

Survey for **parents and carers** – start of workshop

<https://forms.microsoft.com/e/bp53TFNTK0>

Survey of parents and carers



Survey of parents and carers

Welcome to the NCETM Parent Project.

This is an optional survey to help us understand the impact of this project. Your anonymous response will go to the national team and NOT to your school. We'll ask you these questions again later in the year.

Thank you for taking part.
If you have any questions about this survey, please ask your child's teacher or contact mathshubs@ncetm.org.uk

1. I understand how my child learns maths at school.
☆☆☆☆

2. I understand how to help my child with maths.
☆☆☆☆

3. I am confident that I can help my child with maths.
☆☆☆☆

4. I enjoy supporting my child with maths at home.
☆☆☆☆

Submit

This is a short, optional, anonymous national survey to help us understand the impact of this project.

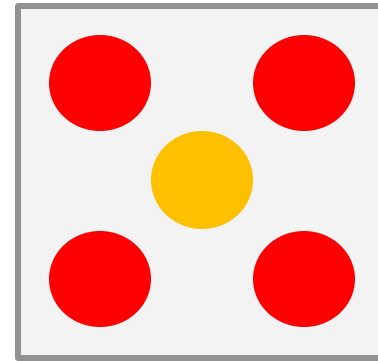
We'll ask these questions again later in the year.

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Mastering Number at Home

Reception



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IN THE TEACHING OF MATHEMATICS

Aims of the session

- To share with you some of the things your child will be learning in school
- To improve your confidence in helping your child with maths
- To create some games and activities for use at home
- To share with you the home learning activities

Why work with your child?

The help that parents give their children at home has a very significant impact on their learning.

Development Matters (2023)

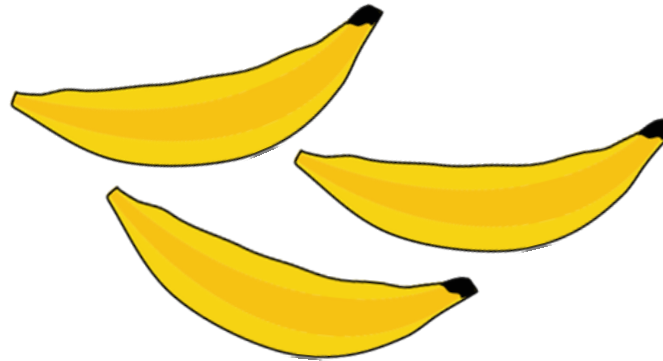
How does Mastering Number help us to teach maths in school?

The Mastering Number Programme in Reception will help your child to develop good *number sense*.

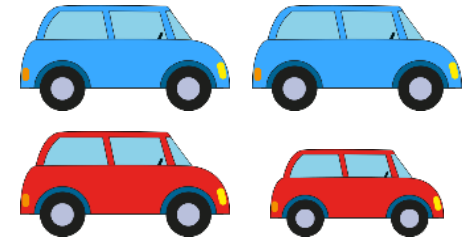
Some of the things they are learning include:



Counting



Recognising small numbers of objects and making their own collections



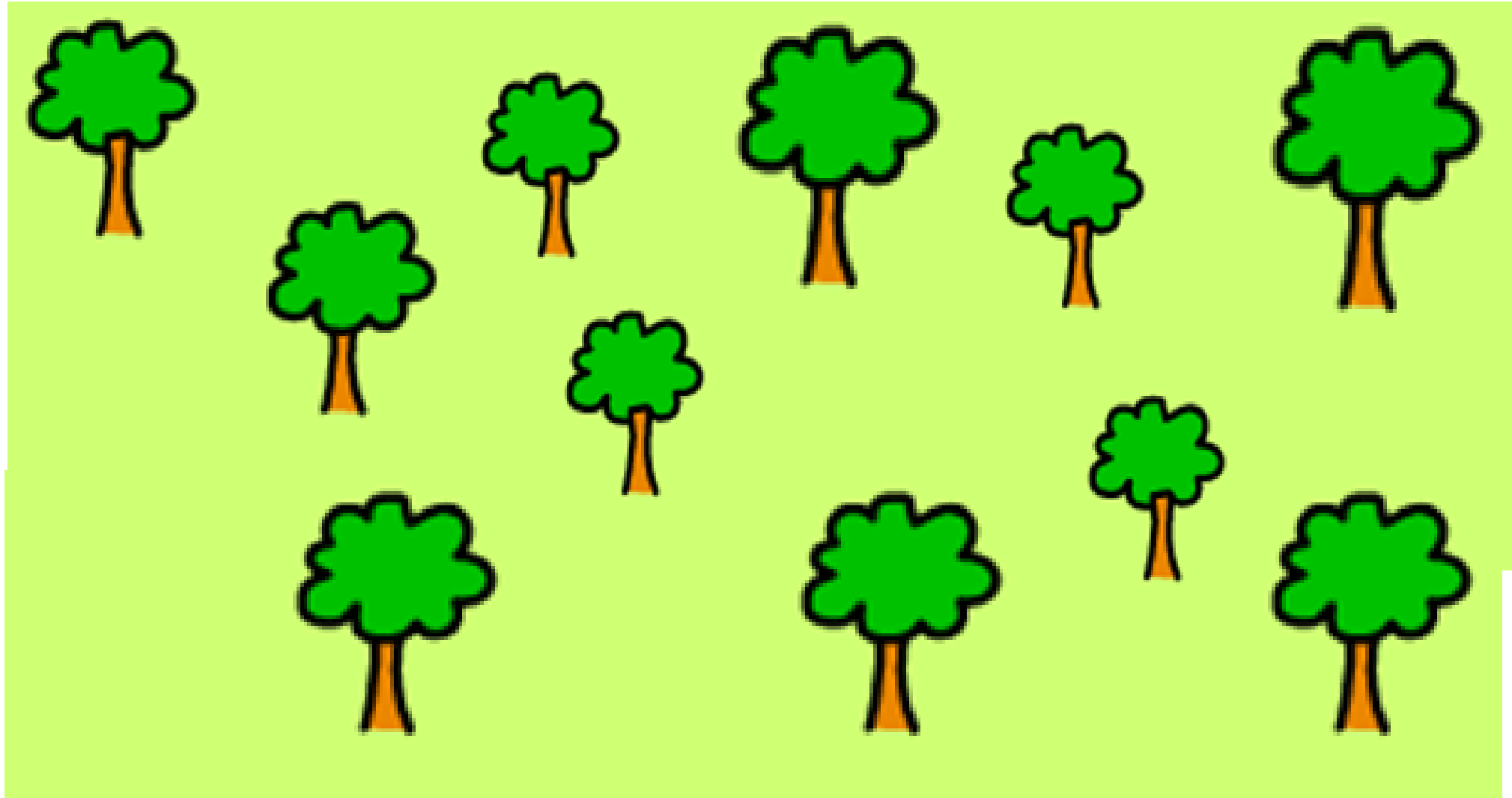
Know different ways to 'make' (compose) a number

