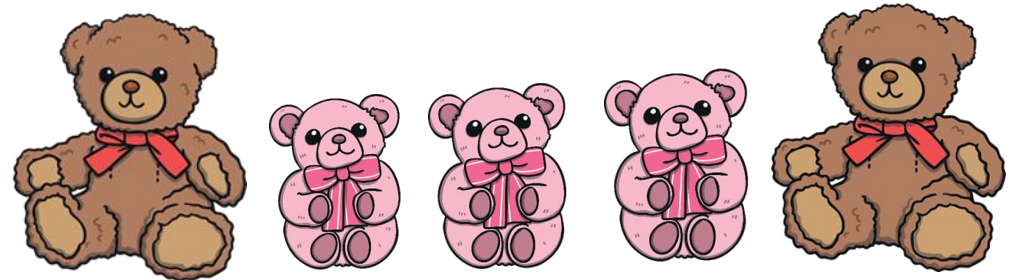
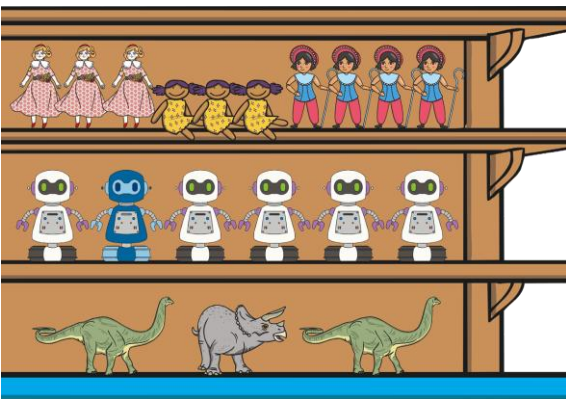
# Comparison

Which tower contains the fewest bricks?

Who has more?



Which shelf contains  
the most toys?



Are there more big teddy  
bears or small teddy bears?





# How to help at home

- board games
- card games
- matching games
- scoring, tally charts
- making up number stories that are relevant to interests
- looking for number
- One minute Maths

Most importantly...



**Be positive about  
maths!**