Our Number Counts Programme at SMPS is based on the following teaching:

- **Number Word Sequences**
  Verbal ability with number words
  Counting forward and backward
  Counting on or back from a given number
  Skip counting (counting by 2's, 5's, and 10's)

- **Numerals**
  Reading and writing numerals

- **Addition and subtraction**
  Visual vocabulary for counting on and back
  Focusing on concepts and the development of strategies rather than mere memorisation of number facts

- **Fingers and special patterns**
  Recognising and using spatial patterns (such as dice, dominos, and finger patterns).
  Relating quantity to numerals and verbal counting words

- **Multiplication and Division**
  The beginnings of counting groups and sharing

South Morningside Primary School

Fun with Numbers

A Guide for Parents

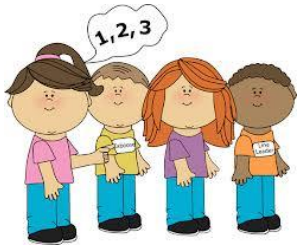
Dear Parents/carers,

Starting school is a very exciting time for you, for your child and their first teacher. We are delighted to welcome you to South Morningside Primary School and look forward to working with you and your child in the years to come.

As a parent, you are your child's first teacher. Your help at home is very important in supporting the work carried out at school.

This booklet will give you some useful and helpful ideas about how to have fun with your child as he/she develops their Numeracy and Mathematics skills.

Mathematics is one of the most important subjects that your child studies at school. Numbers are all around us and even if you don't feel yourself to be a mathematics genius, there is plenty that you can do.



Colour, Pattern and Symbols

P1 pupils look at colour patterns, shape patterns and picture patterns. Patterns serve as the cornerstone of algebraic thinking. Children watch the sun setting every day; listen to stories, songs, and verses that follow patterns; and skip over pavements laid in patterns.

Look all around you and ask:

- What is the most common colour you can see?
- What patterns can you see? What makes a pattern?
- Look high, look low. Can you spot any repeating patterns in the building you are visiting? What shapes and colours are used?
- Can you make a pattern of your own? Can you use two colours, three colours, two shapes and two colours?
- Can you spot some symbols? What can they tell you?
- Can you spot more than 10 things in your favourite colour?
- Information signs are a certain colour. Can you find out what the colour is?

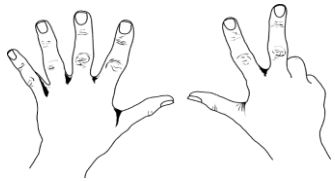
Shapes

In P1 children will be learning to recognise and name 2D and 3D shapes. We will talk about circles, triangles, squares and rectangles; spheres, pyramids, cylinders, cuboids and cubes. Talking about and naming 2D and 3D shapes you see around will be a great help.

Why not go on a shape walk

- Look around you and spot as many different 3D objects as you can, for example bins, shoe boxes, footballs, cones
- Where can you see the following 2D shapes; circle, square, triangle?
- How many cylinders can you find?
- Where might you find a sphere? Go and check if you are right.
- How many different 2D shapes can you find in a shop window?
- Can you find symbols and signs using 2D shapes?

Counting



One of the first experiences children have with numbers is "counting". Counting starts as learning a pattern of words, just like a nursery rhyme. As children's counting develops, they begin to relate the words to a quantity or number of things.

How do children learn to count and use numbers?
Children learn the pattern of counting words by repetition. Initially, this pattern may have gaps where the child leaves out a number in the sequence, or the child may invent numbers. It is common to hear a child say twenty-ten after counting to twenty-nine.

However, remembering the words for each number in the correct order is only part of the process of counting. To "count" children need to match saying the number words with the correct number of "things". Children should be given lots of opportunities to practise and explore counting groups as well as making groups.

