



Hove Learning Federation

Mastering Number at Home

A workshop to support
your child's learning in
Maths



WEST HOVE
INFANT SCHOOL
A family of friends

Aims of the session

- Share with you some of the things your child will be learning in school
- Improve your confidence in helping your child with maths
- Create some games and activities for use at home
- Share with you the home learning activities



Why engage in your child's learning?

Research evidence suggests that when parents are engaged in their children's learning, outcomes for children can be improved.

The research also highlights the fact that parents feel they need more support to understand the current curriculum content and how they can support their child with their learning at home.

Desforges, C. and Abouchaar, A. (2003); Goodall, J. and Vorhaus, J. (2011); The Education Endowment Foundation (2019); Sarjeant, S. (2021)

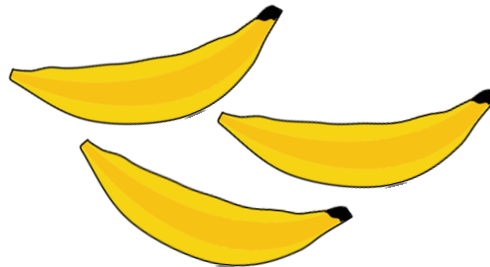
How does Mastering Number help us to teach maths in school?

The Mastering Number Programme in Reception will help your child to develop good *number sense*.

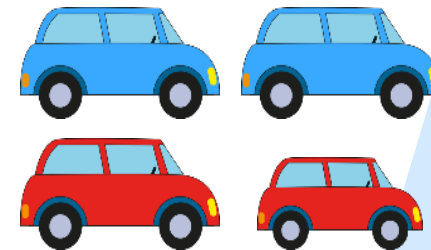
Some of the things they are learning include:



Counting



Recognising small numbers of objects and making their own collections



Know different ways to 'make' (compose) a number

LEARN

We develop our understanding of number by using a skill called subitising.

Subitising is being able to recognise an amount without having to count it. In class we call this using our 'fast eyes' while we quickly look at a picture or dot pattern and say how many there are. Remembering "Don't count, say the amount!"

Our brains are able to recognise numbers instinctively up to 5. Beyond 5, we can still recognise the amount, but we are already spotting further patterns within that amount without even realising. For example, we can work out if there is 6 of something by noticing 3 and a 3, which we know makes 6.

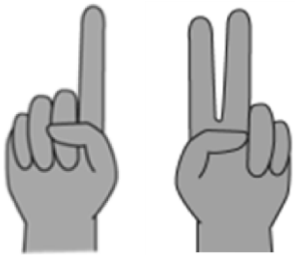
Let's try look quickly at the next image...



LEARN

We could see it was 3. It would still have been 3 if the picture showed cars or cats, because we know what 3 looks like.

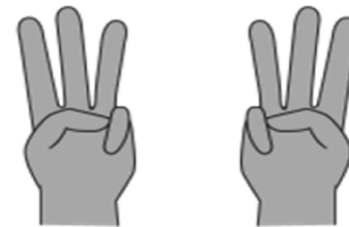
In class we show our answer using 'bunny ears', this means putting our fingers on top of our head to show the answer. Because we can't see our fingers we have to really think about it. This is developing our number sense, an understanding of what number means. So, bunny ear answers could look like this:



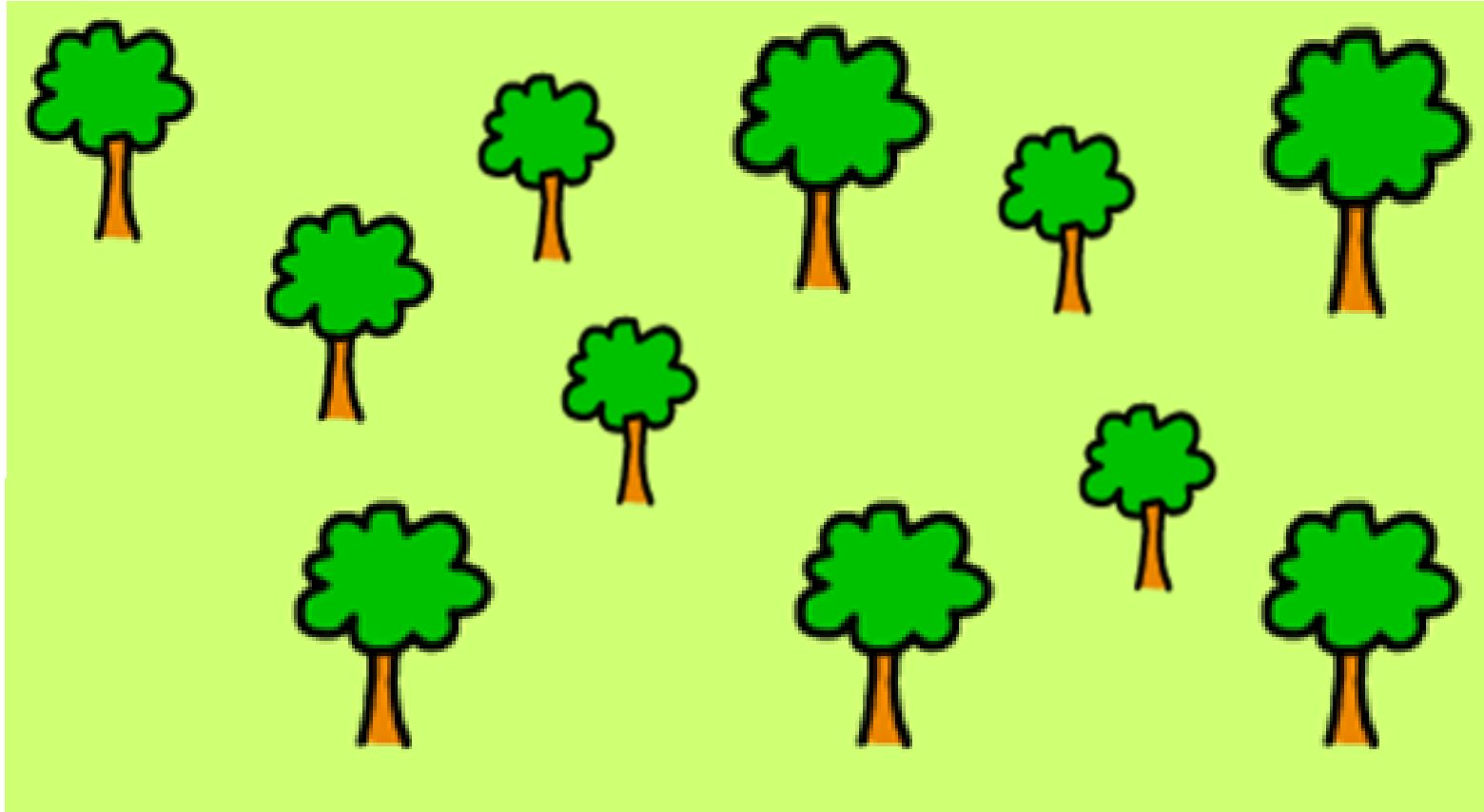
This is correct
because it shows
 $1+2$ makes 3 ✓□



This is also correct
because it shows 3
fingers on one
hand ✓□



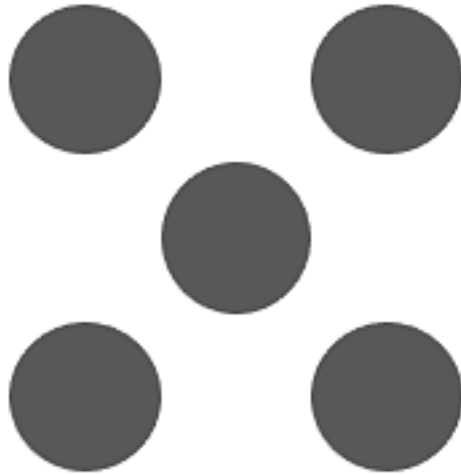
This is not correct
because it shows $3+3$
which is 6, not 3 ✗



A picture like this has too much to subitise. We would have to count these trees or look for groups within the image.

