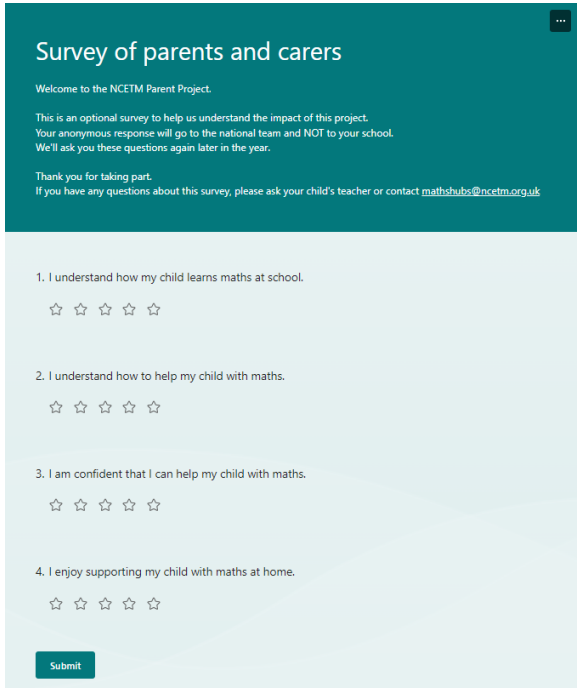
Survey for parents and carers – start of workshop

2024/25 Survey of parents and carers (baseline)

2024/25 Survey of parents and carers (baseline)



This is a short, optional, anonymous national survey to help us understand the impact of this project.
We'll ask these questions again later in the year.
Thank you for taking part.
If you have any questions about this survey, please ask your child's teacher or contact mathshubs@ncetm.org.uk

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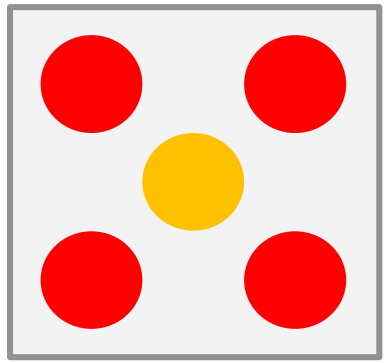
Mastering Number at Home

Reception



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Aims of the session

- To share with you some of the things your child will be learning in school
- To improve your confidence in helping your child with maths
- To create some games and activities for use at home
- To share with you the home learning activities

Why work with your child?

The help that parents give their children at home has a very significant impact on their learning.

Development Matters (2023)

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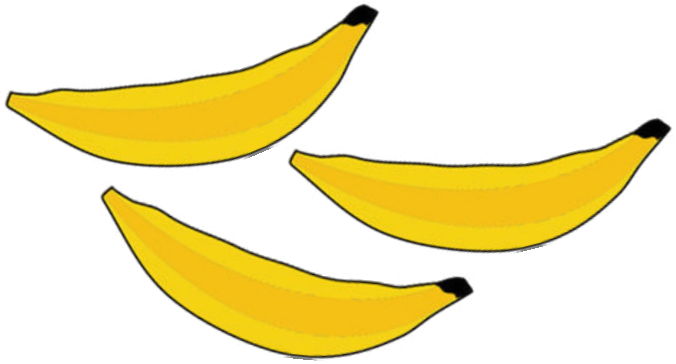
How does Mastering Number help us to teach maths in school?

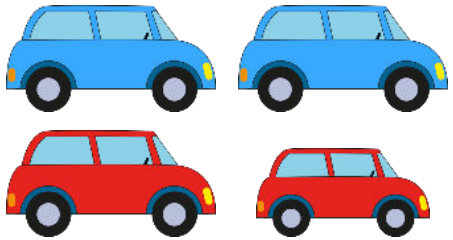
The Mastering Number Programme in Reception will help your child to develop good *number sense*.

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

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Let’s do some maths with the children!

Look out for when you can use your subitising skills! Get those fast eyes ready!

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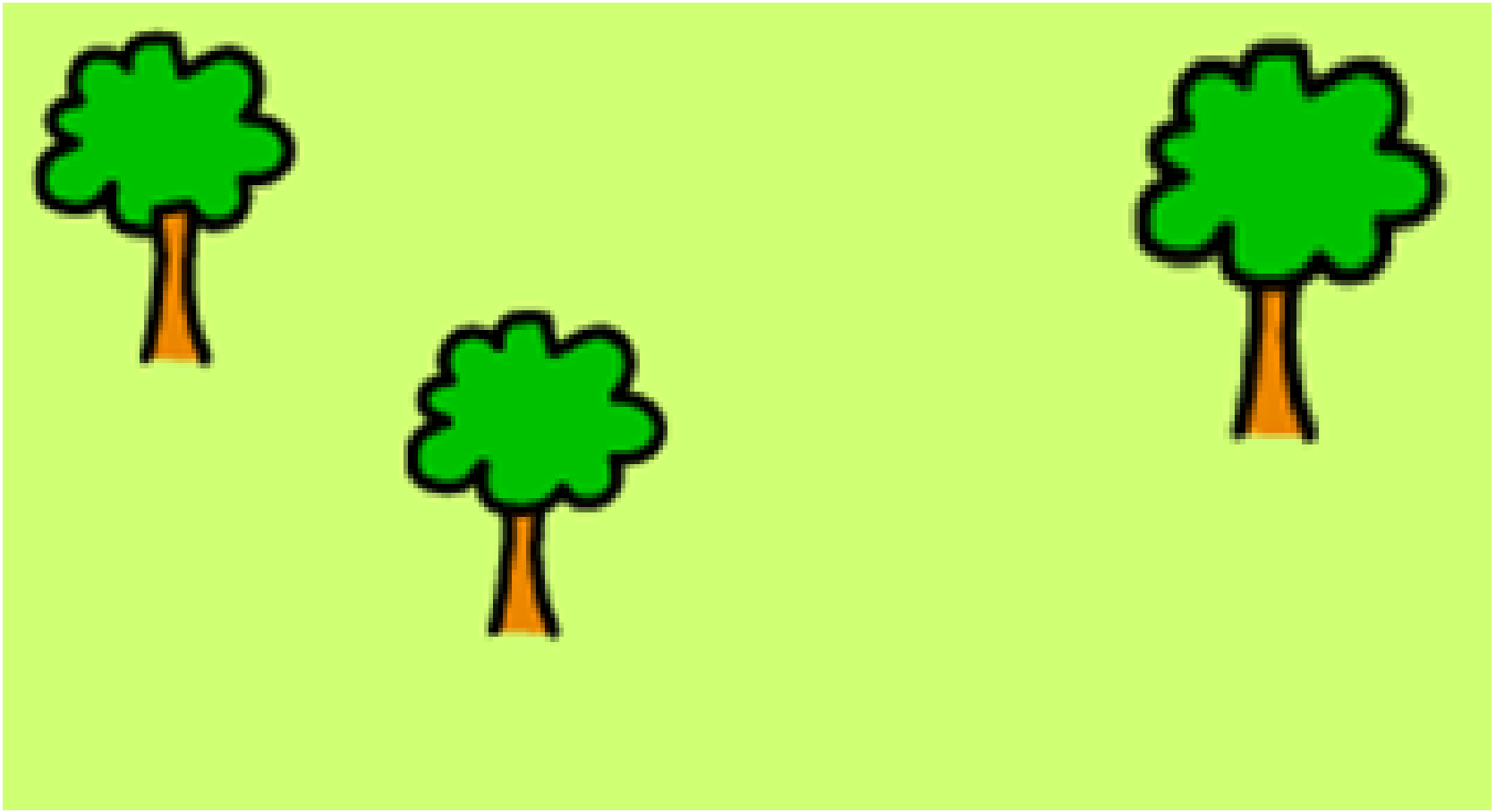

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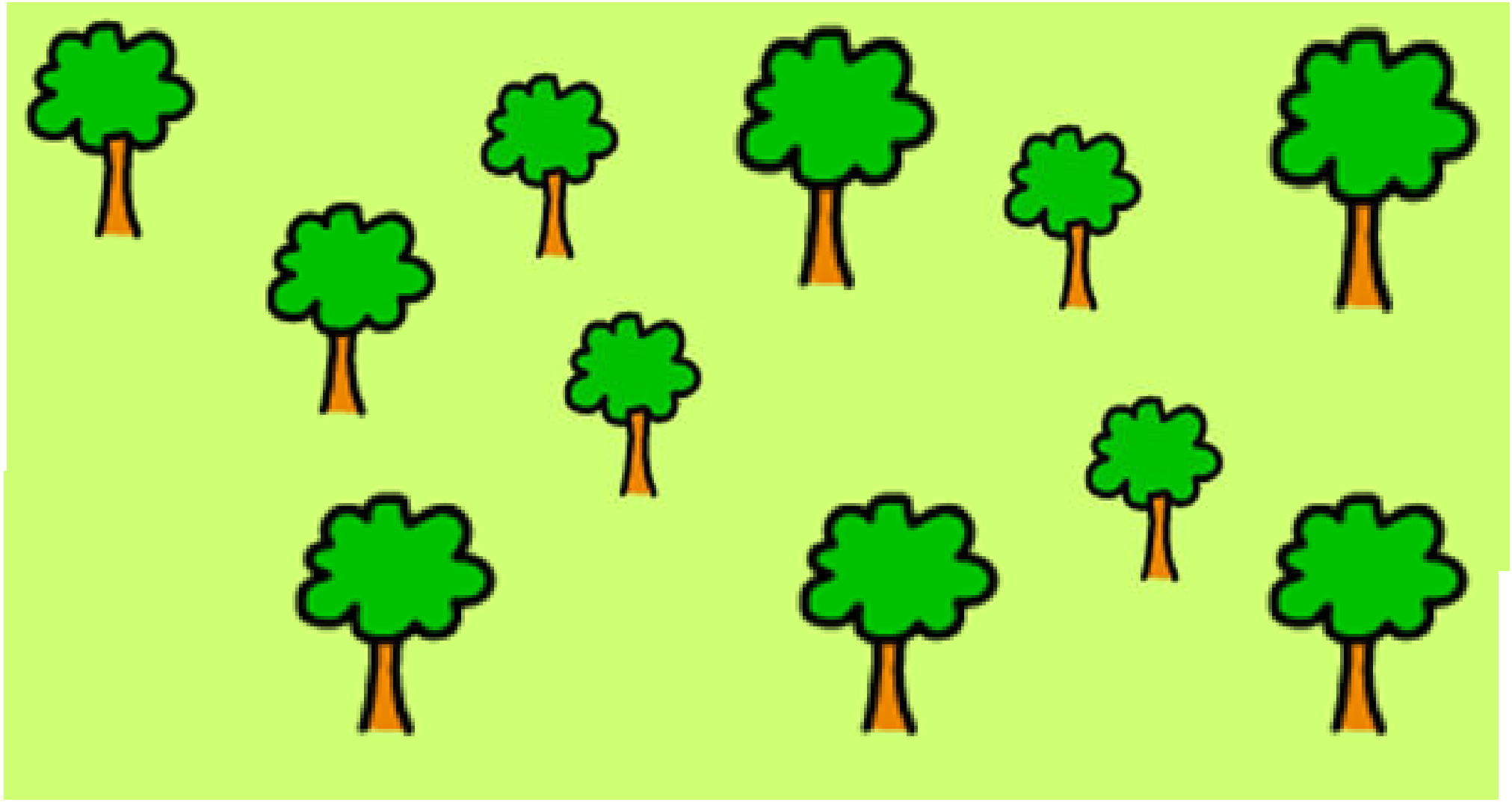

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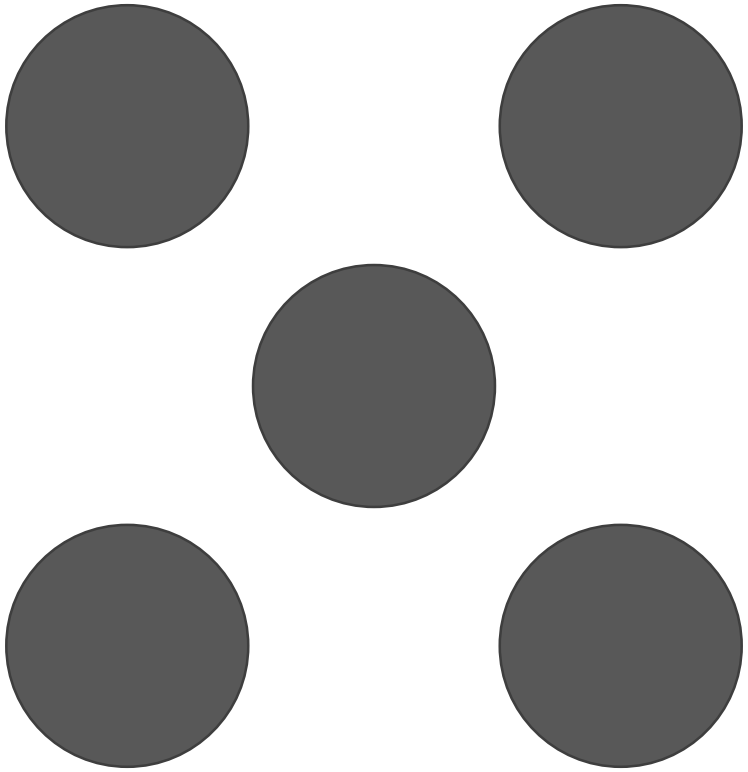

