

A Pocket Guide to...



Number Sense  
in Year 1

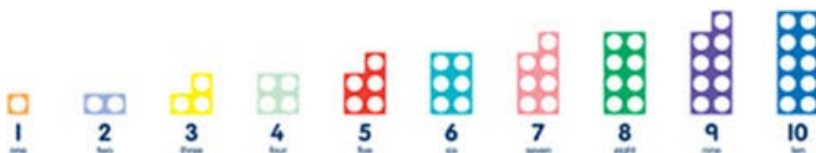
# Background

The intention of this booklet is to give some information about the way that number sense is taught in Year 1. The current curriculum aims for children to become fluent, to be able to reason mathematically and to be able to solve problems. Therefore, it is not enough for children to be able to simply follow a process, they need to be able to work flexibly to solve problems and apply their knowledge in different situations.

Number sense covers the number related understandings that children develop in their early years of formal instruction. To do this learners need opportunities to make sense of, and reason about, number. Research has shown that being able to operate flexibly with number and quantity is a predictor of later mathematical achievement.

Language plays an important role in developing number words as it provides children with verbal tools to make their thinking about number explicit. It is critical that children have a variety of opportunities to apply and practise what they have been learning both at school and at home.

This booklet explains how to help you support your child develop their number sense at home. Please ask if you have any questions or would like any more information. In the workshops some of you asked about Numicon. It is available for you to buy online to use at home.



# Number Sense

## Key Teaching Strategies

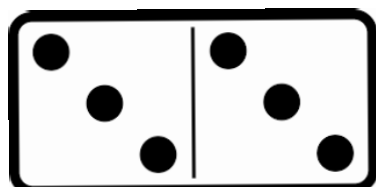
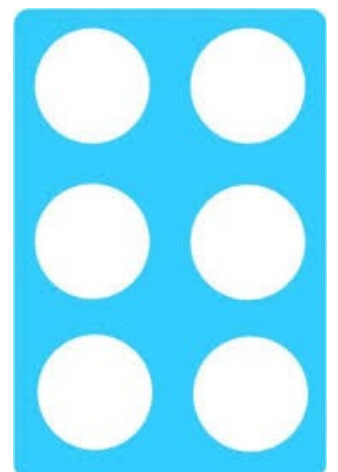
**Work with concrete materials and familiar ideas:**

Early number activities are best done with moveable objects such as counters, blocks and small toys. Most children will need the experience of physically manipulating groups of objects into sub-groups and combining small groups to make a large group.



**Compose and recompose different arrangements and representations of number:**

By having various arrangements different mental strategies can be prompted. For example, 6 as a collection of toys or actions. By seeing the structure of 6, e.g. finger patterns such as 6 being 1 more than 5. By showing different combinations such as 'four and two makes six' or by seeing two groups of three.



# Number Sense

## Key Teaching Strategies

**Discuss and share your child's discoveries and solutions:**

- By verbalising the strategy used it brings it to a conscious level to help your child learn about their own thinking.
- Discussion provides your child with opportunities to pick up new strategies.
- Discussion and sharing helps us, as adults, understand the type of thinking being used and we can support our learners accordingly.

**Investigate the realistic uses of number in your child's everyday world:**

Let's keep looking for examples of number in our everyday world, as well as in our classroom and school context. For example, being third in a queue, by considering things that happen at 3 o'clock or looking at house numbers with 3 in them.