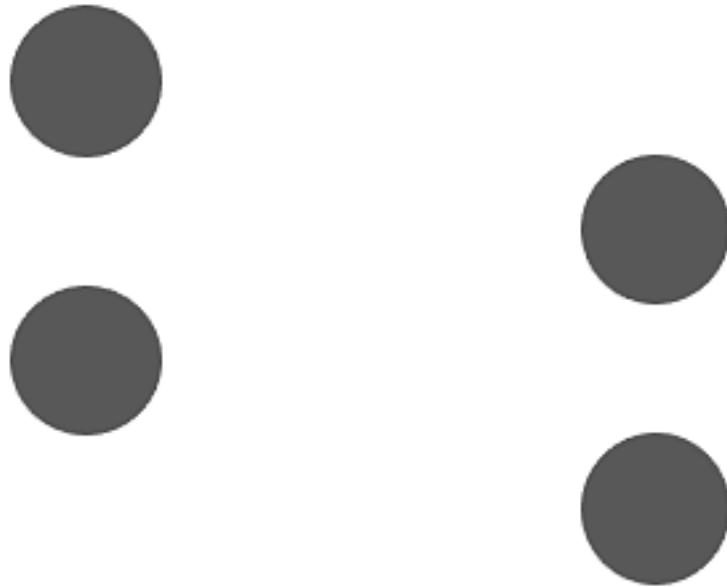
LEARN

Dice are examples of how we recognise amounts without counting.

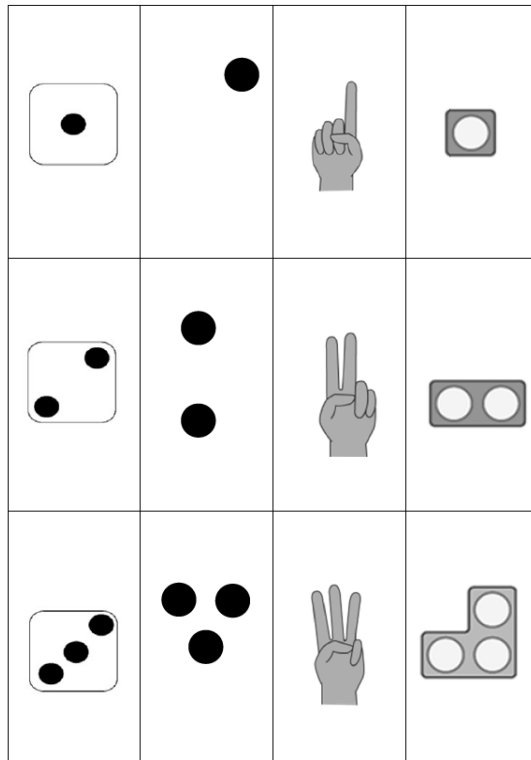


But we look at numbers in lots of different representations. Develop your child's learning further by asking how they know this is 4?

They might be able to tell you: "I know its 4 because it has 2 and 2, and 2 and 2 makes 4."



One of the games in the pack is Subitising snap.

