Red Class- Parents workshop

THURSDAY 2ND NOVEMBER 2023

Aim of today

- Understand how to use tens frames and a variety of activities with your children.

SIX KEY AREAS OF EARLY MATHEMATICS LEARNING

Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other

Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers

Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships

Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

Measures

Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

SIX KEY AREAS OF EARLY MATHEMATICS LEARNING

Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents

Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other

Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers

Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships

Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

Measures

Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

Which objectives of the early years curriculum will these games support my child with?

CARDINALITY AND COUNTING

Understanding that the cardinal value of a number refers to the quantity, or ‘howmanyness’ of things it represents.

Counting and saying number words in a sequence

Children need to know number names, initially to five, then ten, and extending to larger numbers, including crossing boundaries 19/20 and 29/30.

Counting: tagging each object with one number word

Children need lots of opportunities to count things in **irregular arrangements.**

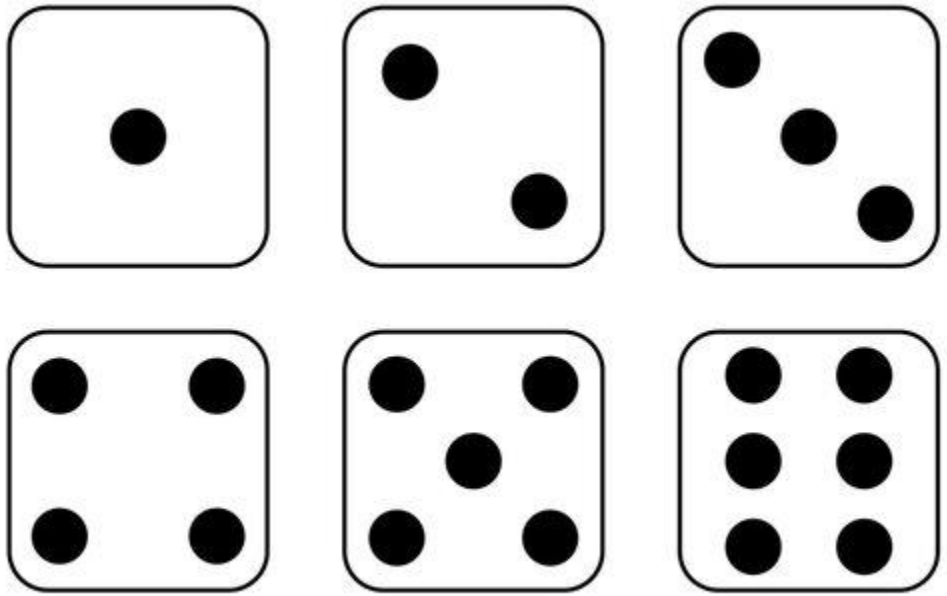
For example, how many play people are in the sandpit?

How many pieces of pasta are on the plate?

Subitising: recognising small quantities

Subitising is recognising how many things are in a group without having to count them one by one.

Children need opportunities to see regular arrangements of small quantities, e.g. a dice face,