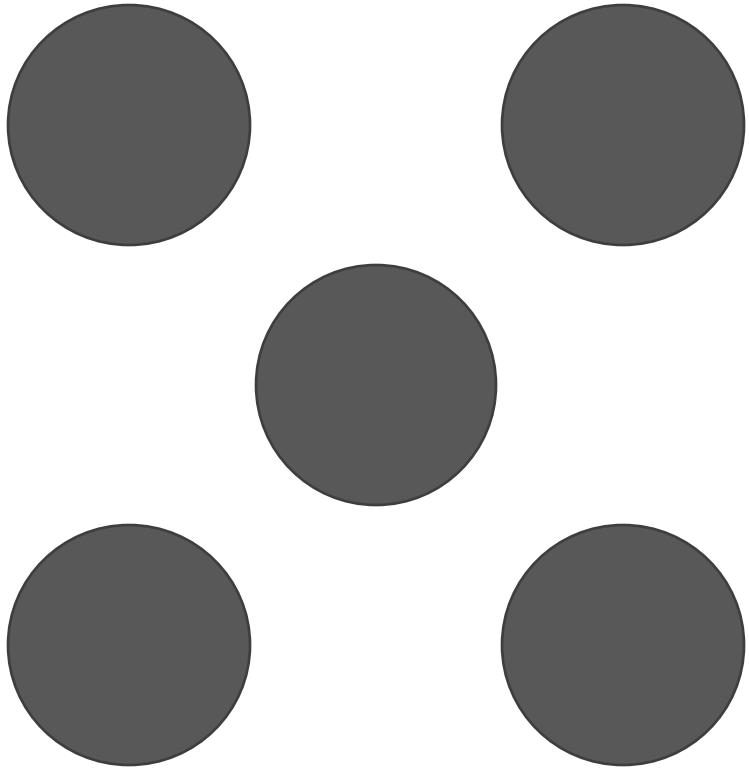
Let's do some maths!

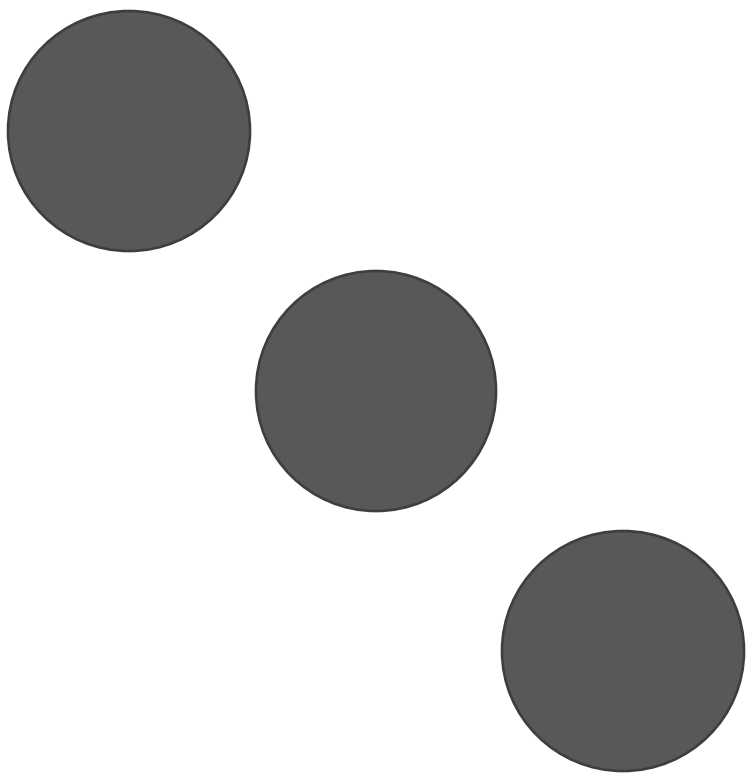


Look out for when you can use your
subitising skills! Get those fast eyes ready!