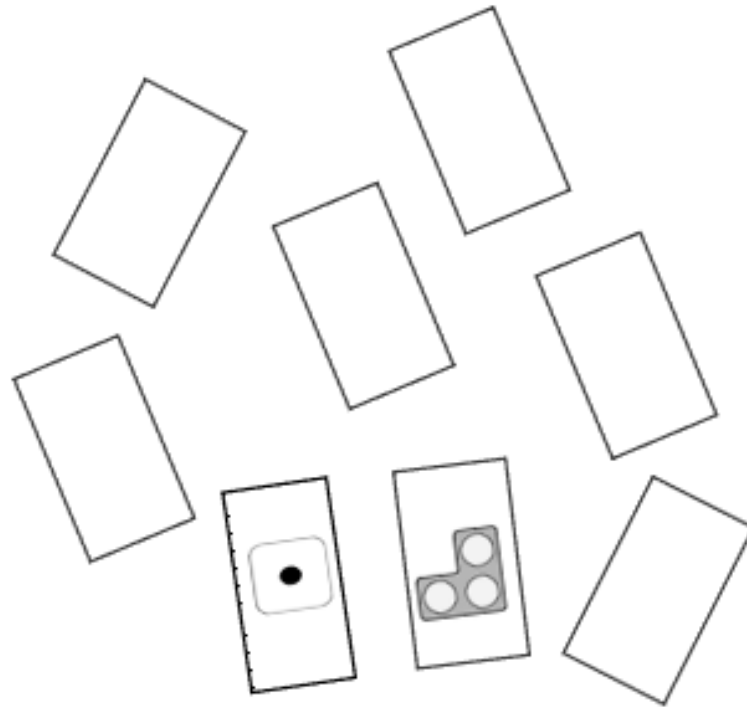


Grown-ups:

Please cut these into 12 separate cards and hand them to your child.

Children:

Please spread the cards out and place them **face-down** in front of you. (Ask the grown-up for help if unsure).



Take turns to turn two cards over and say the number you can see.

If the numbers do not match, place them back and try to remember where they are in case you need them later.



Or to make the game more of a challenge you could look for 2 cards that add up together to make 3. So, if you have a 2 ask your child ‘What will you need to make 3?’

Keep all your cards as you will need them again in week 3 when we give you more cards to play ‘Subitising to 4 snap’.

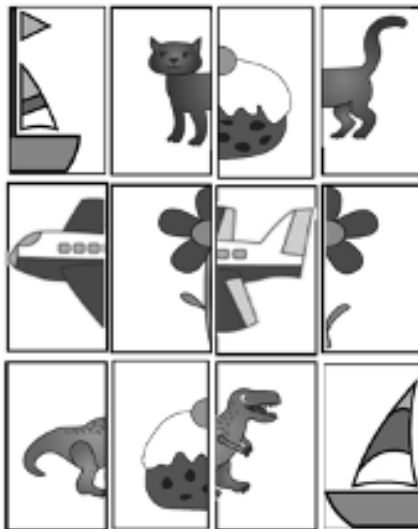
Another game we will play is Part Part Whole. We often explain that a number can be made of different parts that make the whole. But first we must make sure children understand what we mean by a part and by the word whole.

Play 'Part-part-whole'



This game ensures what part and whole mean in a mathematical sense.

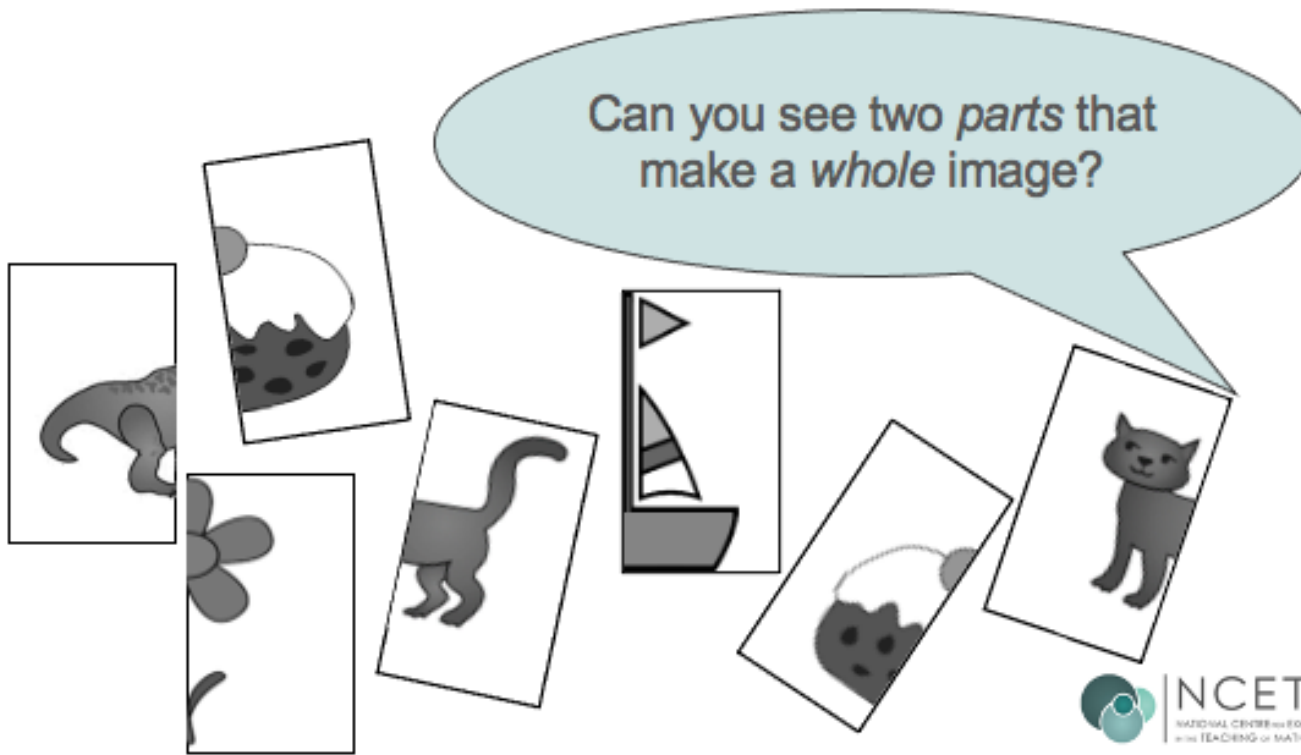
Find 2 **parts** that make a **whole**.