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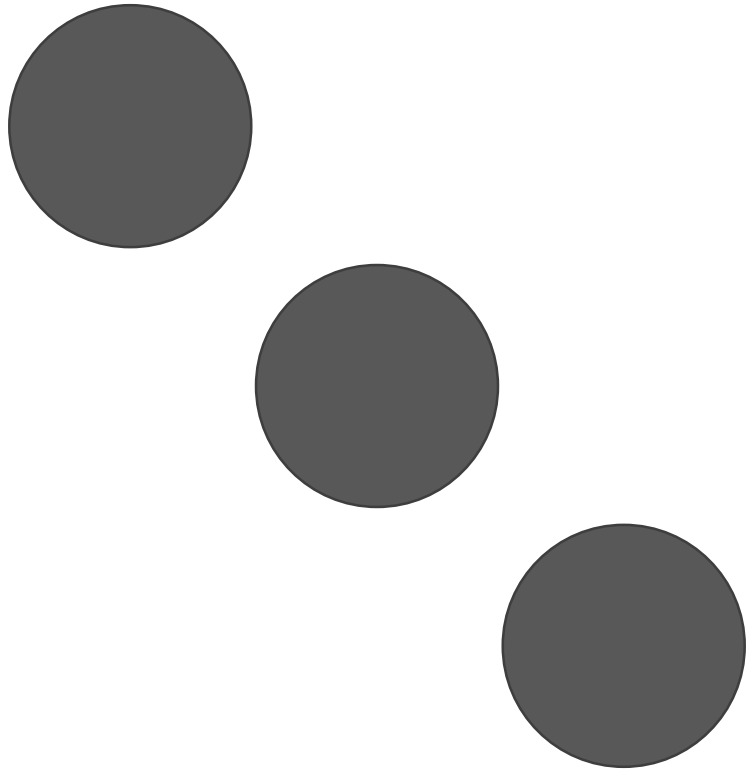

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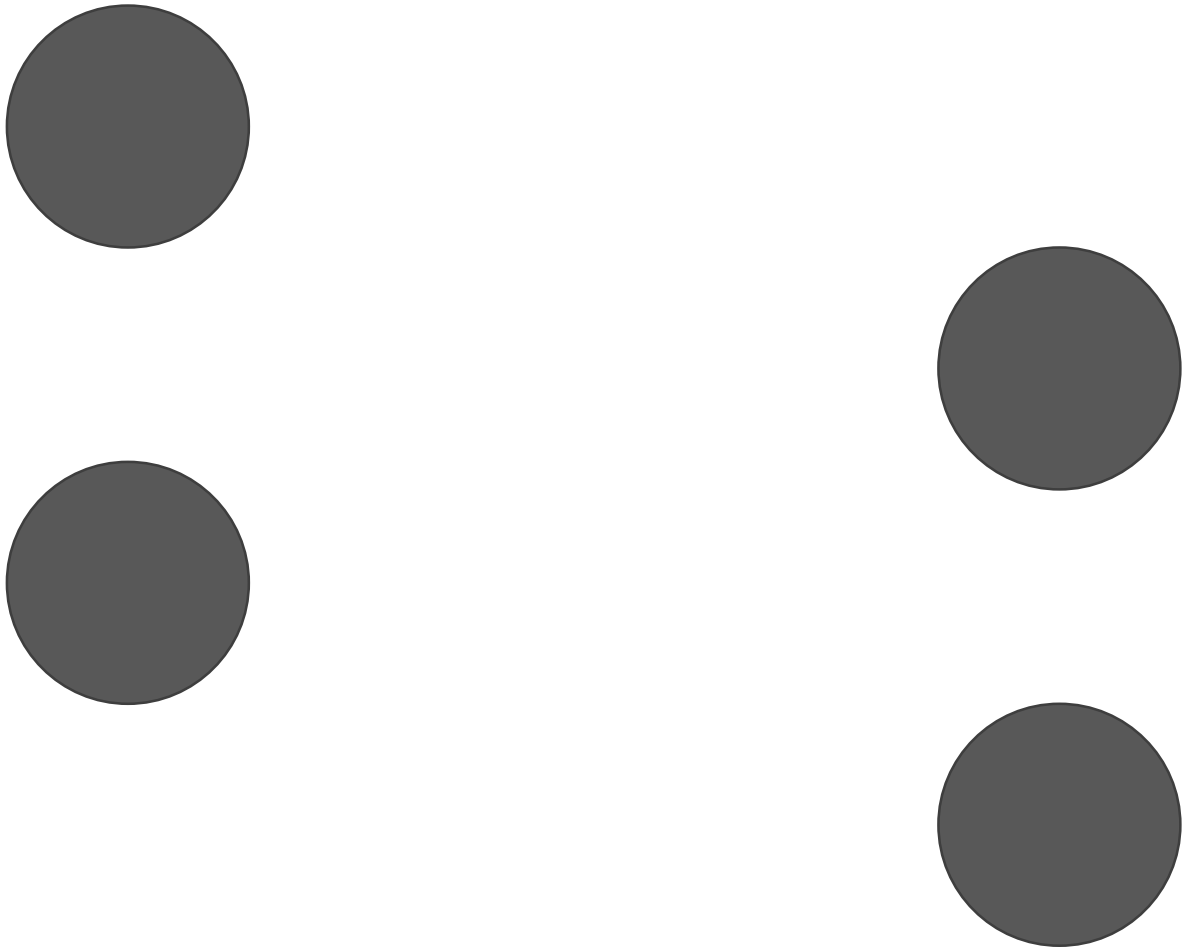

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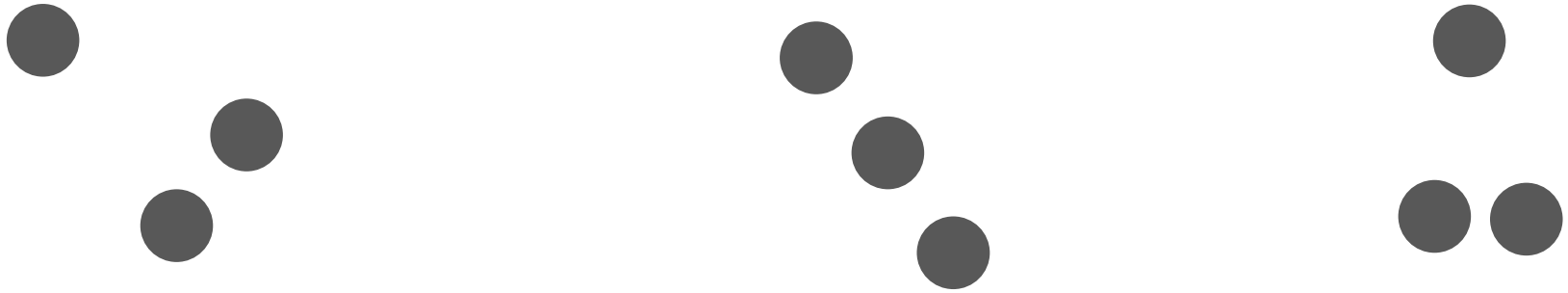
Subitising

Subitising is the ability to recognise a *small quantity* of objects *without the need to count*.

Sometimes when we subitise we can see two groups at once; if we know that 3 can be ‘made’ of 2 and 1, then we know how many there are altogether without counting.



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How will knowing how numbers are ‘made’ help?

If children know that **4 can be made of 3 and 1,** they can apply this knowledge later on to see that:

30 and 10 is 40
300 and 100 is 400
and that;
400 take away 100 is 300

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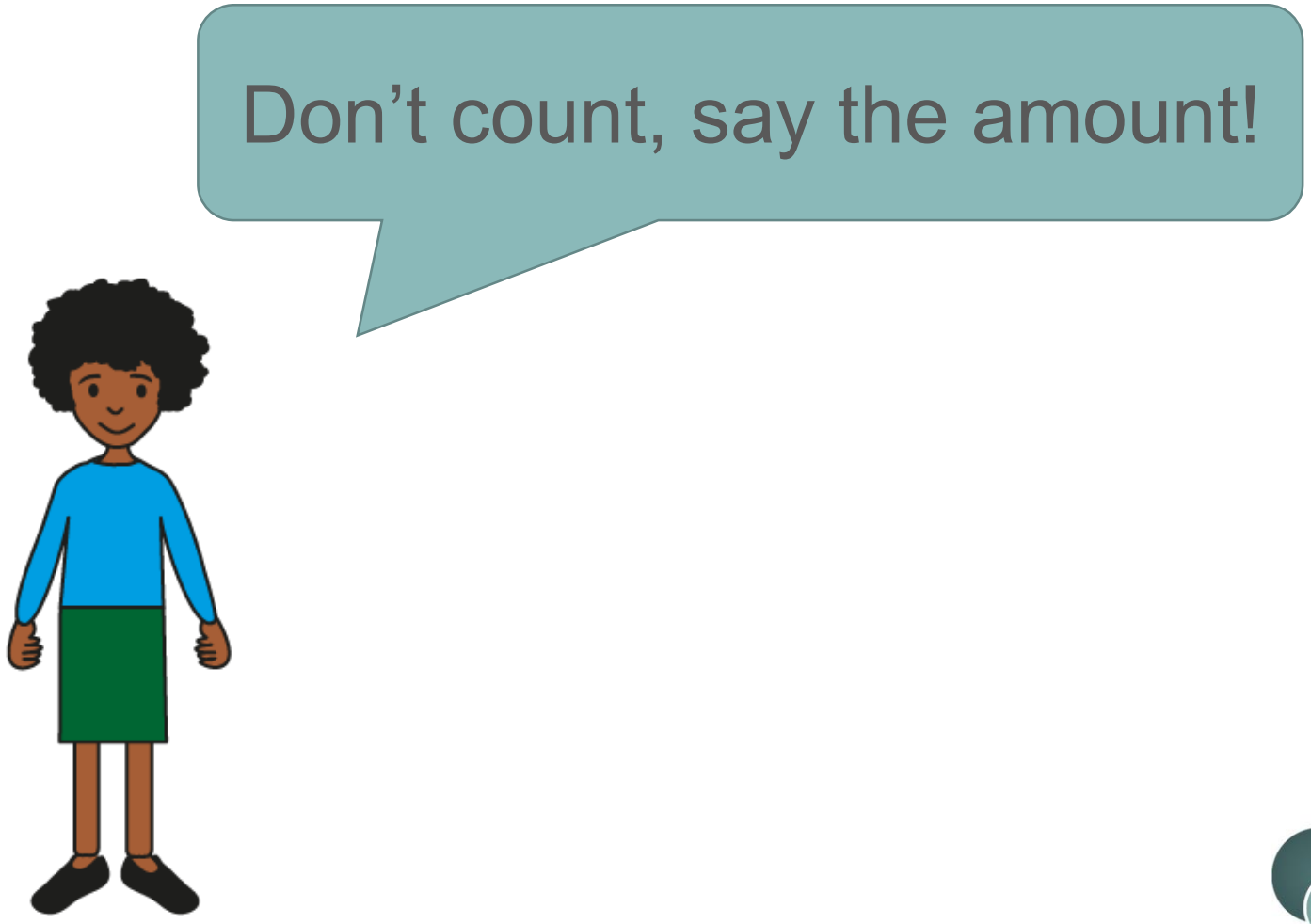
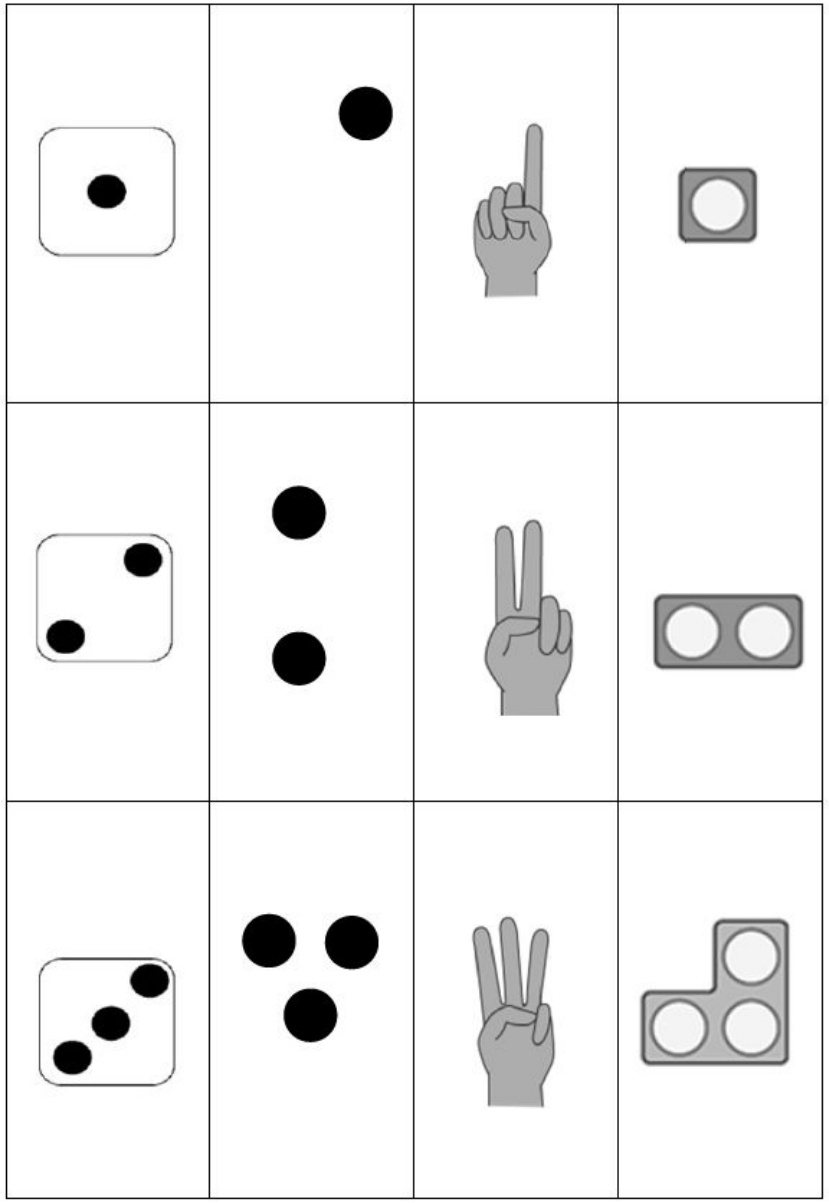
Play ‘Subitising to 3 snap’





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).