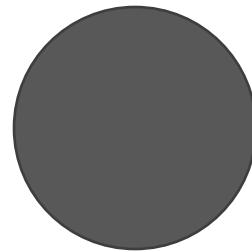
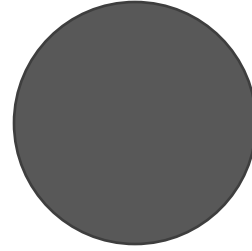
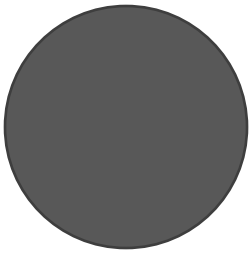
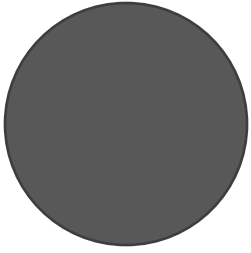








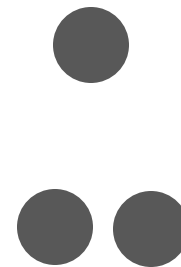
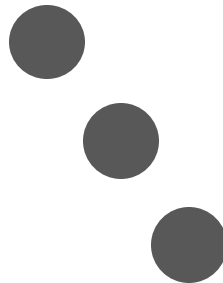
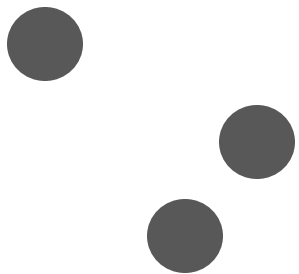
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Subitising

Subitising is the ability to recognise a *small quantity* of objects *without the need to count*.

Sometimes when we subitise we can see two groups at once; if we know that 3 can be 'made' of 2 and 1, then we know how many there are altogether without counting.



How will knowing how numbers are 'made' help?

If children know that **4 can be made of 3 and 1**, they can apply this knowledge later on to see that:

30 and **10** is **40**

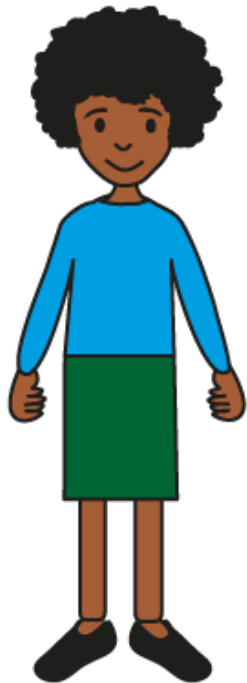
300 and **100** is **400**

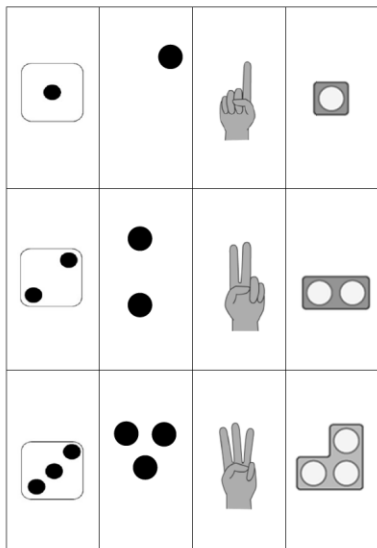
and that;

400 take away **100** is **300**

Play 'Subitising to 3 snap'

Don't count, say the amount!





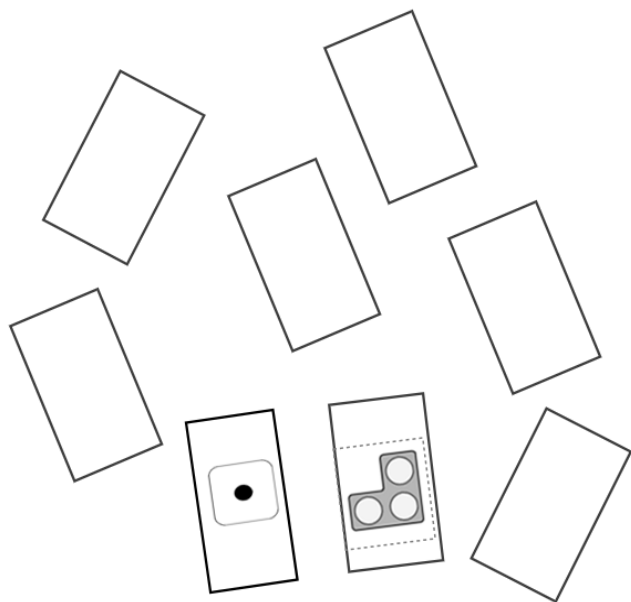
Activity 1:

Please spread the cards out and place them **face-down** in front of you. Take turns to turn two cards over and say the number you can see.

If the numbers do not match, turn the cards back over.

When it is your turn, if you turn over two cards that are the same, you can keep them.

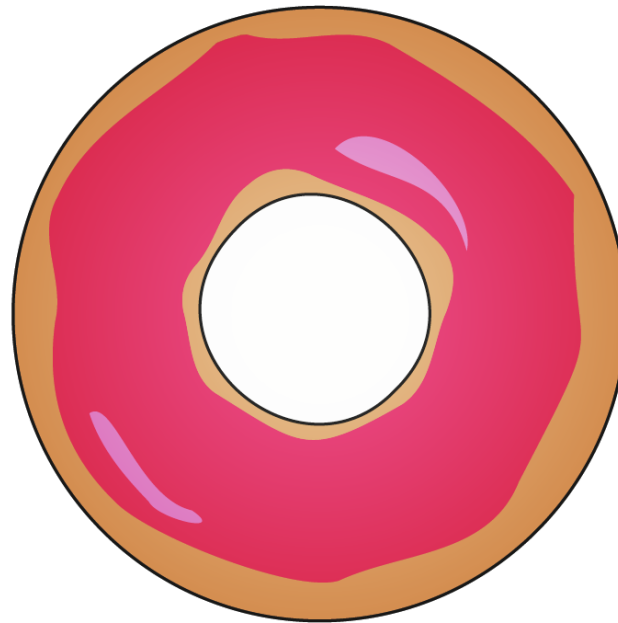
The winner is the person with the most cards when they are all used up.