Cut carefully around each of the images.
Lay the cut cards face-up on a flat surface in front of you.
Take it in turns with the grown-up.
Look for two images that look like they are part of a whole.
Pick them up and say 'part' 'part'.
Put them together and say 'whole'.

Grown-ups will need to carefully cut out these cards.

Children: place the cards **face-up** so you can see the pictures and spread the cards out in front of you.



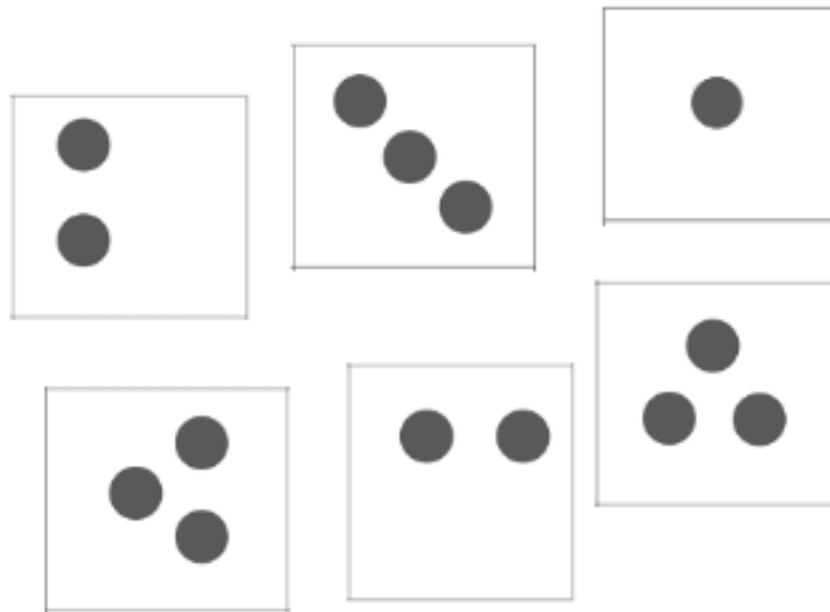
Pick up each piece and
say: 'part... part...'

Now put them together
and say: 'whole!'

Part -Part -Whole with dots

In Week 3, you will play 'part-part-whole' with dots.

One person will pick up a card, and the other person must pick up the card that will 'make 4'.



Next week we will send home a game called Frogs on a Log. This is an example of seeing a whole group and the numbers within it at the same time.