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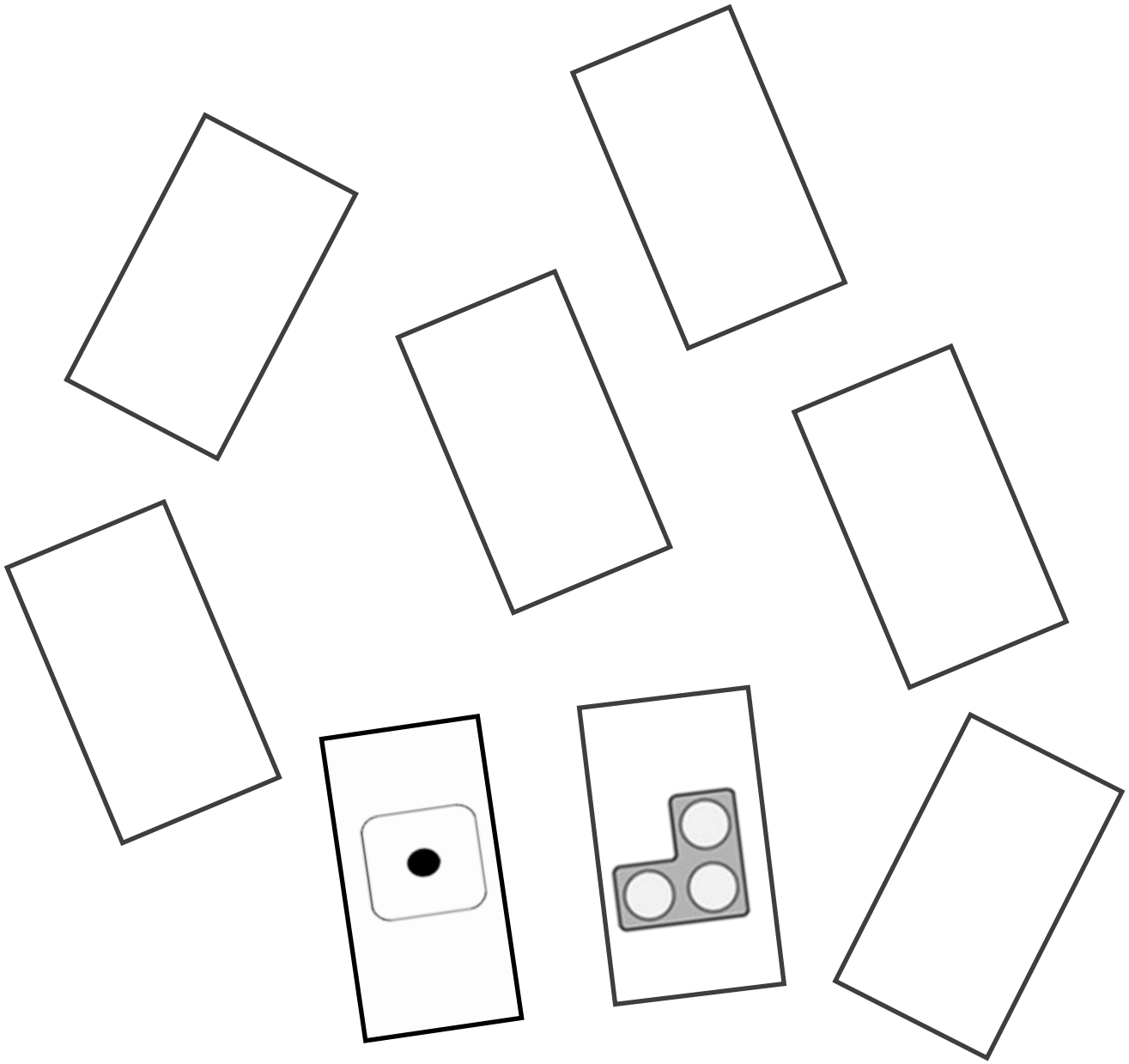

Take turns to turn two cards over and say the number you can see.

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

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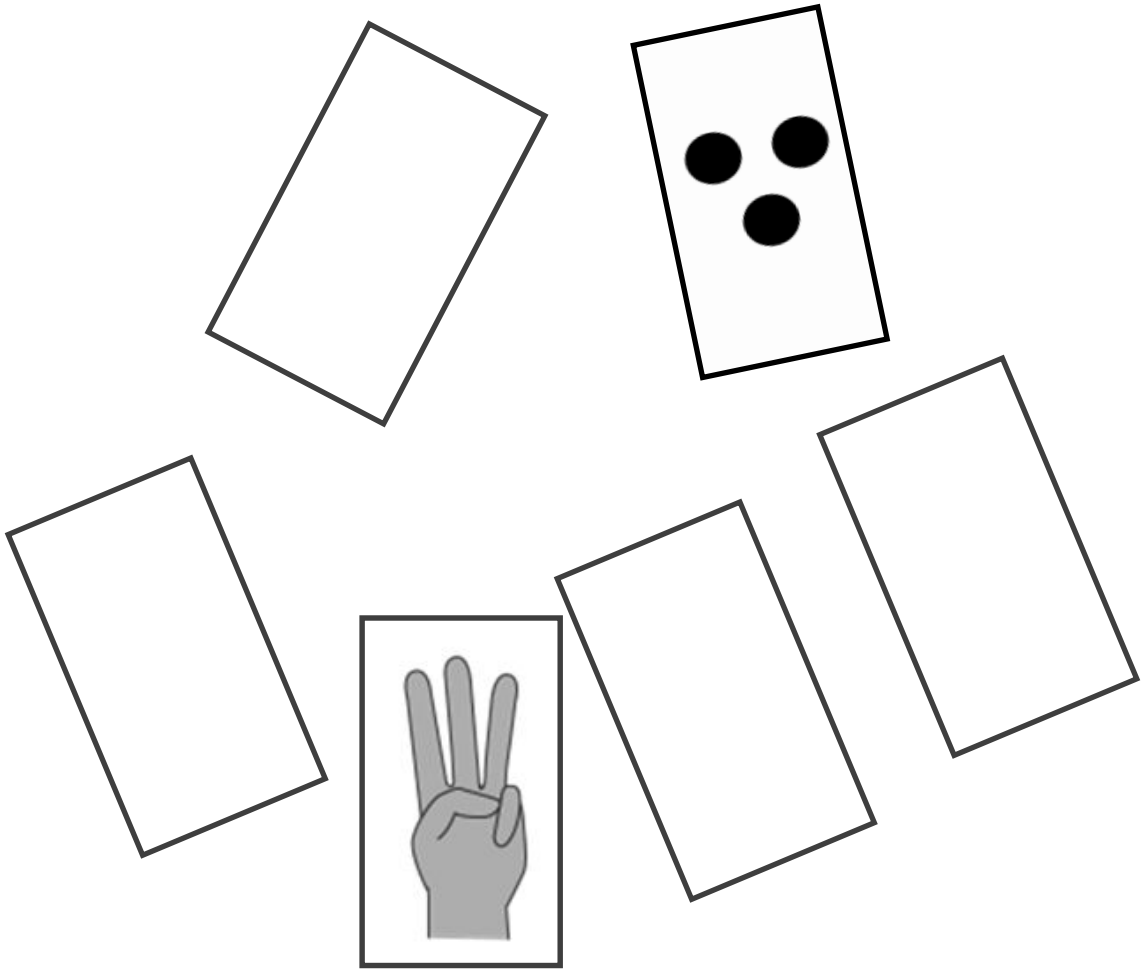

When it is your turn, if you turn over two cards that are the same, you can keep them.

The winner is the person with the most cards when they are all used up.

In Weeks 3 and 5, you will receive extra cards to practise subitising with bigger numbers. Don't throw your cards away!

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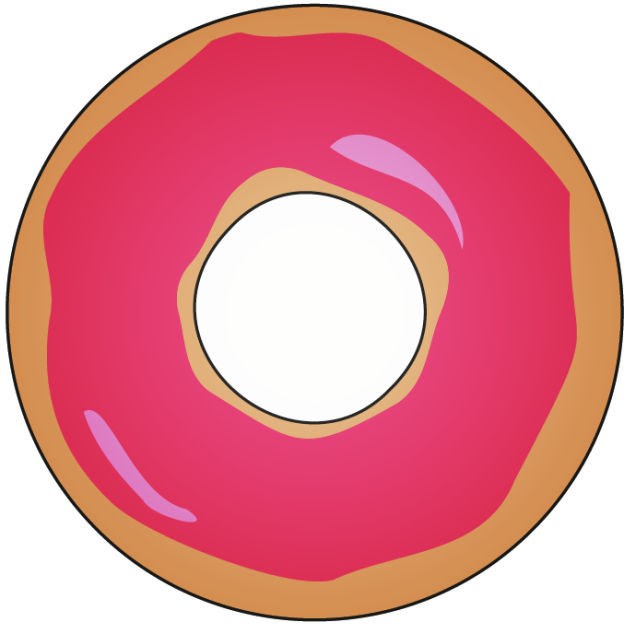
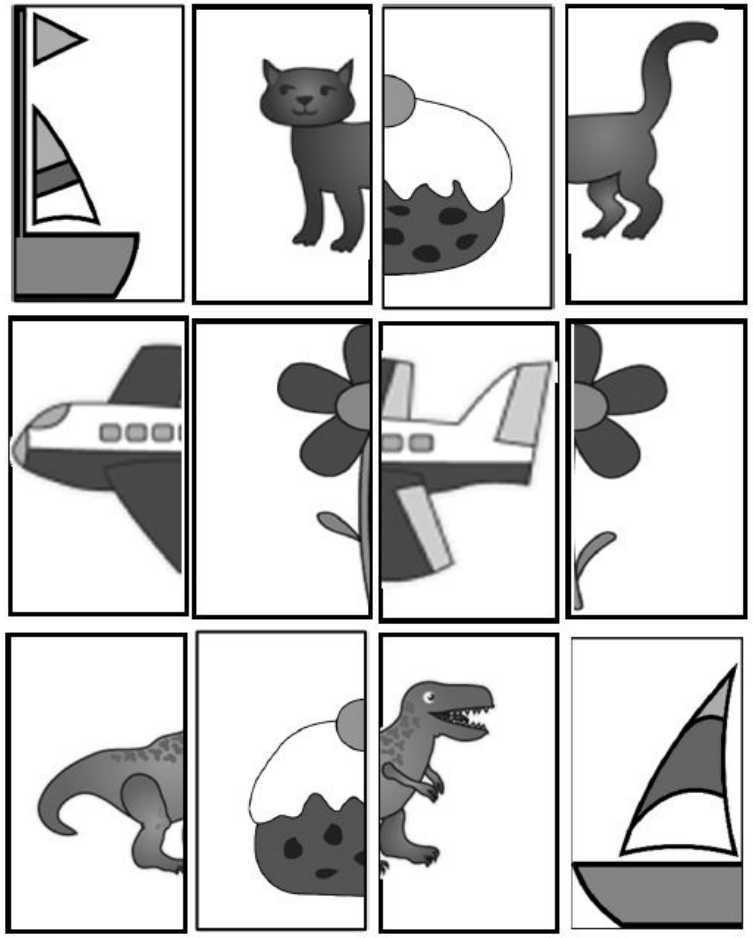
Play ‘Part-part-whole’

The ‘hole’ in the donut?



A ‘whole’ donut?

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.

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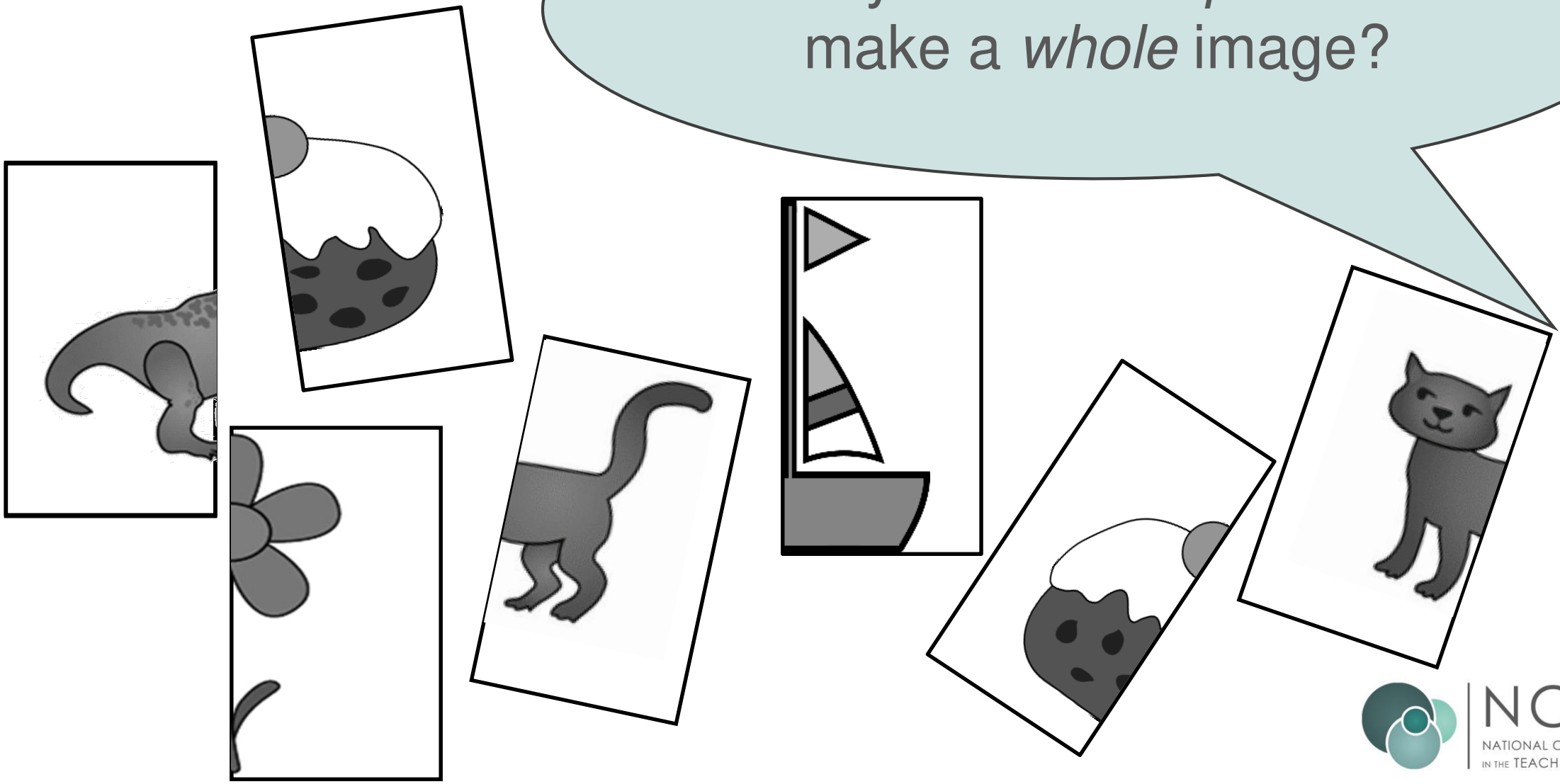
Can you see two *parts* that make a *whole* image?



