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.

Ofsted Outstanding School 2014|2015

Stoke Hill Federation

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**.

    and

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. **Count all** – 'one, two, three, **four.'**	1. **Count all** - 'one, two, three, four, five, **six**.'
2. Add two more	2. Take away two
3. **Count all again** - 'one, two, three, four, five, **six**,'	2. **Count all again** – 'one, two, three, **four.'**

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.
1. **Count all 5 jewels** – 'one, two, three, four, **five.'**	1. **Count all eight jewels** - 'one, two, three, four, five, six, seven, **eight**.'
2. Add three more	2. Take away three
3. **Count on** - 'We had five jewels, we added three so now we have six, seven, **eight**.'	3. **Count back** – 'We had eight, we took three away so now we have eight, seven, six, **five are left'.**

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!