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|  |  |  | This week we have been thinking about counting to 20. |  | We have been doing this because... |
| once numbers are larger than ten there is much more scope to make mistakes, especially if objects cannot be touched and moved. Children need lots of practice in counting beyond ten and also need to be reminded that if they ‘lose count’ they need to stop and start again. Children find estimating particularly hard as they want to get the exact answer. For example, they need help to realise that any number between 11 and 18 would be an acceptable estimate of the number 15. | |
| We have been counting lots of different things including small objects that we can move, pictures of objects, larger objects and sounds. We have been looking at how the numbers between 10 and 20 are written and that they are made from 10 and some more, with 20 being two tens. We have also been starting to estimate numbers by looking at a group of objects and thinking about whether we can make a sensible guess about how many there are. | |
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|  | How you can help at home | * Encourage your child to count all sorts of things even if they are already confident. You want counting to become so automatic that they can do it without thinking. * Give your child small objects to count and arrange on the number track provided. Show them how you can use it to find out the answer to calculations. For example, if you put twelve objects on the first twelve numbers and then take five off you will see that 12 take away 5 leaves 7. | |
| * Let your child hear you estimating and thinking aloud as you do so. For example, you might say, as you look at a bowl of plums, ‘Hmmm…I can see that there are more than ten, but I don’t think that there are many more than fifteen so I think that there are about thirteen – let’s count and check. There are 12, that was close.’ | |
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