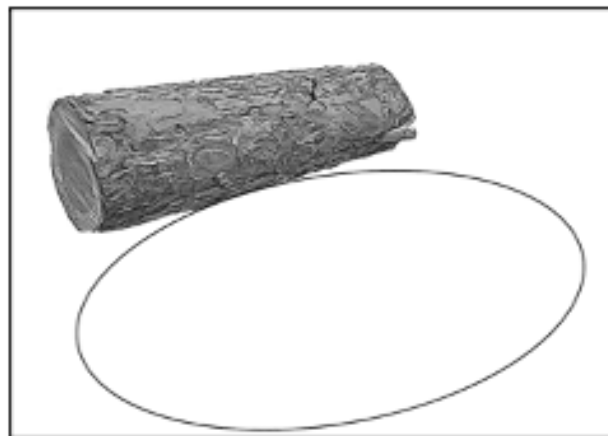
Play '3 frogs on a log'

You will need...

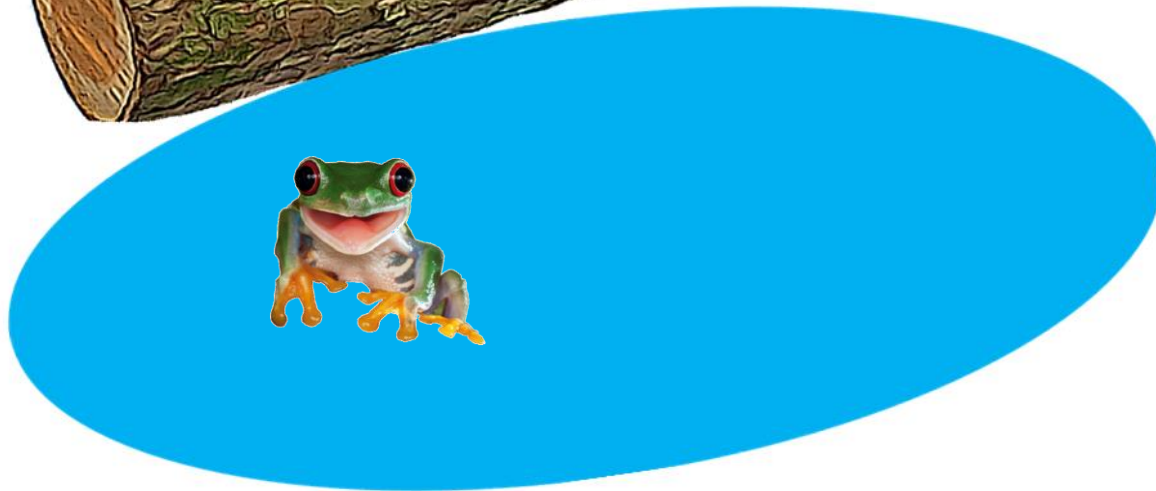


3 frogs
(counters)

The frogs on a log sheet



Move one of the counters into the pool.



Ask your child

Is it still three?

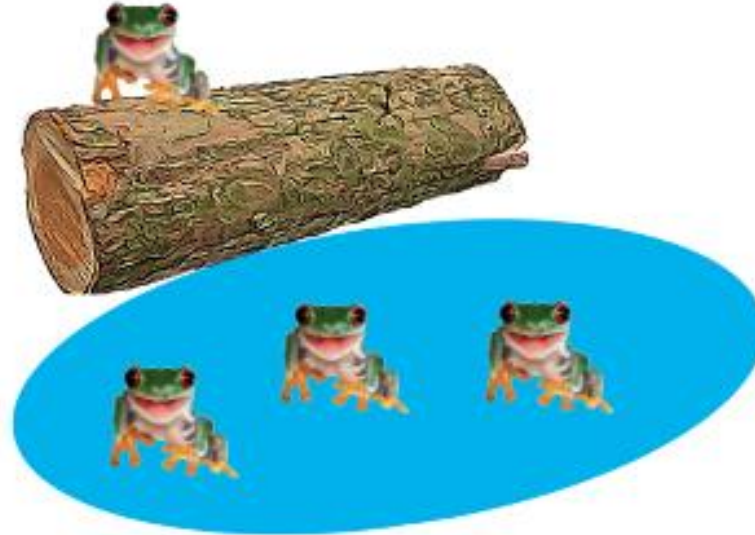
Show with your fingers:

How many are on the log? *Show on one hand*

How many in the pool? *Show on other hand.*

How many altogether? *Put both hands together.*

Keep moving frogs to show different amounts.