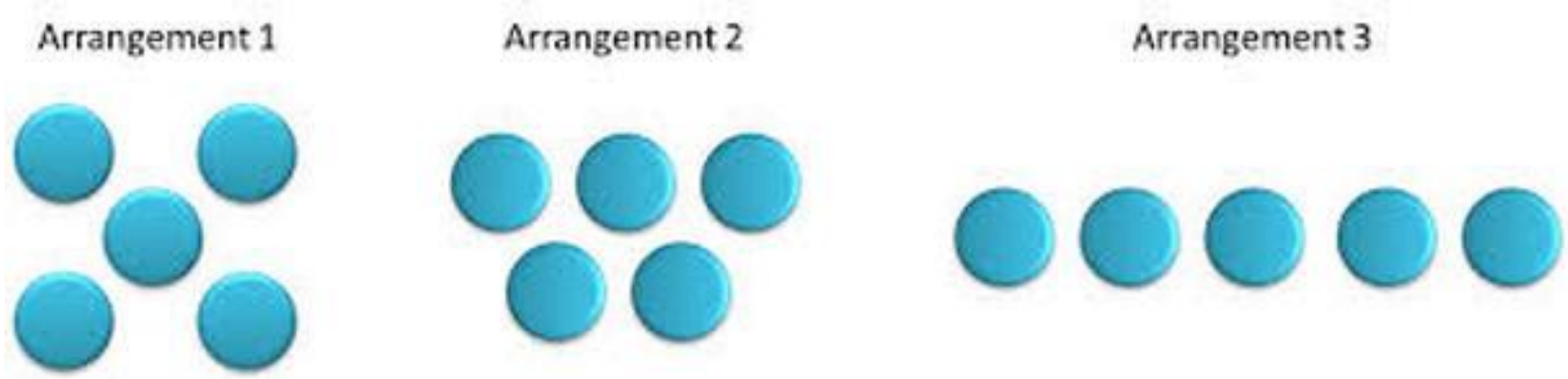


Numerals

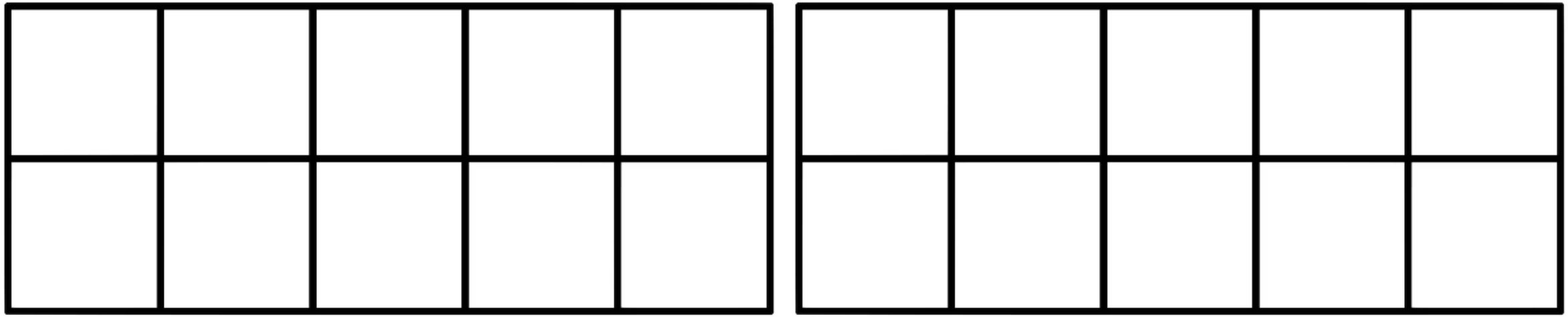
Children need to have the opportunity to match a number symbol with a number of things.

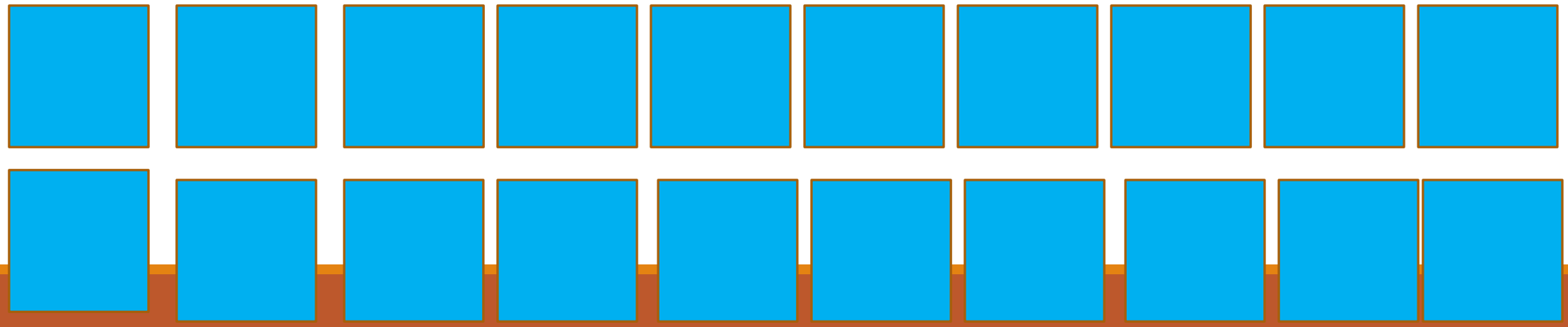
Conservation

Children need the opportunity to recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.