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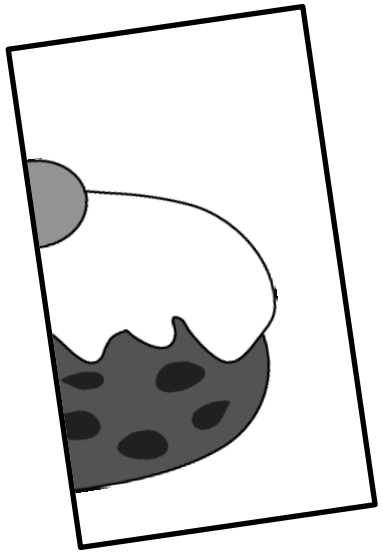
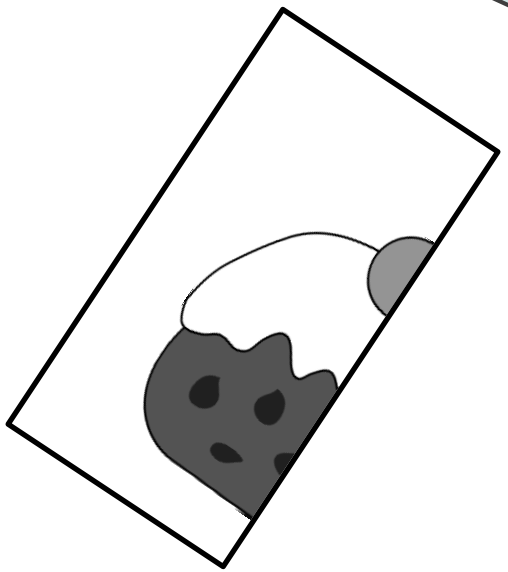
Pick up each piece and say:
‘part… part…’





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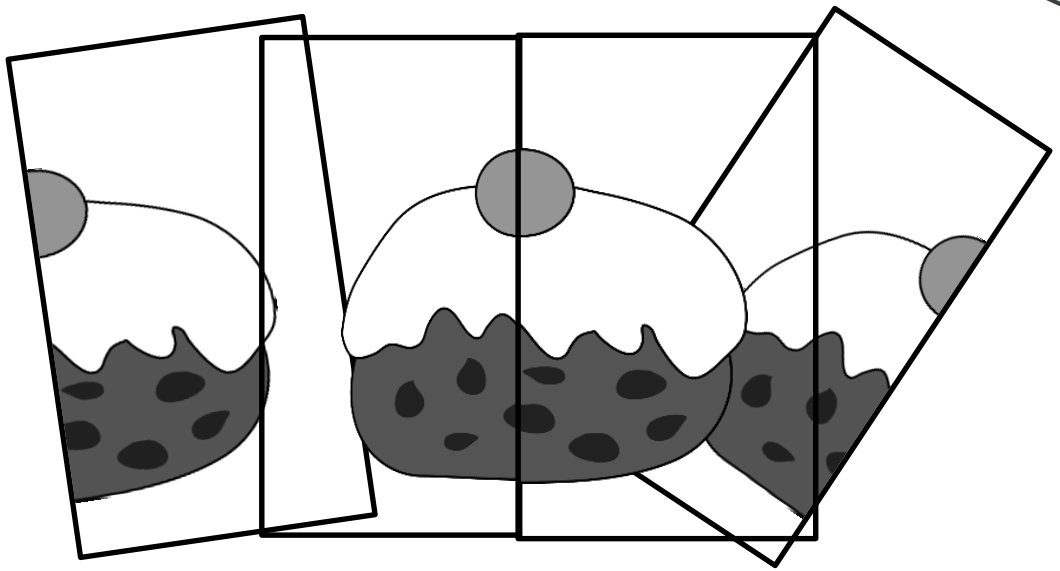
Now put them together and say: ‘whole!’

Can you find all the ‘wholes’ by doing the same?



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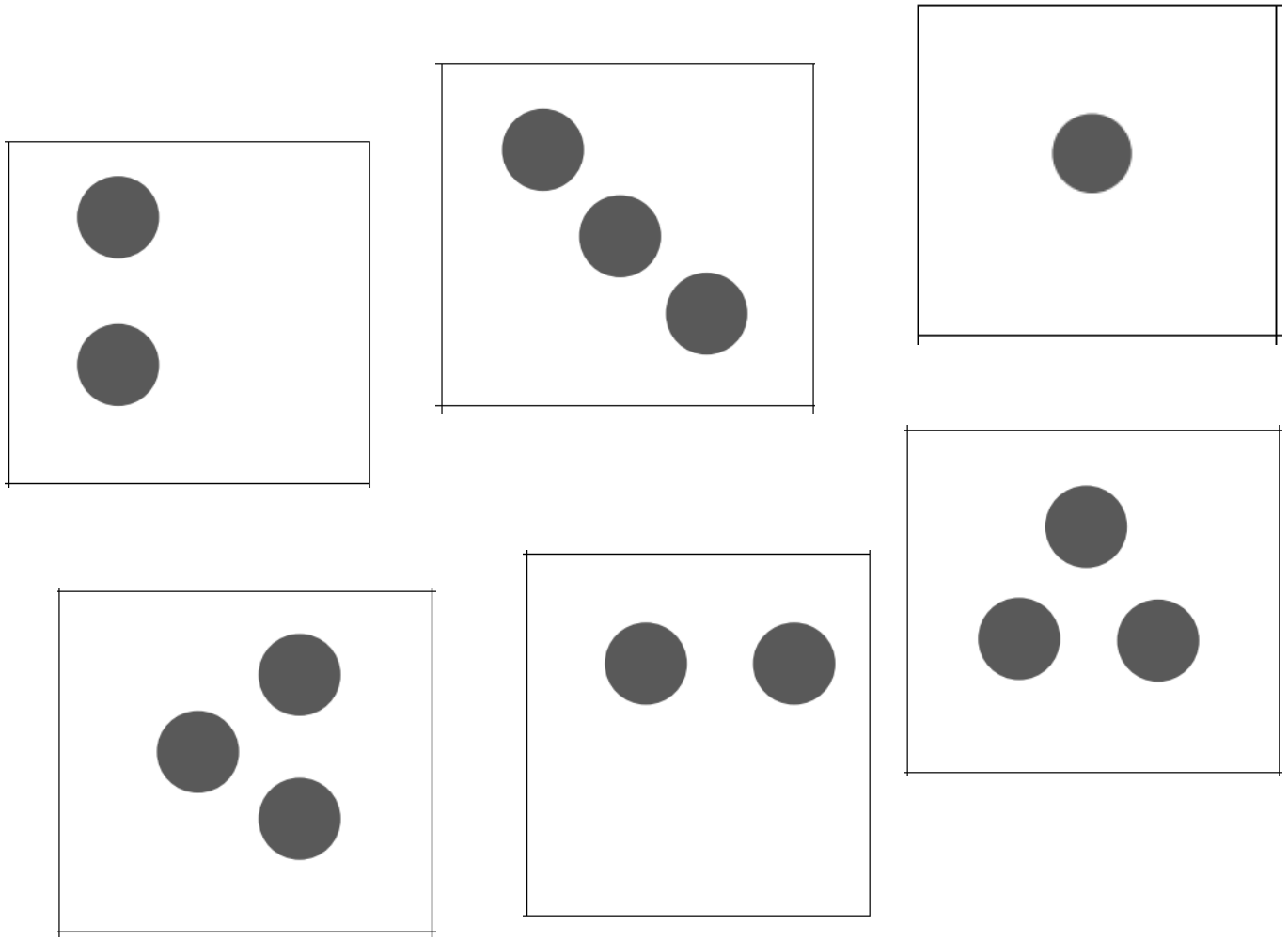
Part-part-whole with dots



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’.

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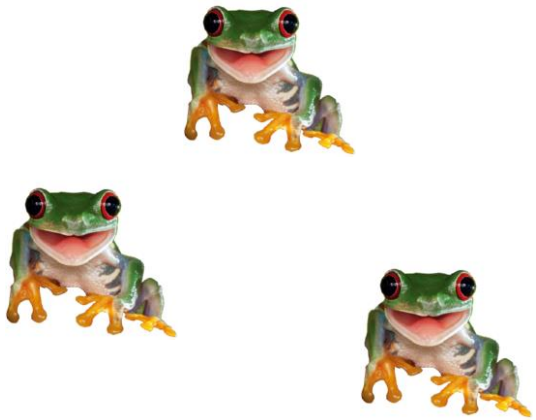
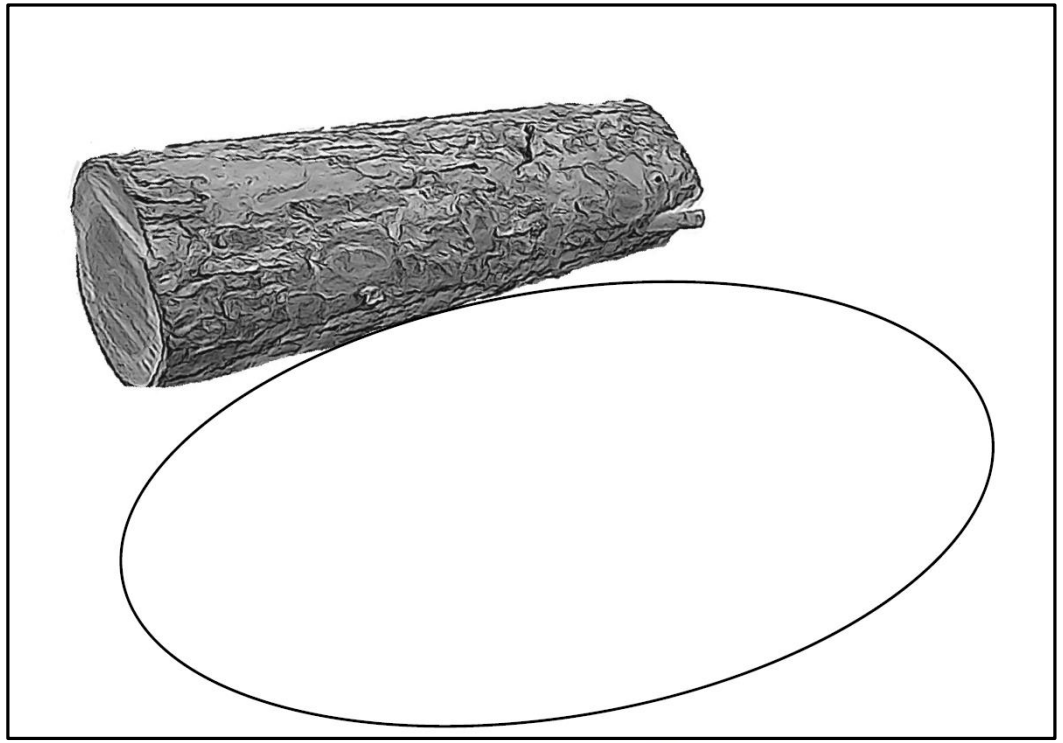
Play ‘3 frogs on a log’

You will need...



3 frogs
(counters)

The frogs on a log sheet



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You will also need to show the numbers on your fingers!