In Weeks 3 and 5, you will receive extra cards to practise subitising with bigger numbers. Don't throw your cards away!

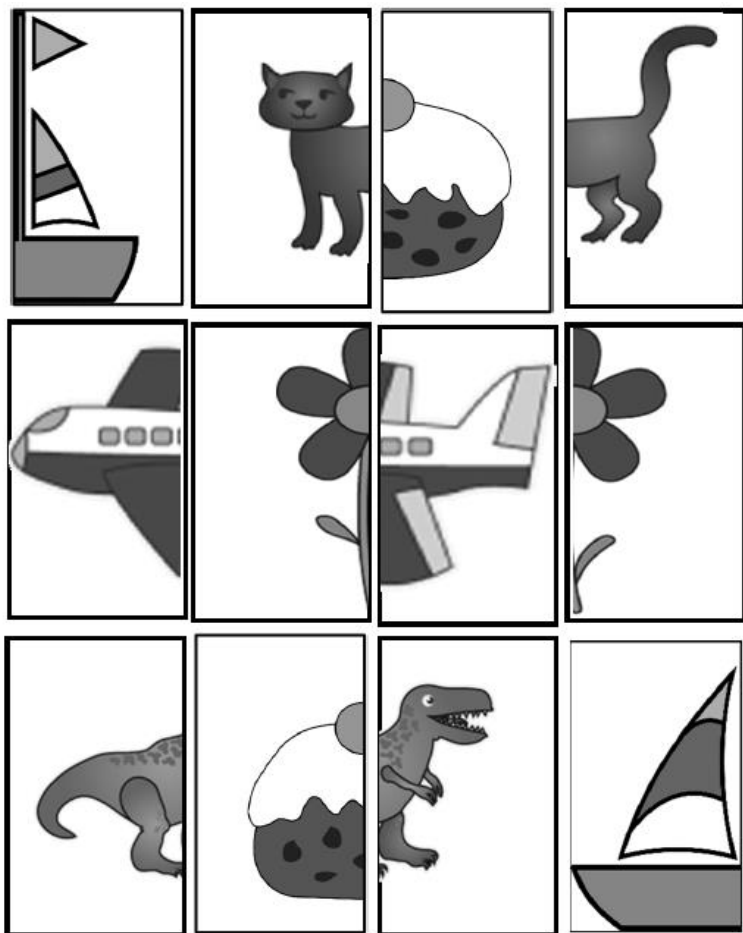
Play 'Part-part-whole'

The 'hole' in
the donut?

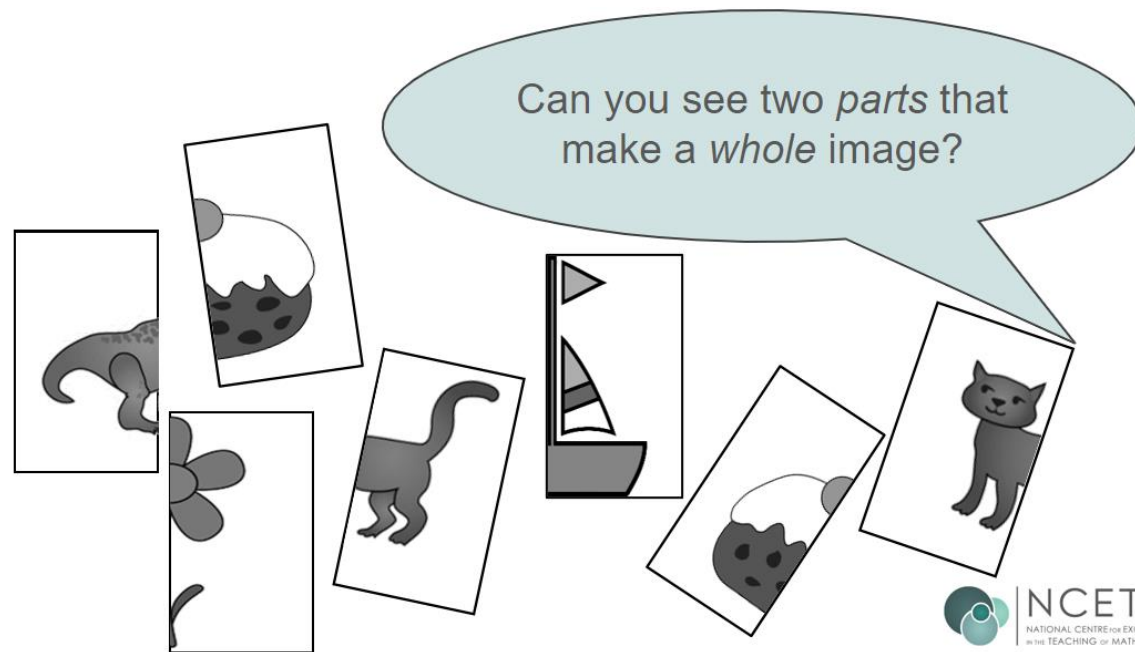


A 'whole'
donut?

