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|  | This week will be recognising the numerals 1–4. |  | We will be doing this because... |
| numerals are an arbitrary symbol to represent a quantity, i.e. there is nothing about ‘3’ to indicate its value, meaning children simply have to learn each numeral. Although some children will already be able to recognise a numeral and use it to label a quantity, it is important that this understanding is secure. Children need to understand what 4 means whether they hear four sounds, do four actions or think about something that they cannot see. | |
| We will share counting rhymes and learn new ones. As we say the rhyme, we will be showing the matching number of fingers and pointing to the matching numeral on a number track. We will also place cut-out numerals in a feely bag, asking the children to say which numeral they think it could be. We will then count to that number and find it on the number track. | |
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|  | How you can help at home | Ask them to find that numeral in their section of the gameboard and put a counter on it. Can they do it faster than you or any other players?   * Make the game more practical by making some targets using containers labelled with the numerals ‘1’, ‘2’, ‘3’ and ‘4’. Players could each be given four missiles (scrunched up paper balls) and, after their turn, could count to see how many landed on each numeral. | |
| * Play ‘On target!’ with your child. Encourage siblings and other adults to play, too. (We will provide you with a gameboard and instructions of how to play.) * Encourage your child to count the number of spots or say the numeral, depending on the card they select. | |
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