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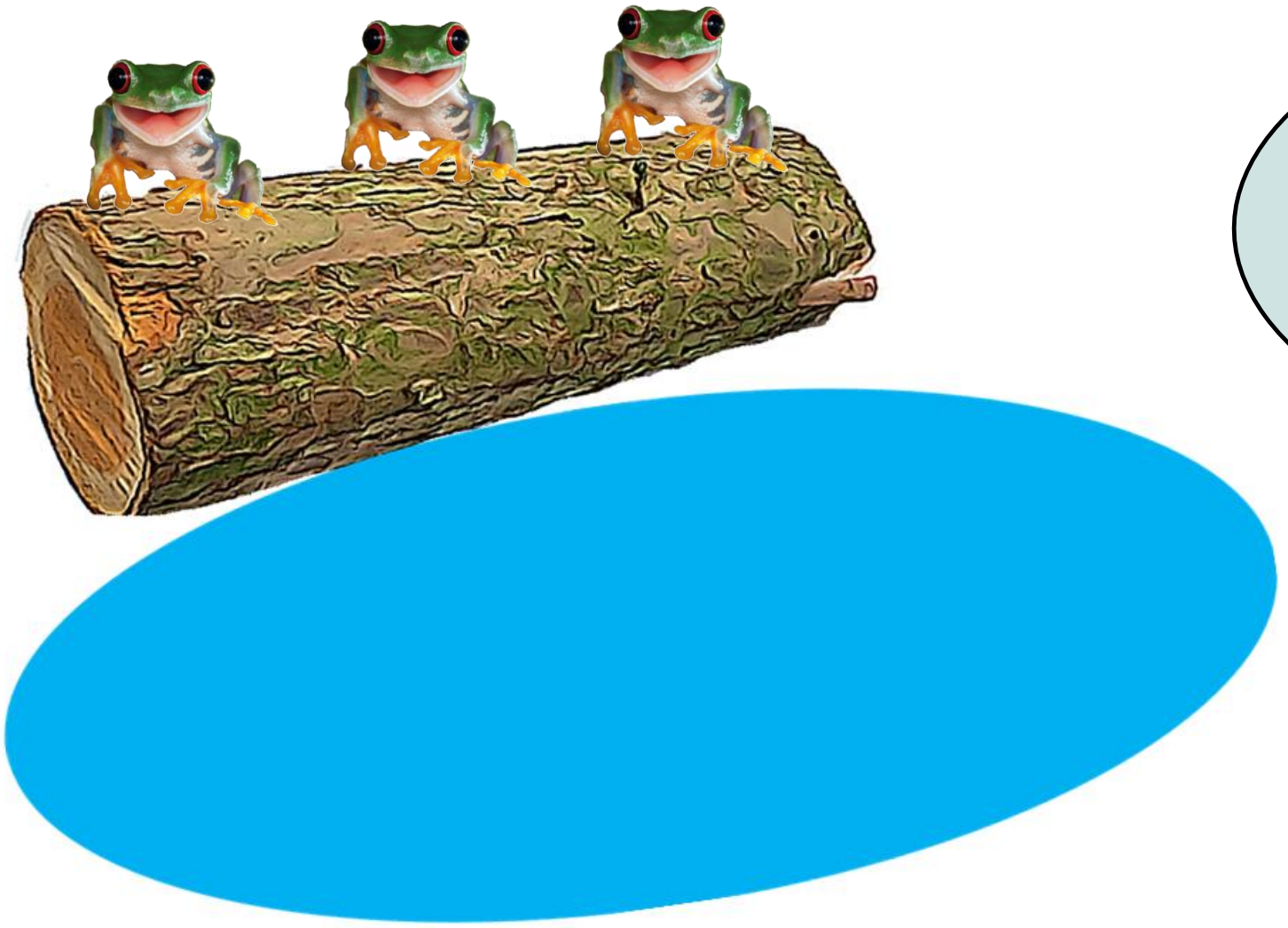
Put 3 frogs on the log



Ask your child

Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?

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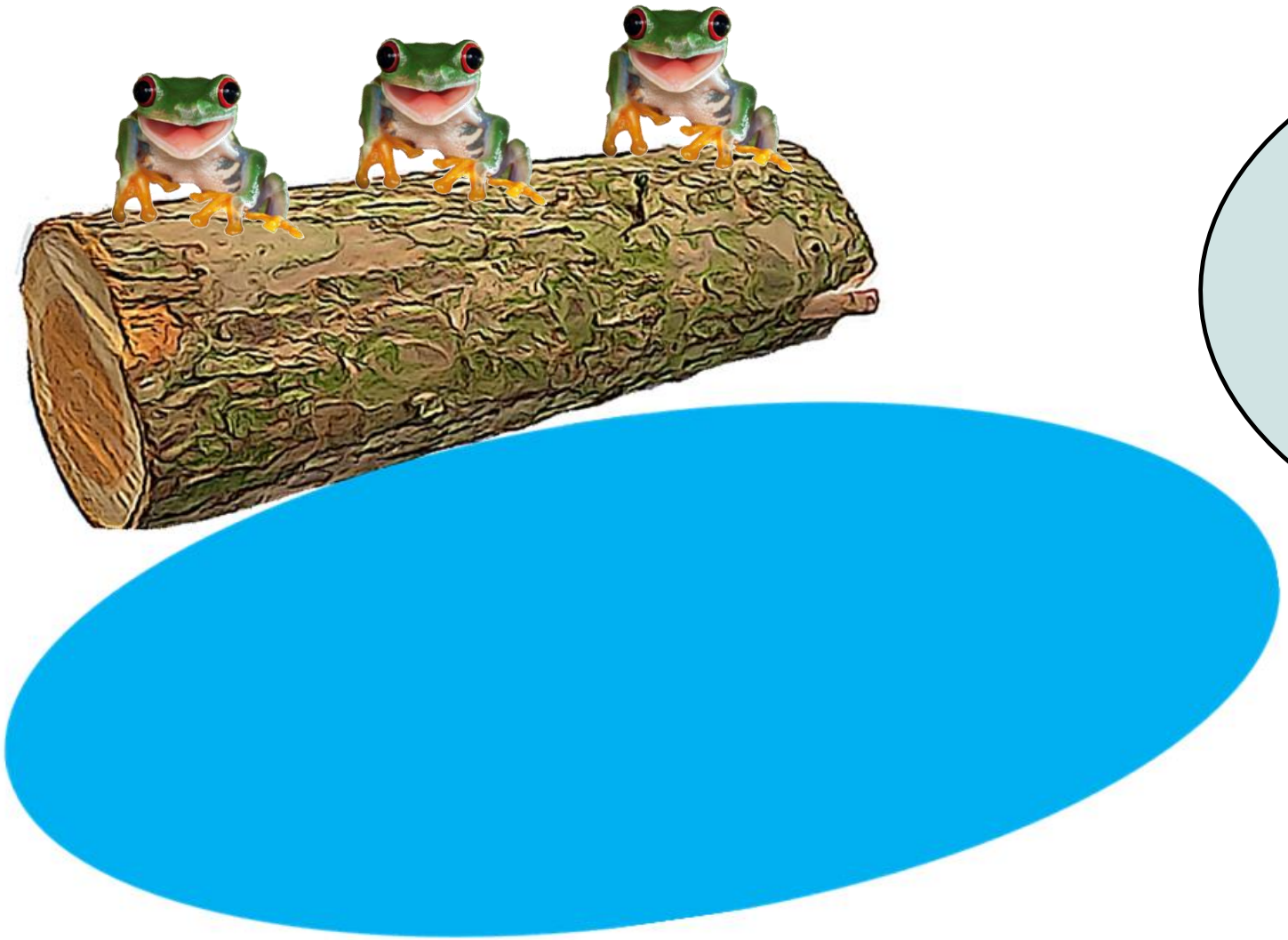
Put 1 frog in the pool.



Ask your child

Is it still three?
Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?

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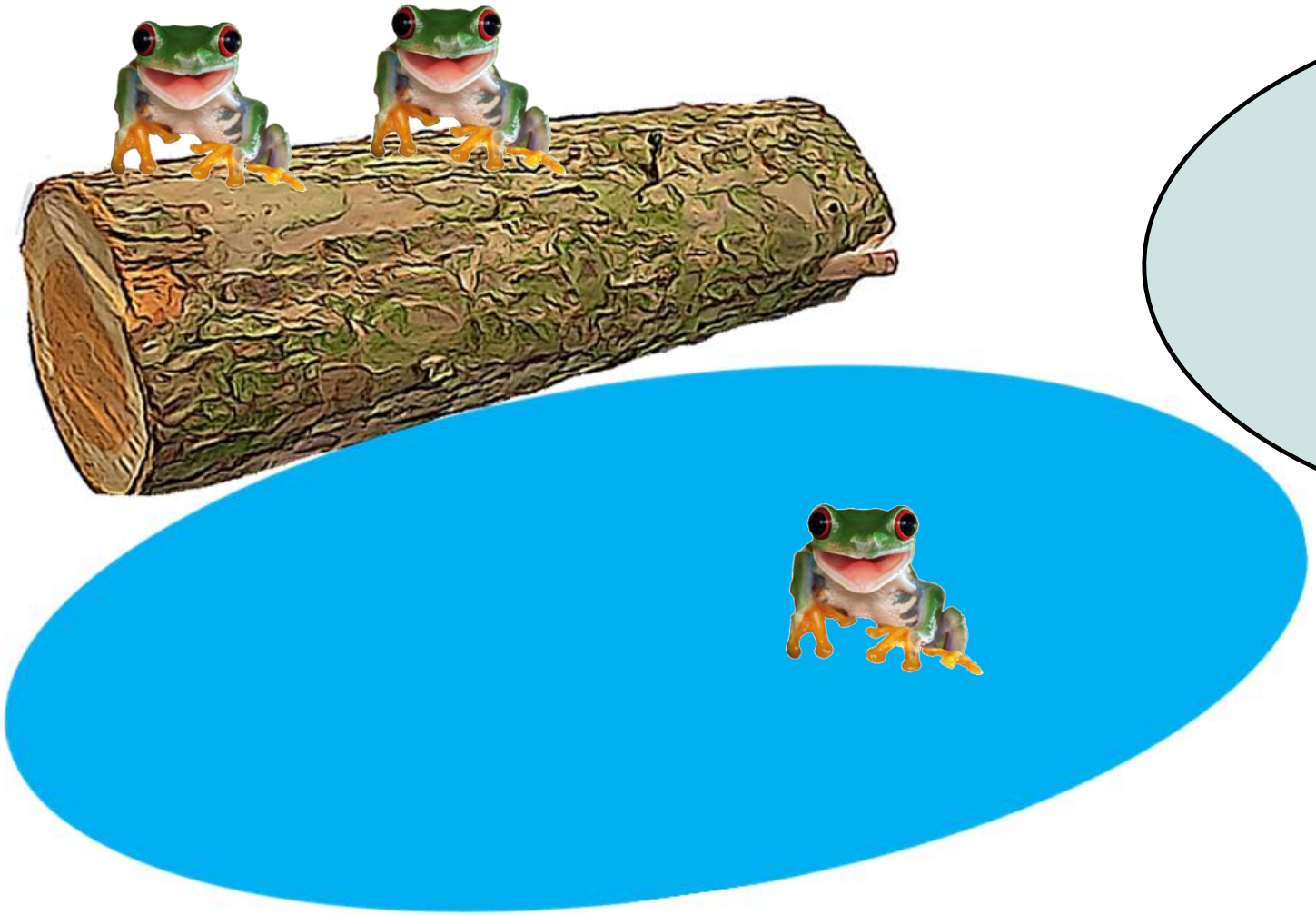
Put another frog in the pool.



Ask your child

Is it still three?
Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?

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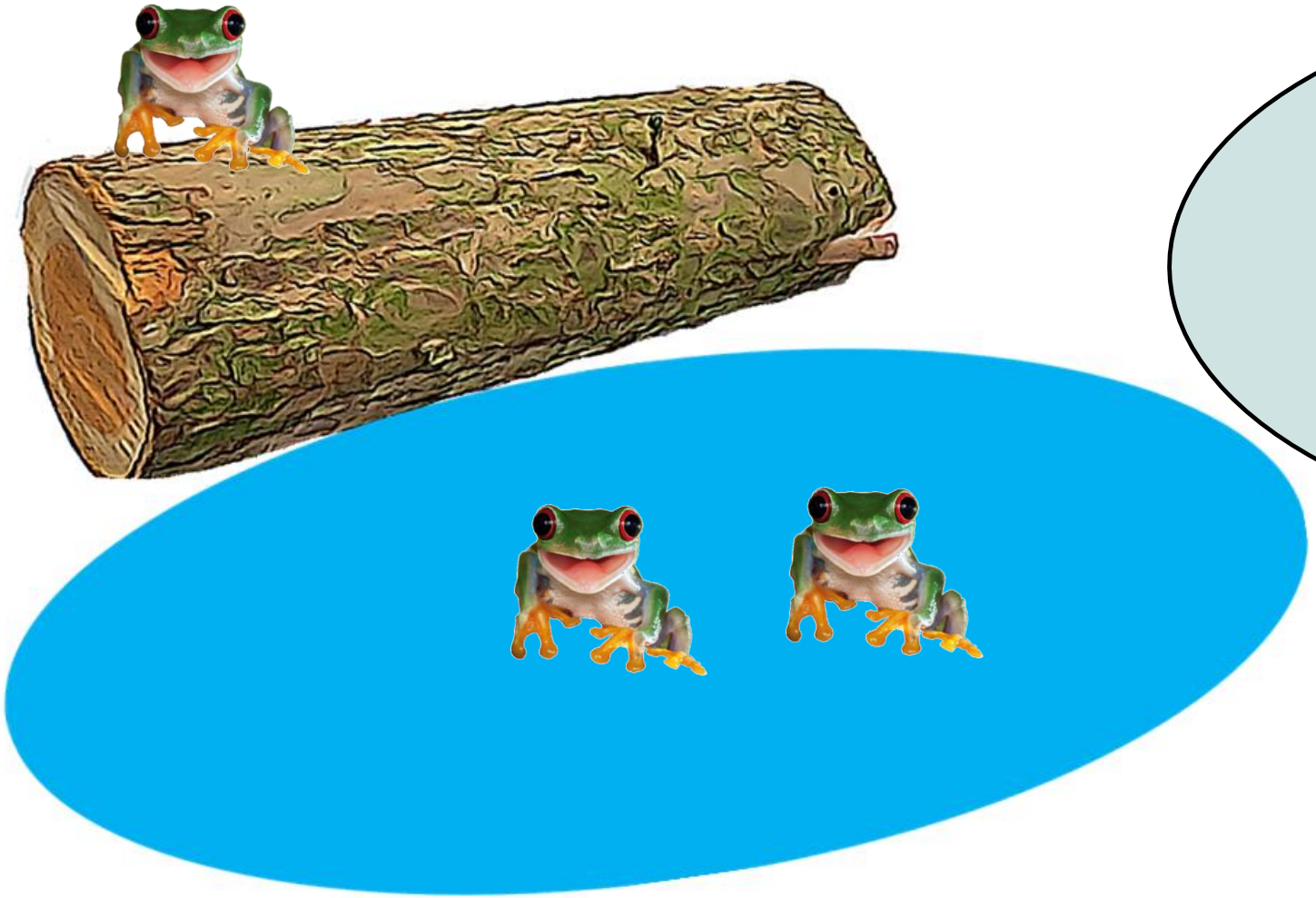
Put another frog in the pool.



