|  |  |  |  |
| --- | --- | --- | --- |
|  | This week we have been thinking about counting to 10.  |  | We have been doingthis because... |
| This week, our focus has been on numbers to 10 (although there have been opportunities to count larger numbers) including matching numerals to numbers counted. We have been asking children to do a set number of actions such as jump up and down eight times or clap their hands five times. We have also been counting out a number of objects from a larger group, e.g. we might give children a basket of pegs and ask them to take out nine of them. | even children who are confidently counting can find it difficult to do a set number of actions. This is because they are concentrating on doing the action and saying the number names at the same time, so they forget to stop when they reach the required number. They can also find themselves saying numbers at a different speed to the speed of the actions so that the number that they have said does not match the number of actions that they have done. |
|  |
|  | How you canhelp at home | speed, and may not realise that the number that they have said is not the right one. Start counting again, carefully matching the number that is said with each action.* Continue to give your child real reasons to count. Let them see that you trust that they will have collected the correct number; they will be more motivated to get it right if they know you aren’t checking their counting.
 |
| * Support your child to count accurately by encouraging them to move objects as they count each one.
* When counting objects or actions with your child sometimes alter the speed. Your child will probably not respond to this quickly; they are likely to continue doing the actions or counting the objects at the original
 |
|  |
|  |