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|  | This week we will be thinking about different ways of splitting up a number. | |  | We will be doing this because... |
| recognising ‘numbers within numbers’ is an important step in learning how to do calculations. Children who can confidently do this with small numbers will be able to extend to larger numbers. It is also valuable for children to describe numbers and how they can be built up from smaller numbers, as talking about our understanding and ‘working out’ is an important part of mathematical development. | |
| The number four can be split in a variety of ways including two and two, three and one, or one and one and two. We will be doing this by sorting groups of objects and counting how many are in each group. We have also hidden some objects from a group. For instance, if we know that there are three in a group but we can only see two, we know that one must be hidden. | | |
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|  | How you can help at home | | * Let your child hear you splitting up numbers for a purpose, for example, ‘There are four peaches so that will be one for you, one for me and two for the fruit bowl’. * Ask your child how many more you will need when doing jobs such as laying the table or, at the greengrocer’s, filling a bag with a peach for each member of the family. | |
| * Listen to your child if they want to talk about numbers, but don’t force the issue if they don’t want to talk about what they have been doing in school (this is very common at this age). | | |
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