In Week 4, you will play this game again with 4 frogs... or even 5!

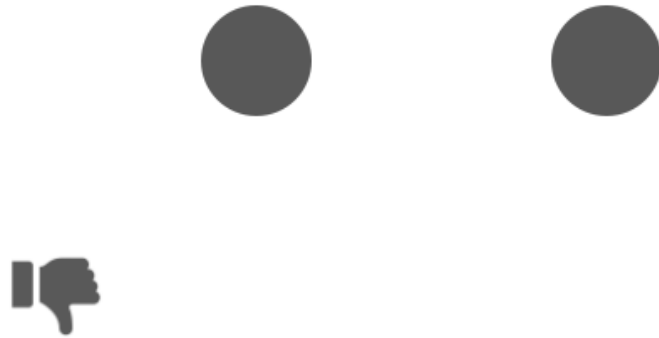
We will also be introducing a game called '3 or not 3?'

Put your thumb UP if you can see 3, and down if it is NOT 3.



Look quickly at these dots. Is it 3 or not 3?





- ▶ The focus with this game is not on telling the child (or getting the child to tell us) what the number is ... Only to say that it is NOT 3.
- ▶ So you can ask, how did you know it is not three?
- ▶ We want to encourage verbal responses, like: 'I know it's not three because it needs 1 more'

LEARN

When you're playing this at home you can use counters, coins, lego bricks or any object that you can hide.

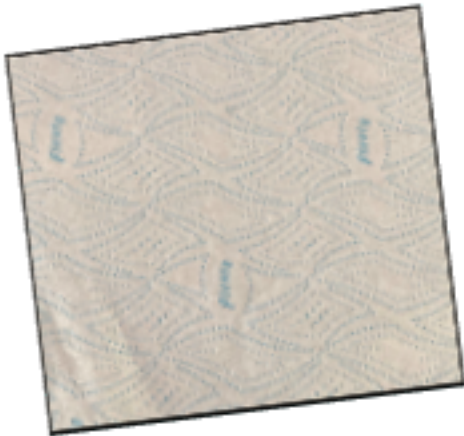
You will need 5 counters and something to cover them.



LEARN

This is another game for 'fast eyes,' so just show them quickly so they can show a thumbs up or thumbs down.

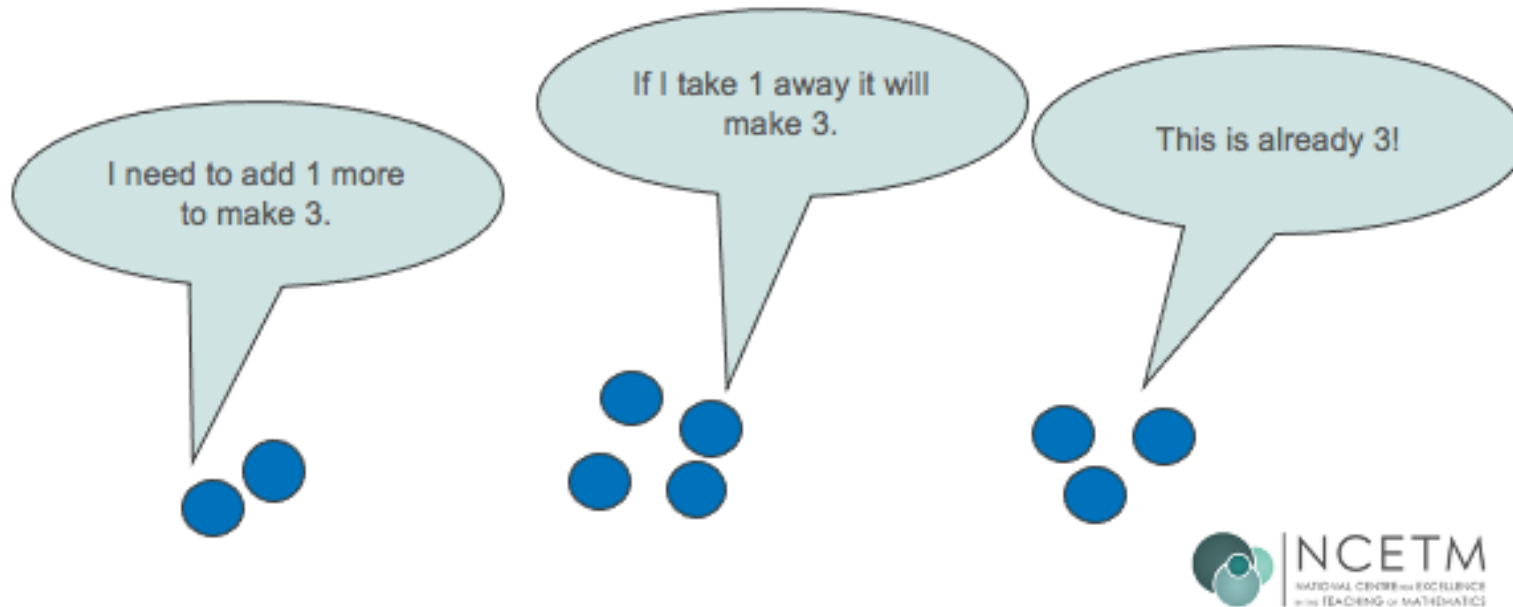
Reveal them quickly and ask your child...