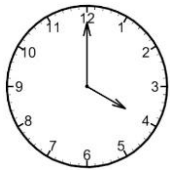
Numbers

Children also need to recognise and name numbers. In P1 a great deal of the children's time will be spent on gaining an understanding of numbers. Children will be counting everyday- forwards, backwards, finding the number before, the number after, the number of jumps between. They will also learn to count forwards and backwards in steps of 2.

You can help by counting regularly at home. Try starting and stopping at different numbers and do count to 20 and beyond. Your child can listen to the sound and pattern of counting and join in with you.

Numbers are everywhere

- What is the largest number you can see?
- Estimate how many toys you can see – then count them and check it matches
- Count each step as you travel up and down – can you count in twos, fives and tens?
- Find a long word in your book and count the letters
- What is the largest number you can see on a bus, street or birthday cards in a shop?
- Use the phone to ring Daddy, Granny etc.



Time

We give children an understanding of passing time using days of the week, months of the year and using language such as past, present and future.

In P1 we start by using an analogue and a digital clock to tell the time using o'clock. You can help your child by showing how you know the time e.g. 'The clock says 12 o'clock, let's try to get back from the shops by 1 o'clock to have lunch.' 'Your bed time is 7 o'clock. It looks like this on the clock.'

Try these the next time you are out and about:

- How many different clocks can you see? Do all the clocks look the same?
- What time did you arrive at/leave school?
- What shop did you visit first and last?
- Have a seat. How long did you sit for?
- What clues in the shops or in the park can help identify the season/time of the day?
- Find out what time the library open and closes. Are the times the same every day?

Direction

P1 children will be learning their right and left. They will gain an understanding of positional language such as behind, in front, beside, below and above.

Counting how many cups can be filled from the teapot or lemonade bottle is all part of measure work.

Enjoy playing games together such as:

- Play games such as Hokey Cokey and Twister
- Point to something on your right and then something on your left.
- Play games with toys, placing one in front of you and then behind you.
- Look around for arrows and signposts. Where do they take you?
- Can you follow the signs to the nearest toilet/fire exit?
- Can you tell someone how to find your bedroom using left and right?
- Can you tell someone how to get to school?

What can you do at home?

- Encourage your child to count the number of pegs used to hang out the washing.
- Count the number of eggs in a carton, and again after some have been removed.
- Count the number of times you and your child can throw a ball to each other without dropping it.
- Read and talk about stories and rhymes that use numbers.
- Have your child count as far as he or she is able to and then encourage your child to join you while you continue counting.
- Ask your child to start counting from a number other than one. This will help them when they need to add two groups together and can start counting from the larger group.
- Ask your child to tell you the number before or after a number.
- Play games such as Dominoes, Snakes and ladders, card games or board games involving a die with dot patterns. This will help your child to recognise patterns and count. Change the die to one showing numbers to help your child read and recognise numbers.

Money

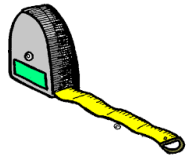
Children will gain experience of handling money and using money in play situations. They will become familiar with the different coins and use combination of coins to make amounts.

You can really help at home with this by giving children the opportunity to use money in everyday life such as giving their bus fare, paying for items in a shop or saving up their pocket money.

Shopping trip activities:

- What does this sign (£) mean? Where can we see them?
- Can you find a cash machine? How does it work?
- What does expensive mean?
- Can you find something that cost 20p?
- Find three things that cost less than £1.
- Can you select the right coins to play for something?
- What is the most expensive item you can find?
- What is the cheapest thing in your favourite shop?

Measure



In P1 we try to give our pupils an understanding of measure. We discuss length, weight and capacity. The children will start with non standard measurements such as hands, feet and bricks.

Try measuring things in different ways using different things

- Find three things that are taller/shorter than you.
- Can you find a height chart in a shop and measure your height?
- How many toys fit in a box or shelf?
- Measure the distance in paces from where you are to another room
- What is the biggest/smallest toy you can find?
- Why not use bath time to see which container holds the most water
- How many cups can be filled from the teapot or lemonade bottle