Ask your child

Is it still three?
Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?

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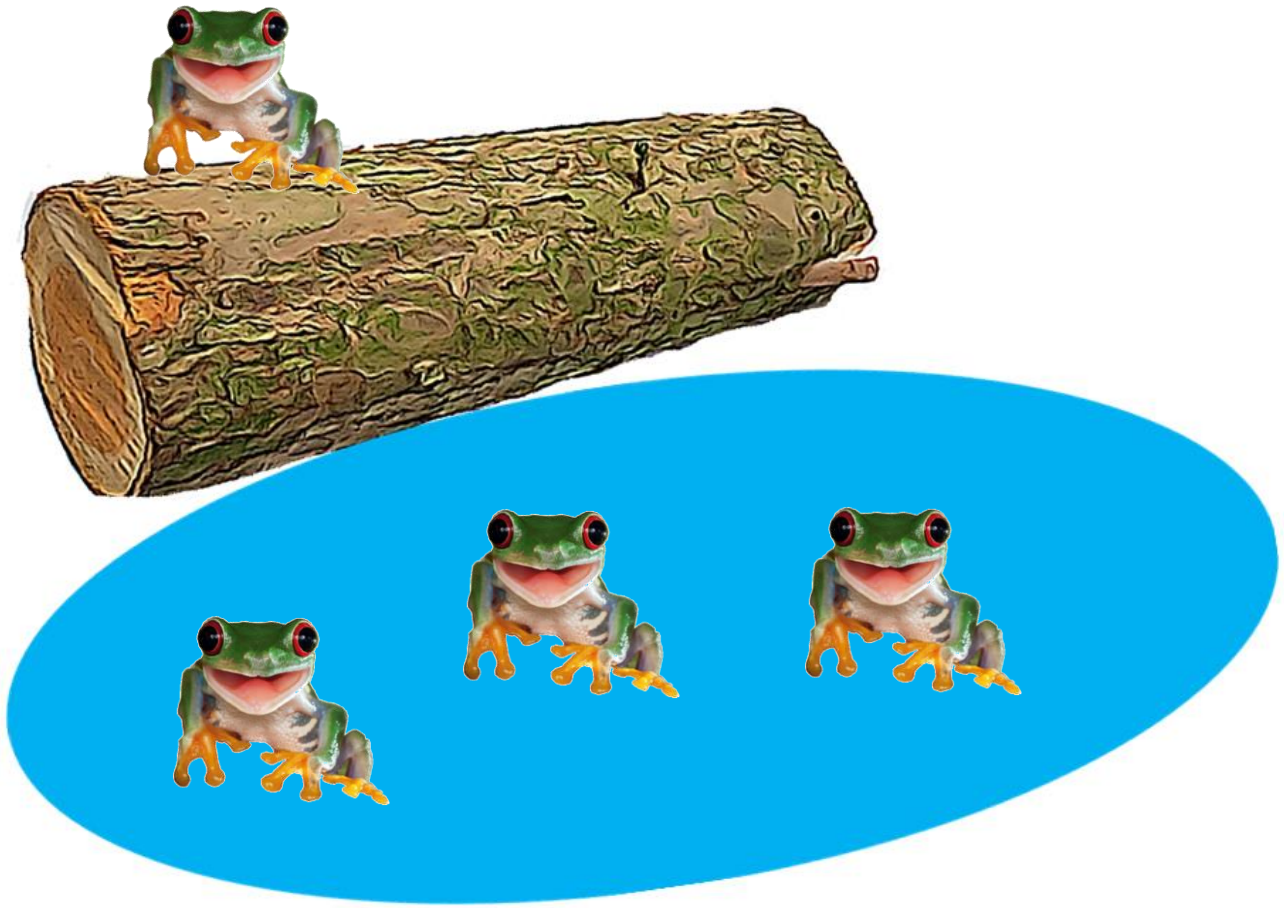

In Week 4, you will play this game again with 4 frogs… or even 5!

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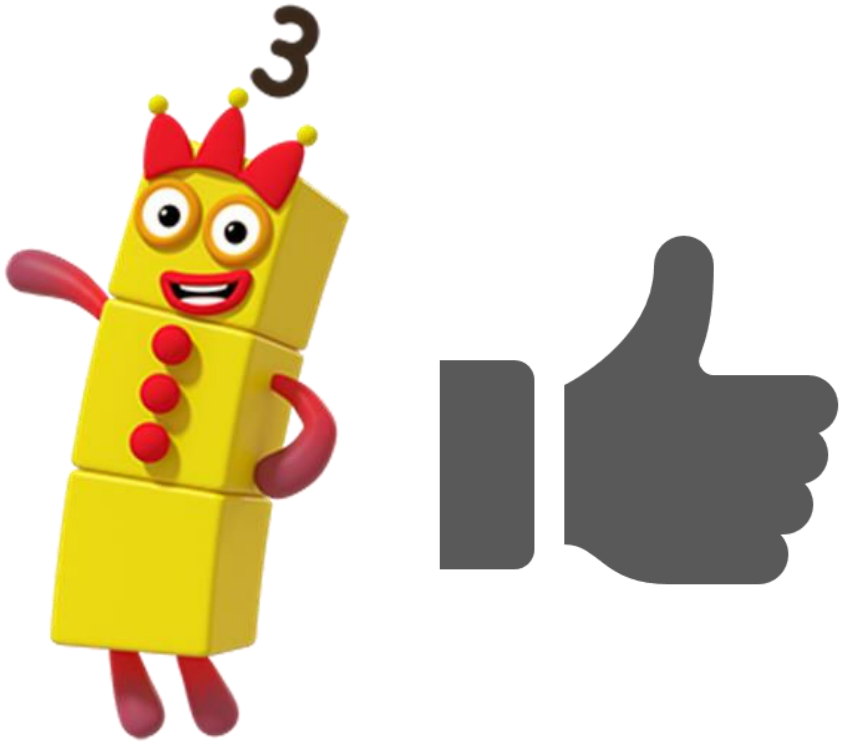
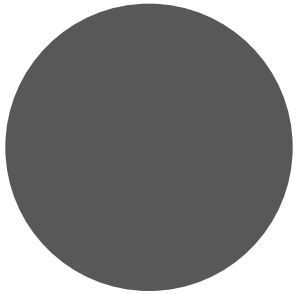
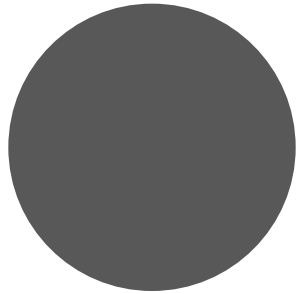
Play ‘3 or NOT 3?’

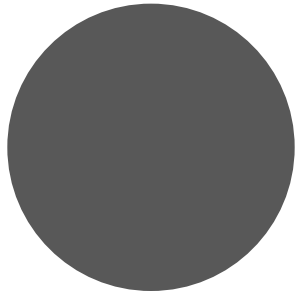
This activity involves spotting when there are 3 of an object or explaining why there are NOT 3.

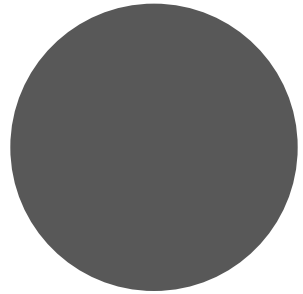
Put your thumb UP if you can see 3, and down if it is NOT 3.

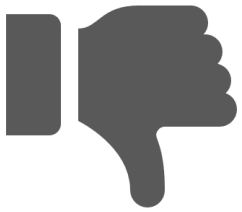












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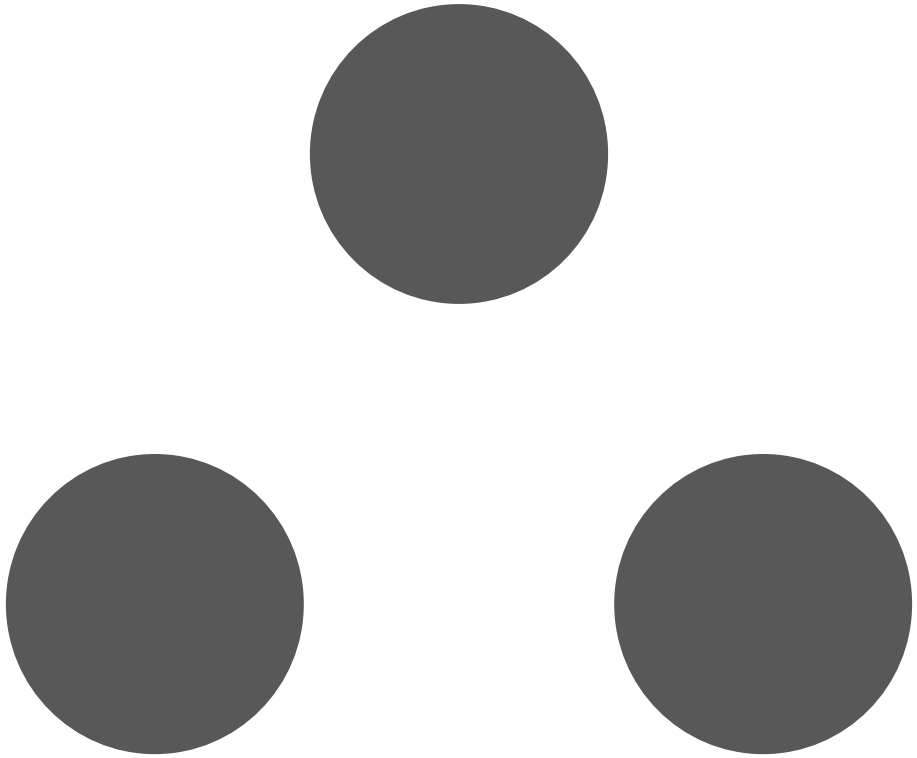

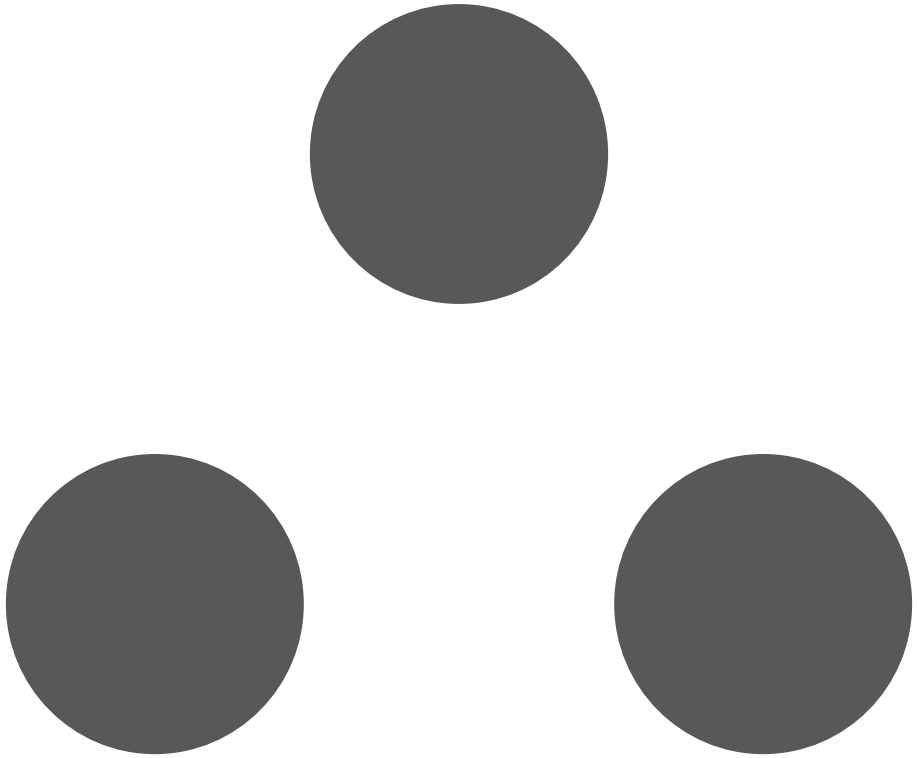

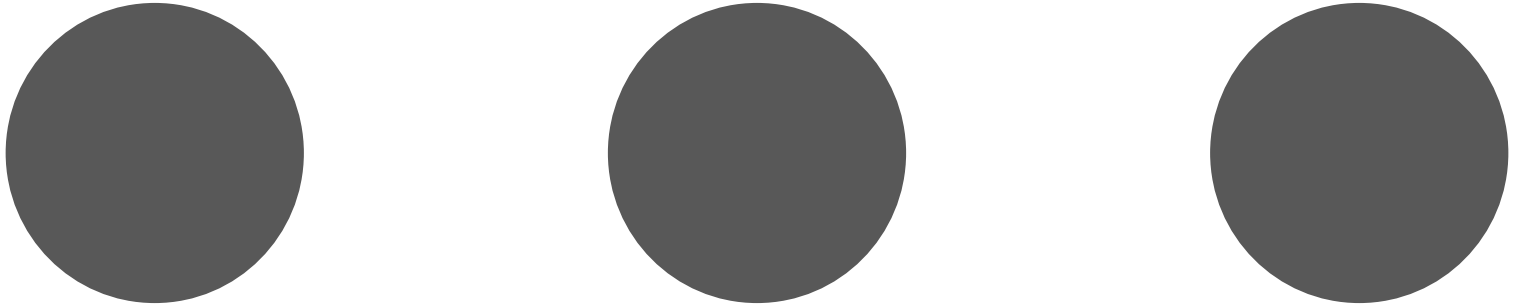

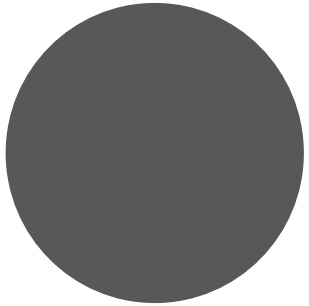
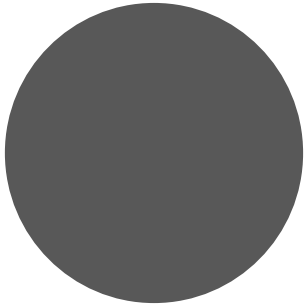
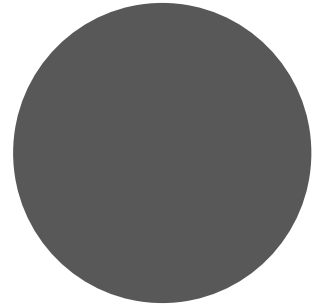