3 or not 3?

To extend their understanding ask them to explain how they know. At first you might have to do this for them to model it.

Now ask: 'What do you need to do to make it 3?'



In the following weeks we will play this with different amounts '4 or not 4?', '6 or not 6?'

All children now have a Maths pack. Each Friday we will add new activities. Please keep their folders in their book bags every day.

Mastering Number at Home
Reception – Week 1

Play 'Subitising to 3 Snap'  (Monday, Wednesday and Friday) How to play • Cut out the subitising cards on the worksheet 'Subitising to 3 Snap'. • Place the cards face-down on a flat surface. • Take it in turns to turn over 2 cards at a time. • Say the numbers you see on each card. • If the numbers are the same, the player taking the turn wins the cards. If the numbers are different, the player must turn the cards face-down again. • The winner is the player with the most cards at the end of the game.	Play the 'Part-part-whole game'  (Tuesday and Thursday) How to play • Cut out the image cards on the worksheet 'Part-part-whole game'. • Place the cards face-up on a flat surface. • Take it in turns to pick 2 cards that make a whole. • Say, "part, part", as you pick up the cards, and "whole" as you put them together to make the complete image.
Other things to try at home Hiding games Hide up to 3 objects, such as acorns, blocks or small toys, under a tea towel, or under your hand. Quickly reveal the objects, then hide them again, saying, "How many?" Can your child subitise the amount without counting? Be '2-spotters' Ask your child to spot things at home that there are 2 of. Some things are often found in 2s, such as shoes or socks, but we can have 2 of anything! 	

Each week there will be an instruction sheet for 2 activities.

Try to play one activity a day for about 5 minutes.

Keep all the activities in their folders so cards and resources can be used again in the following weeks.

You will also find a diary in their pack to tick each time you play.

Mastering Number at Home
My Diary – Reception, Week 1

Please complete your diary with your grown-up every day.

Name:

Day	Activities completed (please tick)	✓	Grown-ups – comment about your child's learning
Mon	We played 'Subbising to 3 Snap'.	✓	Played the game with Aanya Jane. Found it tricky but it was fun.
Tues	We played the 'Part-part-whole game'.		
Wed	We played 'Subbising to 3 Snap'.		
Thurs	We played the 'Part-part-whole game'.		
Fri	We played 'Subbising to 3 Snap'.		

Grown-ups – please indicate how you and your child found the work this week.

Very confident  If was okay  Not too sure 

If you wish to add a comment you are welcome to. Most important is to fill in the smiley face that best describes how your child got on. We will look at these each week, then return them back to your pack.

We hope you enjoy these Maths activities!



Please feel free to speak with your child's teacher if you have any queries.