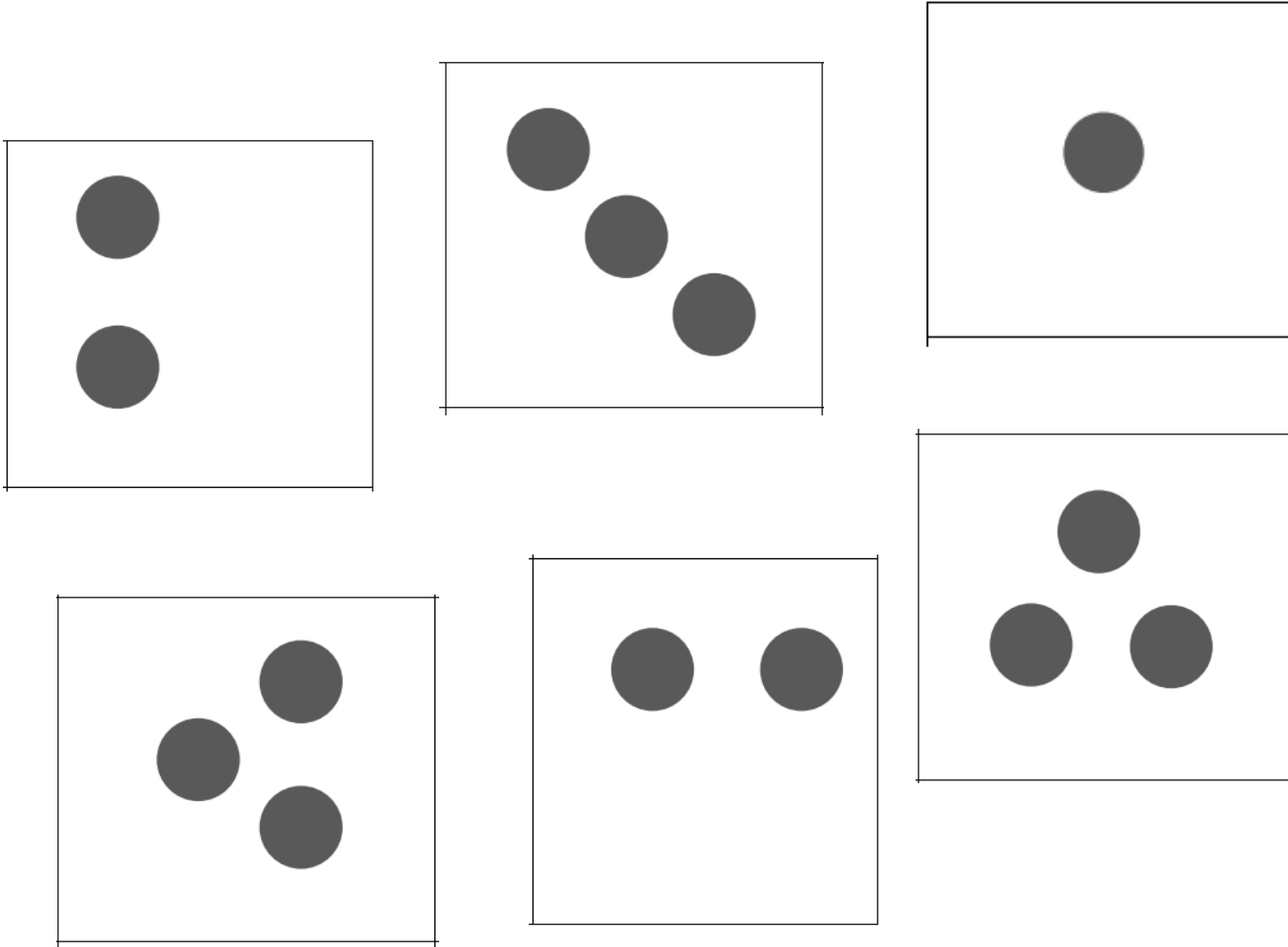
Activity 2: Part-part whole



Lay the cards face up in front of you.
Take it in turns to look for two images that look like they are part of a whole.
Pick up both cards and say 'part' 'part'
Put them together and say 'whole'



Part-part-whole with dots



In Week 3, you will play ‘part-part-whole’ with dots.

One person will pick up a card, and the other person must pick up the card that will ‘make 4’.

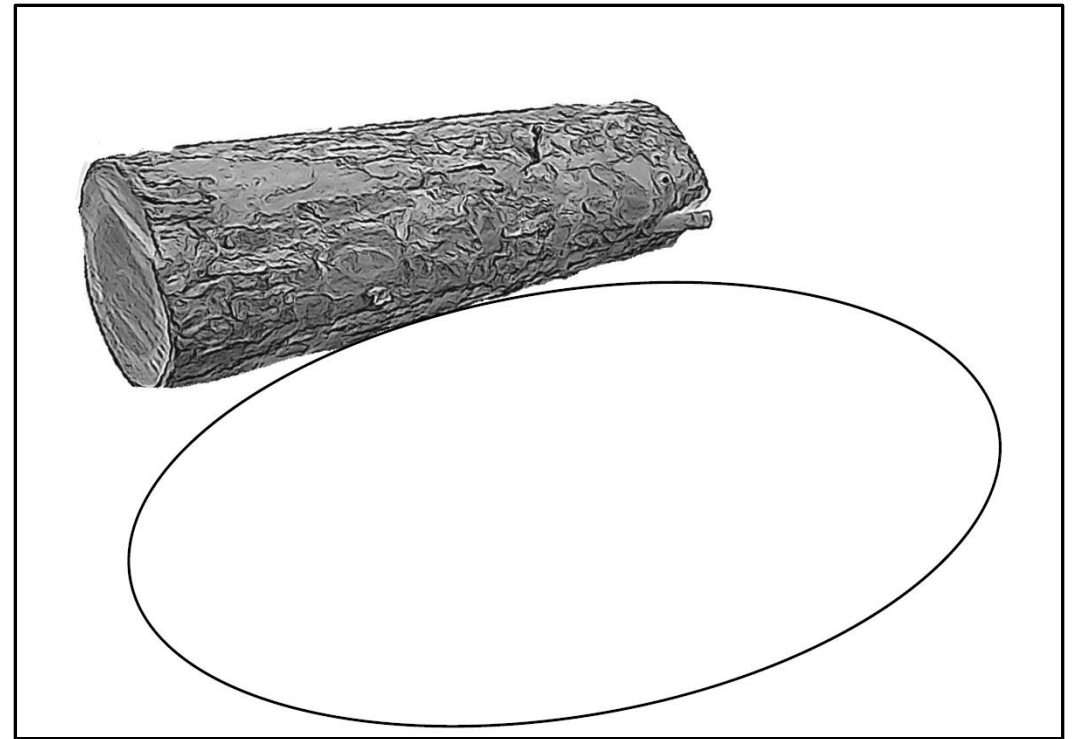
Play '3 frogs on a log'

You will need...