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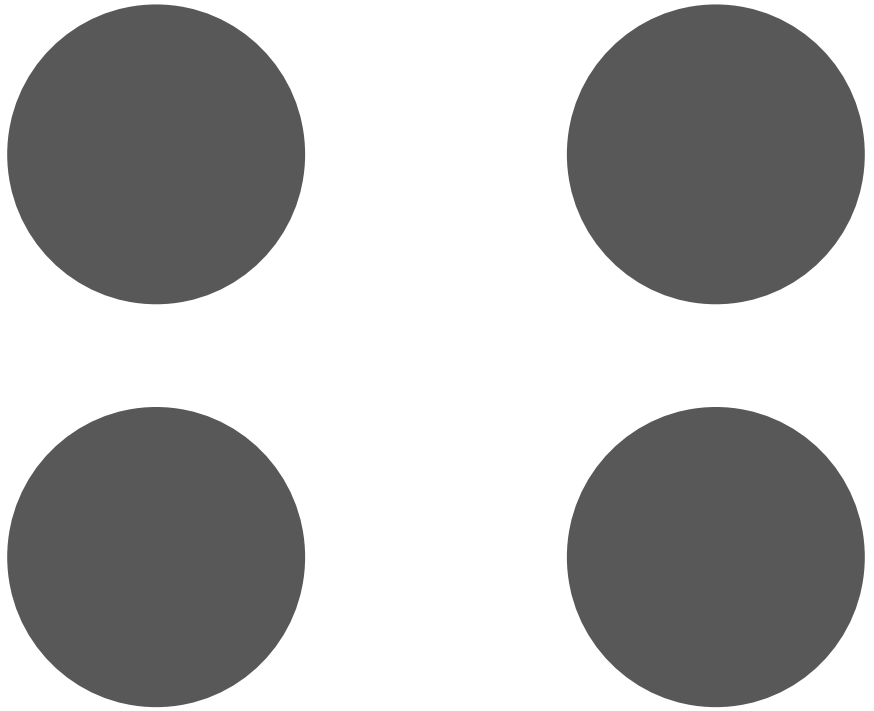

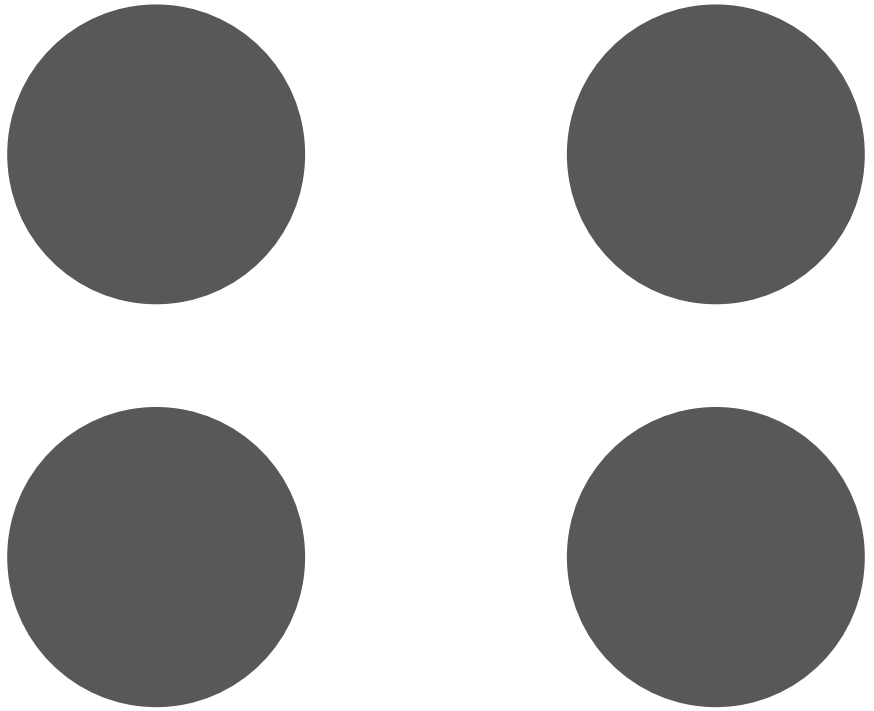

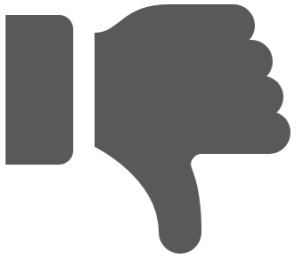

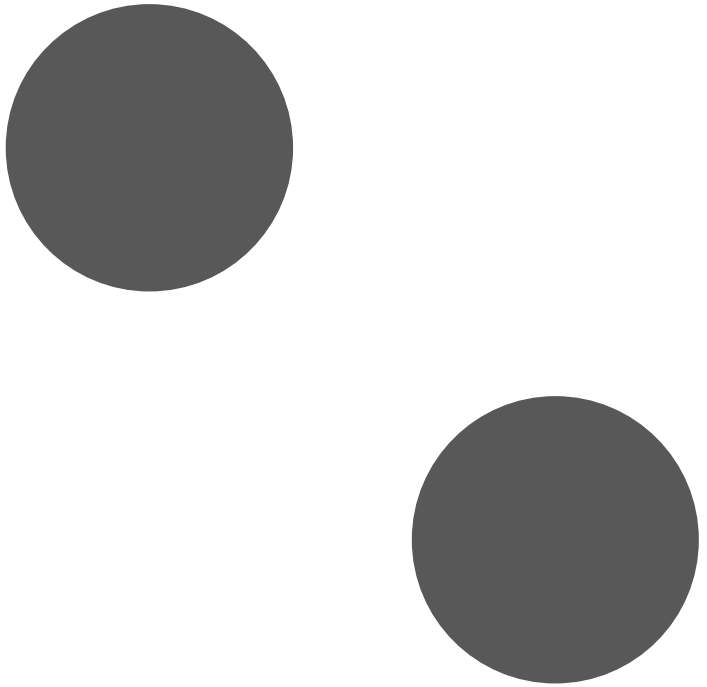

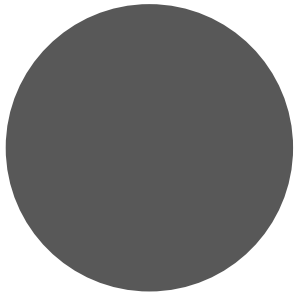

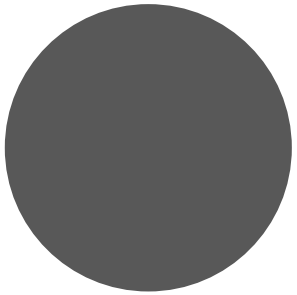

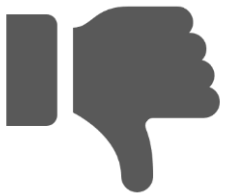

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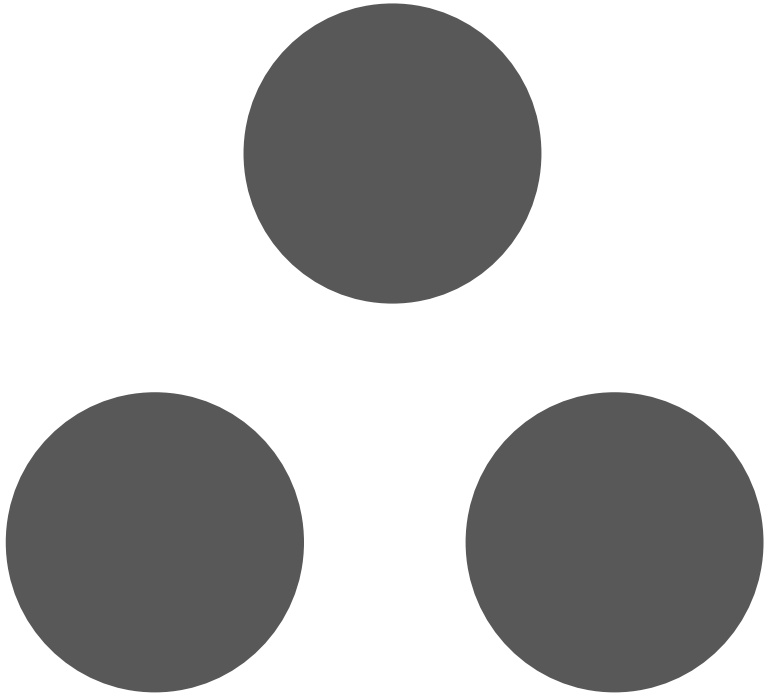
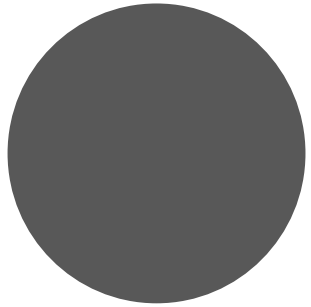
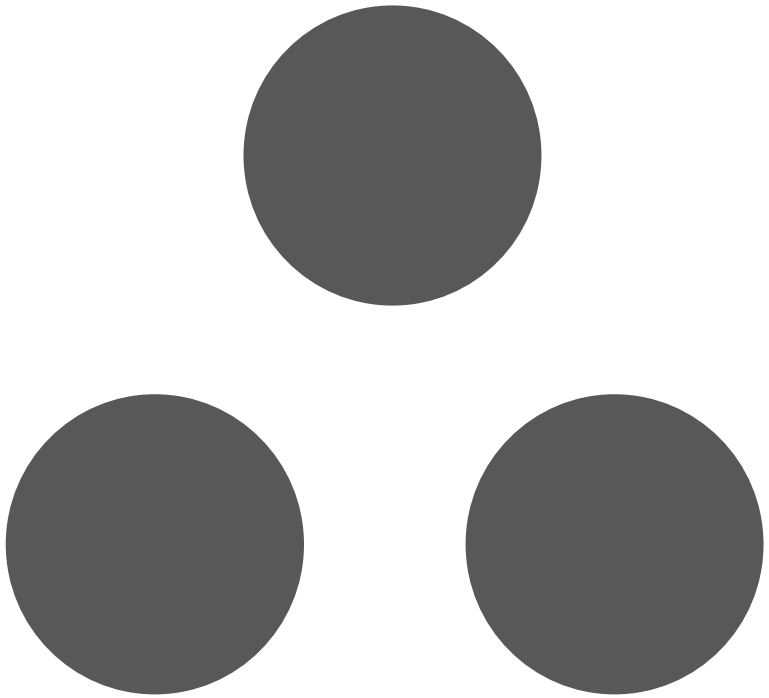
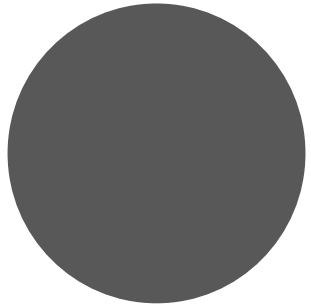
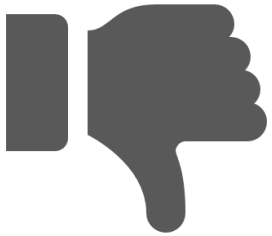
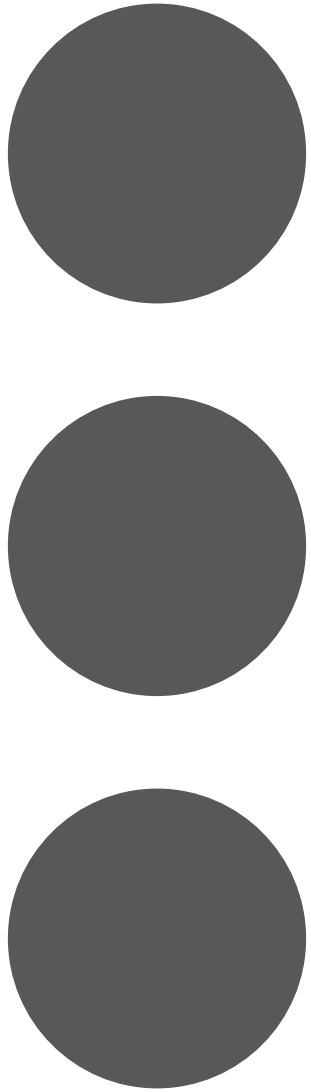