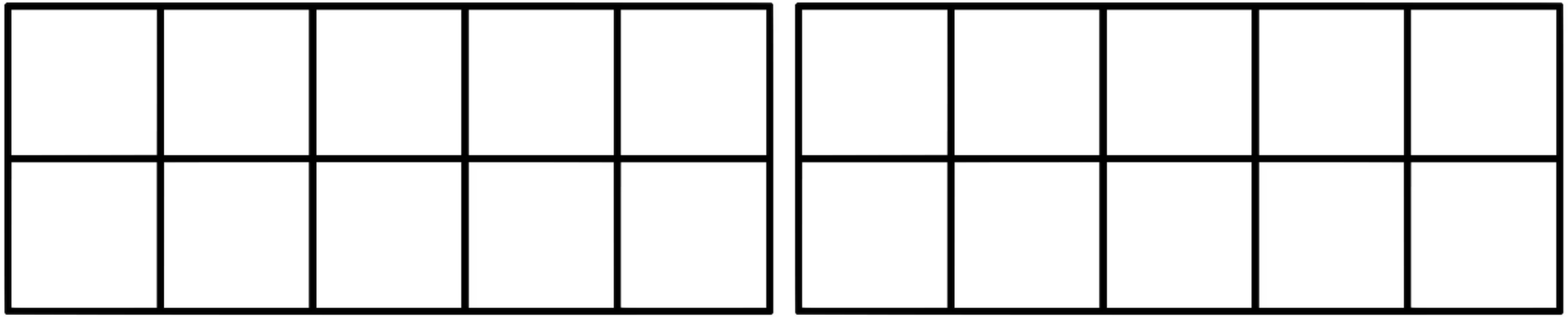


Tens Frame Packs



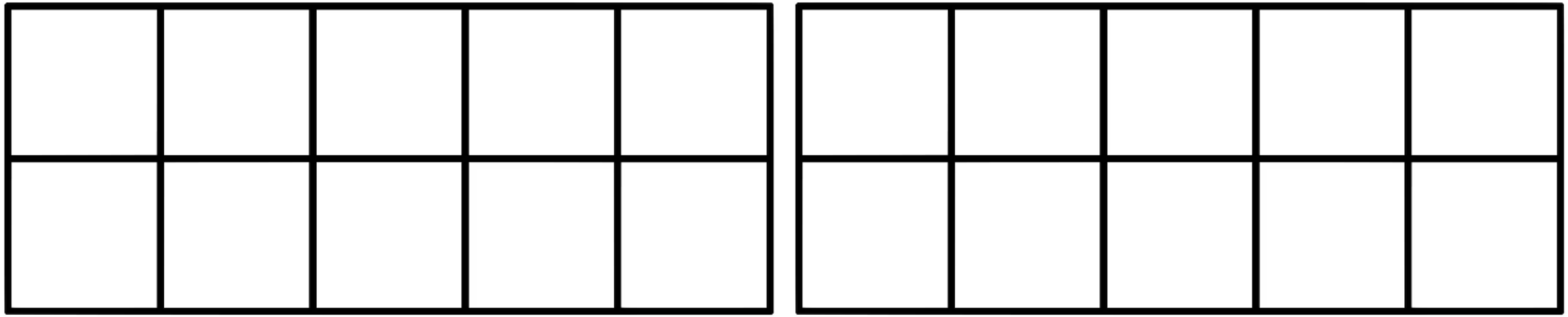


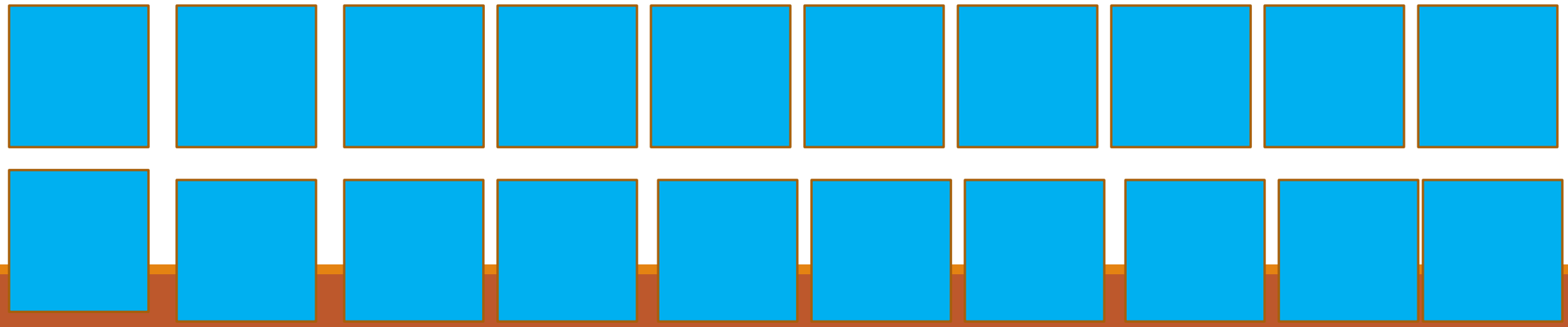
Tens Frame Packs



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

Tens Frame Packs





Activity 1

- Choose a number and count out that number of objects 1 at a time placing them onto the ten grid(s).

Activity 2

Player 1 places a number of objects on 10 grid (any number up to 10, 1 object per space).

Player 2 does the same choosing their own number.

Show each other the grids. Which grid has more/less? How many more/less?

Talk about and repeat. Explore using different counting objects.

Activity 3

Roll a dice and count that number of objects onto the ten grid.

Count the empty spaces to work out how many more you would need to make 10?

Take turns.

Activity 4

1) Roll a dice and count that number of objects onto your first grid.

2) Roll the dice again and place onto the second grid.

3) How many counters are there altogether?

Activity 4

Talk about what you can see.

"four and three makes seven"

"four is a part, three is a part, seven is the whole"

"four plus three equals seven"