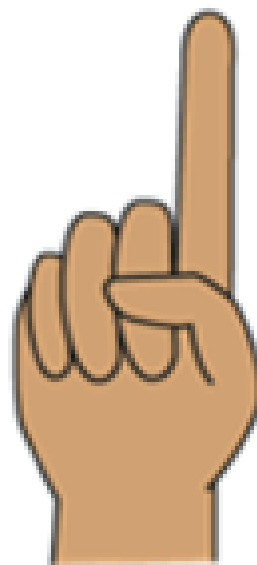


3 frogs
(counters)

The frogs on a log sheet



You will also need to show the numbers on your fingers!



Put 3 frogs on the log



Ask your child

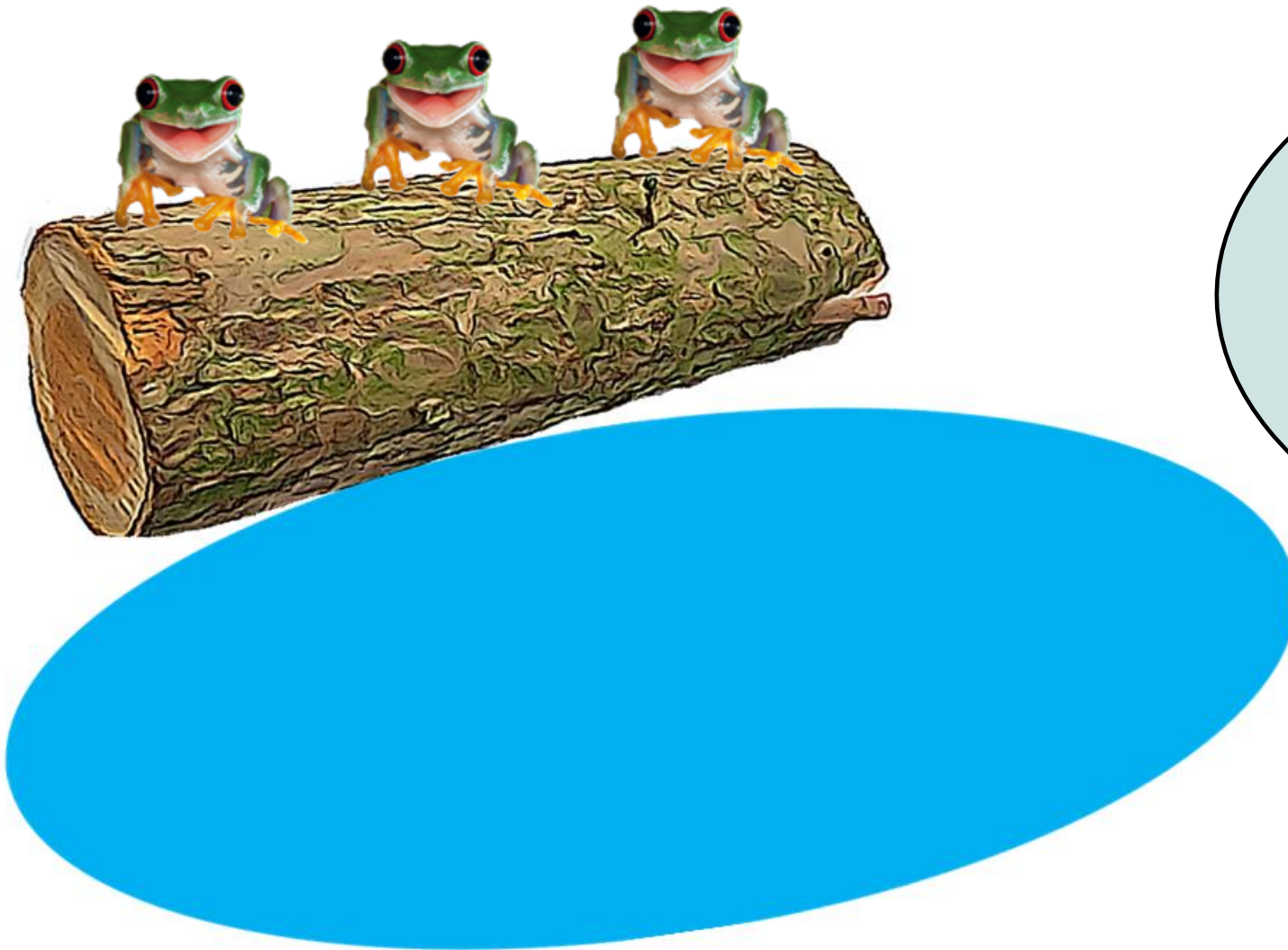
Show with your fingers:

How many are on the log?

How many in the pool?

How many altogether?

Put 1 frog in the pool.



Ask your child

Is it still three?