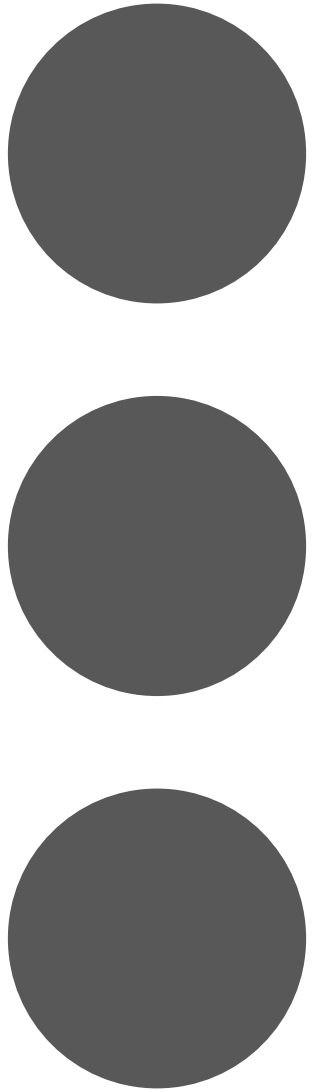






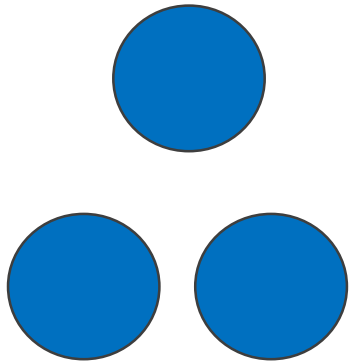


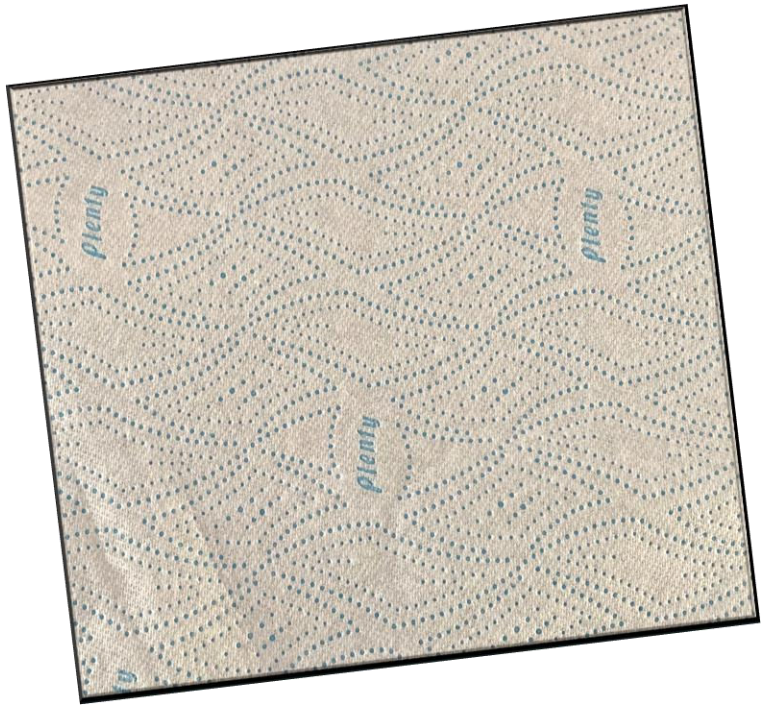




Play ‘3 or NOT 3?’ with counters

You will need 5 counters and something to cover them.





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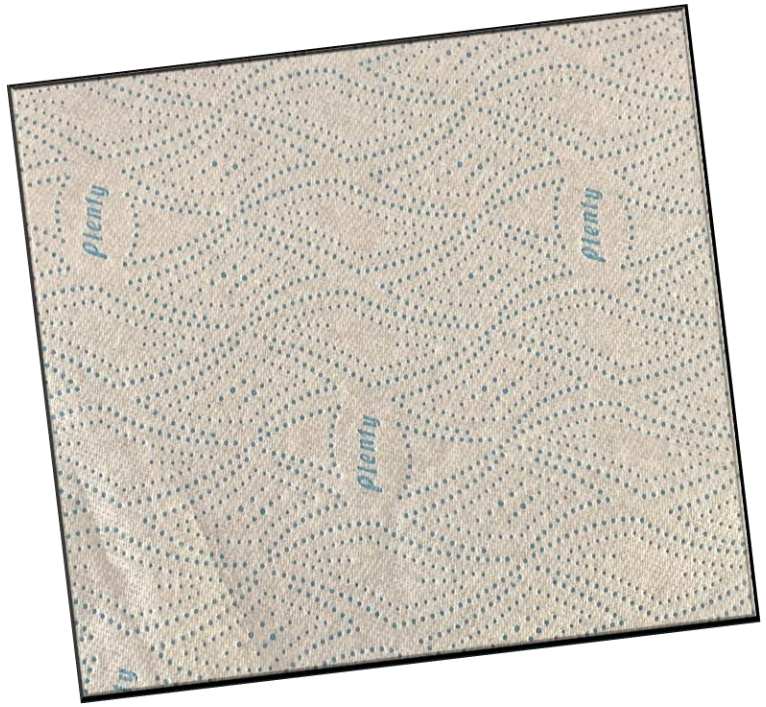
Grown-ups, hide some counters under the towel.



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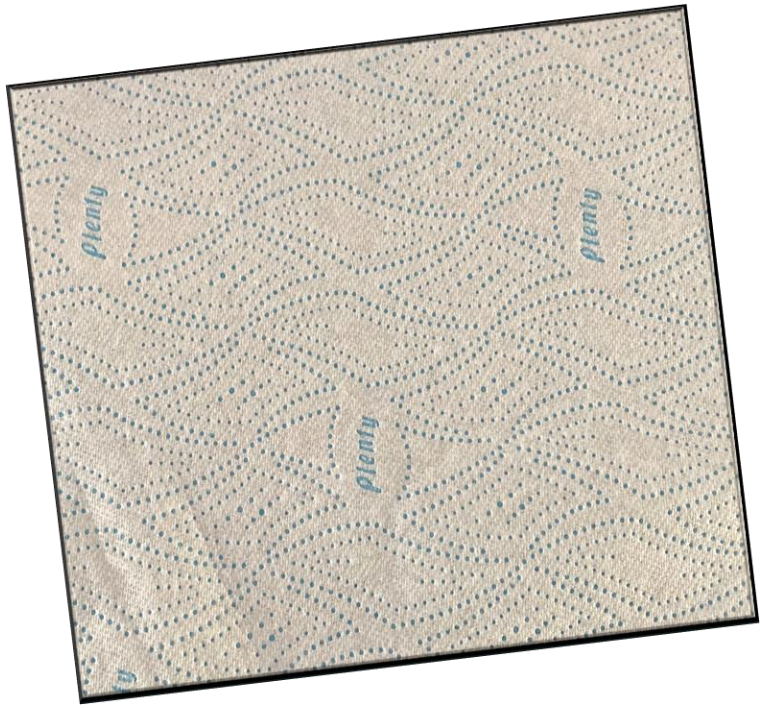
Reveal them quickly and ask your child…



3 or not 3?

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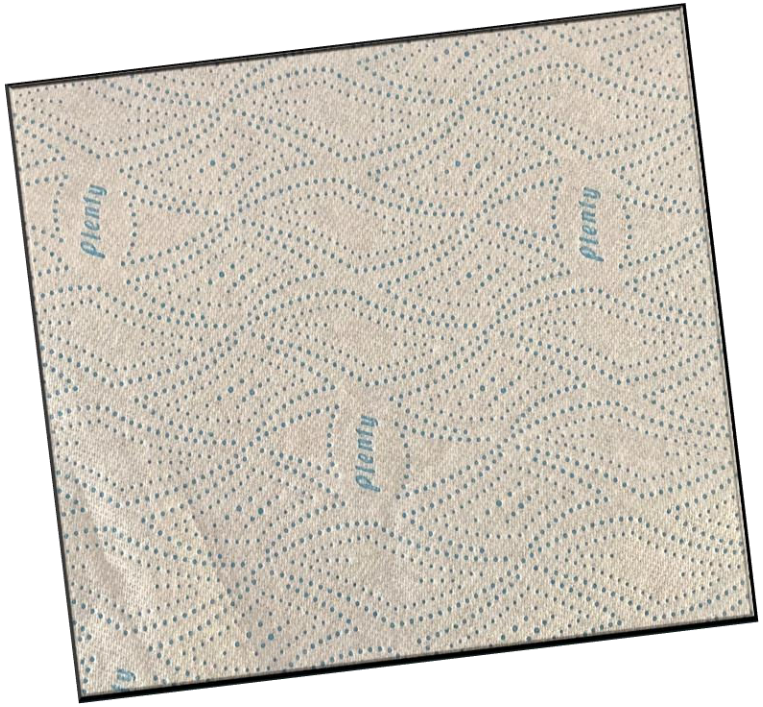
In Week 4, you will try this with different numbers…



4 or not 4?

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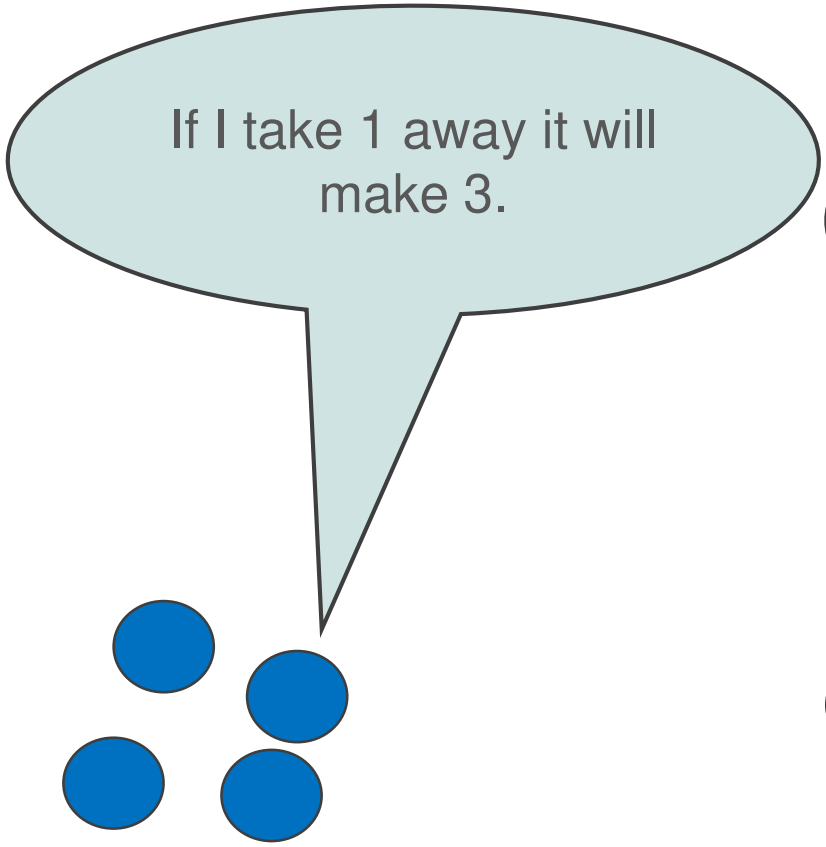
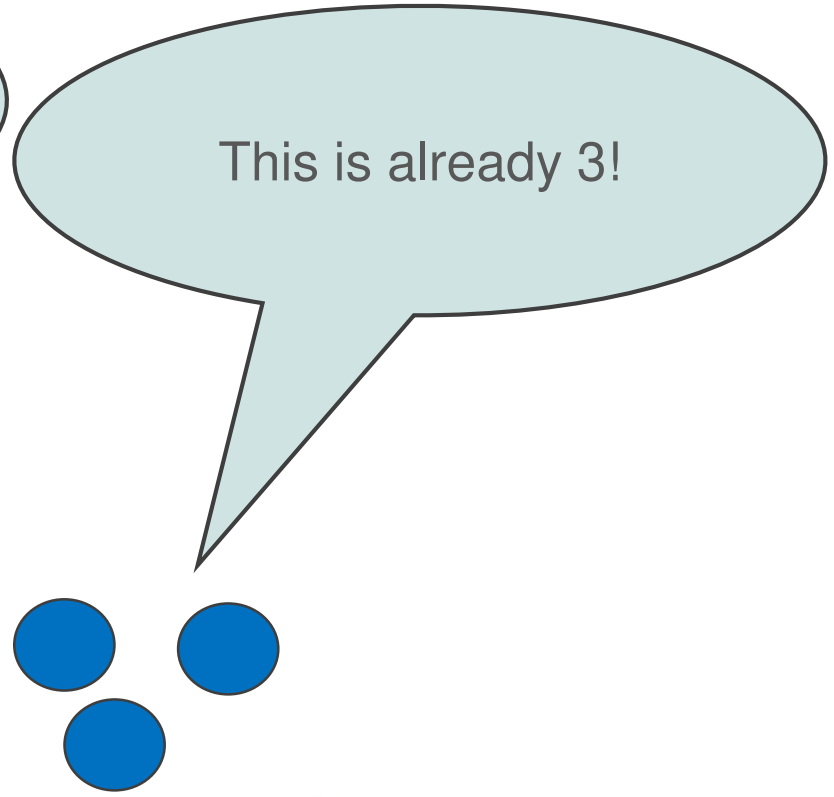
Now ask: ‘What do you need to do to make it 3?’





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Home Learning

Next half term you will take these activities home with you. They will change each week.

The home learning is set out on a sheet with instructions. You will get a new sheet and some new activities each week.

It is important that you keep the resources from each week as you may need them in following weeks tasks and activities. You could also keep them as a bank of resources to re-use at home in the future. Most tasks you can adapt by just changing the numbers.

Mastering Number at Home

Reception – Week 1

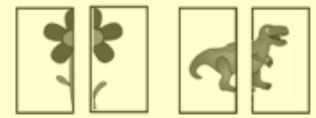
Play 'Subitising to 3 Snap'

(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!

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References:

Department for Education: Development Matters (2023) Available at: Development Matters - GOV.UK (www.gov.uk) (Accessed 27-09-23)

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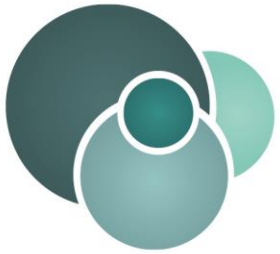
Thank you!



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