# **Learning to Count**

# Maths Making Numbers Count

Establishing secure counting skills and a fascination with the number system is a key aspect of early learning and a lifelong skill. Our aim is for children to enjoy and use numbers in the world all around them.





#### **Strategy: One-to-One Counting**

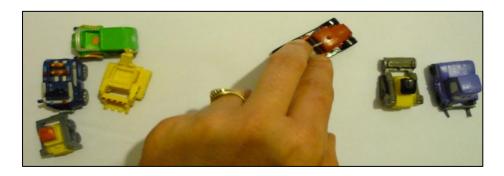
In order for children to develop secure strategies in other areas of mathematics it is vital for them to learn how to count groups of objects accurately.

We teach them two strategies:

1. Line up the objects before you count them, then count from the left to the right.



2. Move the objects from one side to another as you count them.

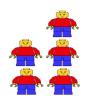


To be secure in this children must use one to one correspondance; i.e say one number name for each object they count.

#### **Strategy: Subitising**

This is another essential skill for children to learn in mathematics because it will help them to use other more efficient forms of calculating later on. **Subitising is instantly recognising an amount without needing to count**.









## **Strategy: Count All**

Addition	Subtraction
Context – I have four pencils and my friend gives me two more.	Context – I have six pencils and I give two to my friend.
1. <b>Count all</b> – 'one, two, three, <b>four.'</b>	<ol> <li>Count all - 'one, two, three, four, five, six.'</li> </ol>
2. Add two more	2. Take away two
<b>3. Count all again</b> - 'one, two, three, four, five, <u>six</u> ,'	2. <b>Count all again</b> — 'one, two, three, <u>four.'</u>

### **Strategy: Count On/Count Back**

Addition	Subtraction
Context – A rich king has five jewels; he is given three more by his friend.	Context – A rich king has eight jewels; he gives three to his friend.
The is given timee more by ms mend.	gives timee to his menu.
1. Count all 5 jewels - 'one,	1. Count all eight jewels - 'one, two,
two, three, four, <b>five.'</b>	three, four, five, six, seven <u>, <b>eight</b></u> .'
2. Add three more	2. Take away three
3. Count on - 'We had five jewels,	3. Count back – 'We had eight, we
we added three so now we have	took three away so now we have
six, seven <u>, <b>eight</b></u> .'	eight, seven, six, <u>five are left'.</u>

#### How you can help at home

- Do lots of counting!
- Take maths 'out and about'
- Go shopping, look at prices, quantities
- Play games
- Make up a little story involving numbers e.g. 'There were 5 people on the bus, then 2 people got off. How many people were left on the bus?
- Be positive about maths, never say
   'I'm not very good at maths', talk
   about maths being fascinating and
   useful, and how you love it too!













