

Dear parents and carers

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This week we have been thinking about 11 and 12.

We have been doing lots of counting and reminding ourselves that we need to move objects as we count them (if possible) so that we don't accidentally count them twice or not count them at all. We have been arranging eleven or twelve objects on a 'ten frame' (a 5 x 2 grid) and noticing that 11 is 10 and 1 more, and 12 is 10 and 2 more. We have also been learning what the numbers for 11 and 12 look like.



We have been doing this because...

it is much easier to make mistakes when counting a large quantity than a small one, so children need to be reminded to say carefully the next counting number as they touch the next object. Children won't naturally realise they have 'lost count' and self-correct. Using the ten frame helps children to realise the importance of ten in our number system and to begin to recognise that all of the teen numbers are ten and a certain number more.



How you can help at home

- Continue to give your child many opportunities to count different types of things such as sounds (such as claps), objects that can be handled (such as beads) and objects that cannot be touched (such as windows).
- Give your child a set of dominos to play with and explore. Even if they use them to build houses they may count the spots and talk about how many there are.
- Many staircases have 12 steps. Count the steps you have with your child. Could they throw a teddy up the stairs and count which step it lands on? Could you number the steps with sticky notes so your child can see the larger numbers are further away.

PS.

Are you particularly proud of something that your child has done at home this week? Why don't you write about it on the certificate and we will stick it in their learning journey.

***I am really proud of _____
because... _____***



Date: _____