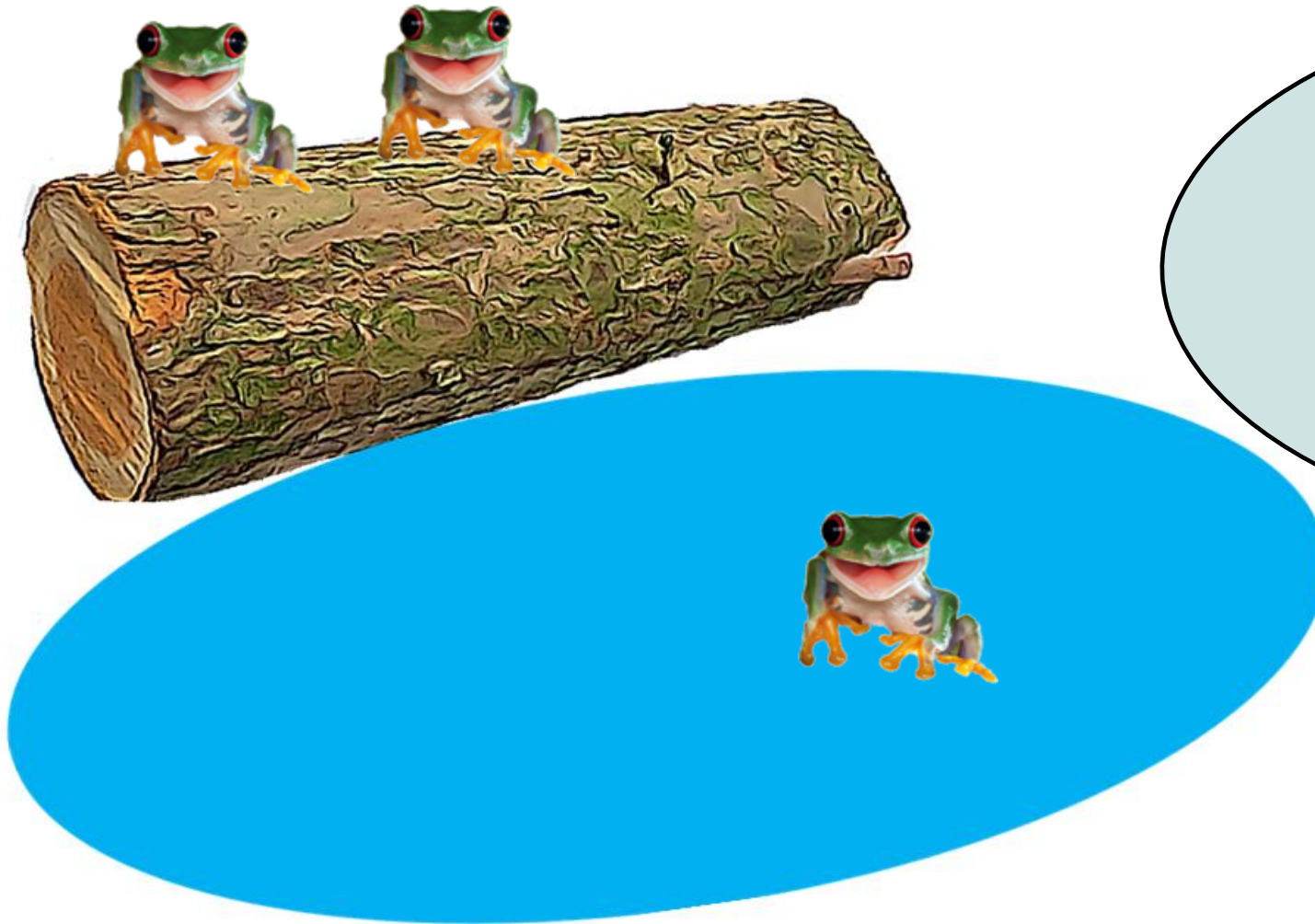
Show with your fingers:

How many are on the log?

How many in the pool?

How many altogether?

Put another frog in the pool.



Ask your child

Is it still three?

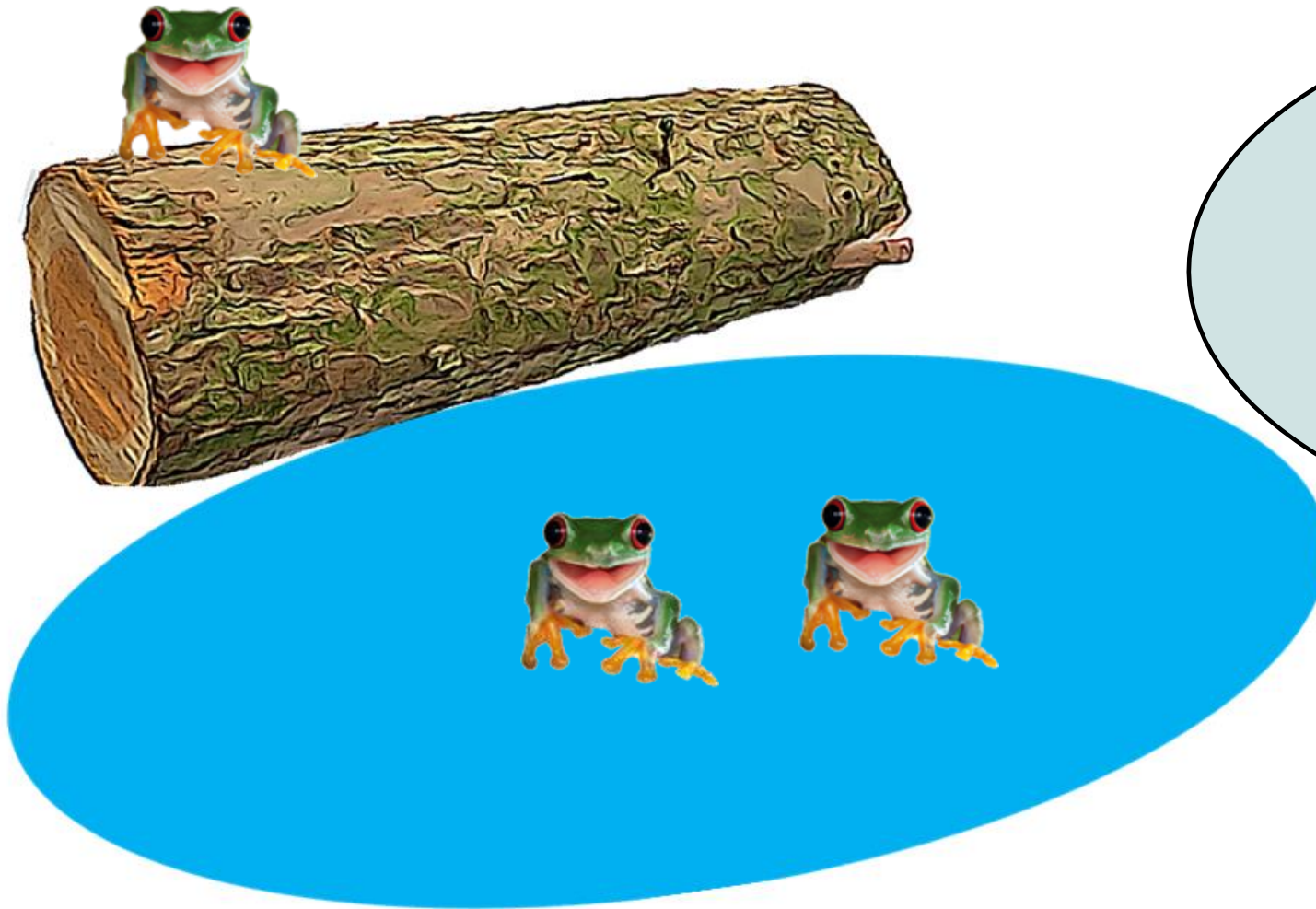
Show with your fingers:

How many are on the log?

How many in the pool?

How many altogether?

Put another frog in the pool.



Ask your child

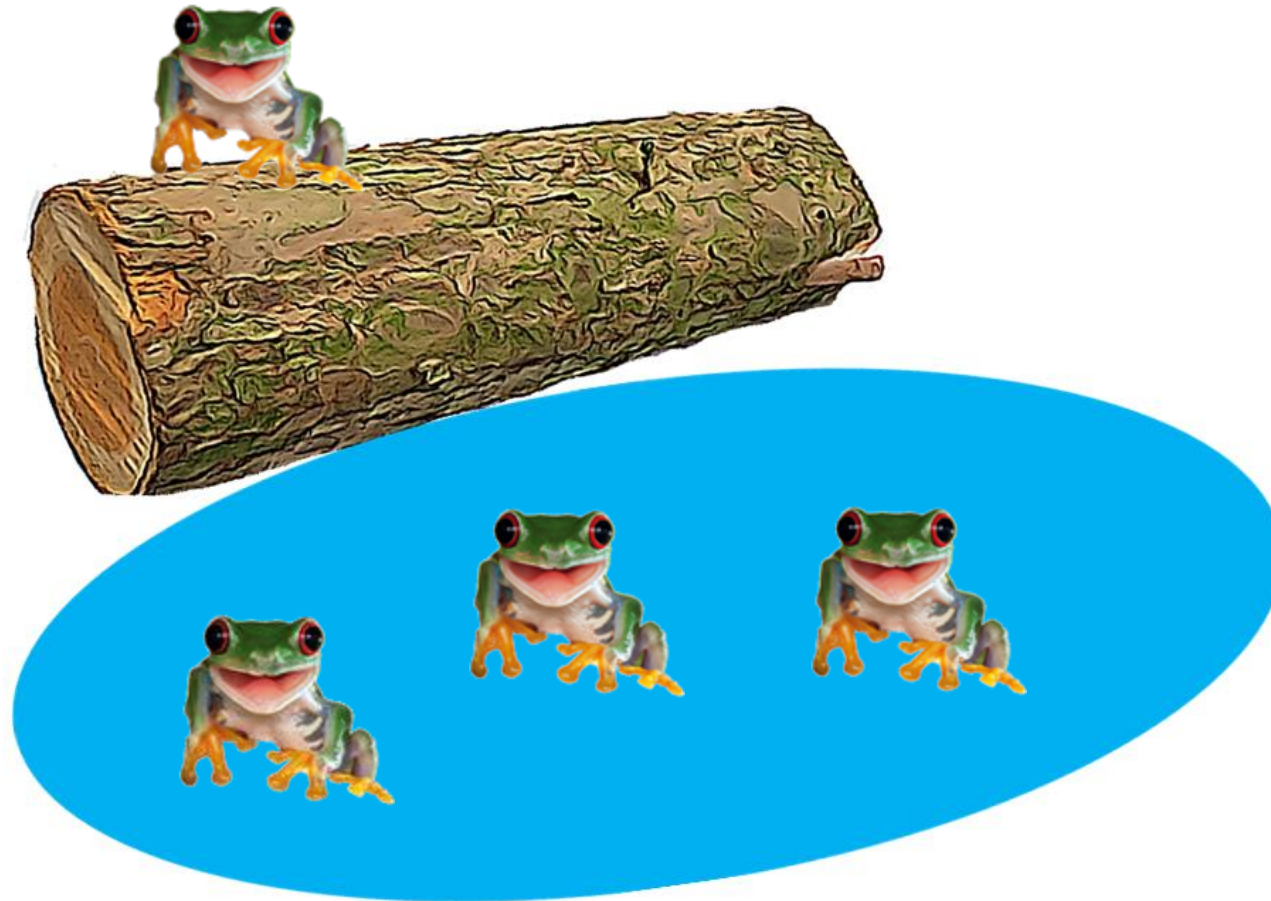
Is it still three?

Show with your fingers:

How many are on the log?

How many in the pool?

How many altogether?



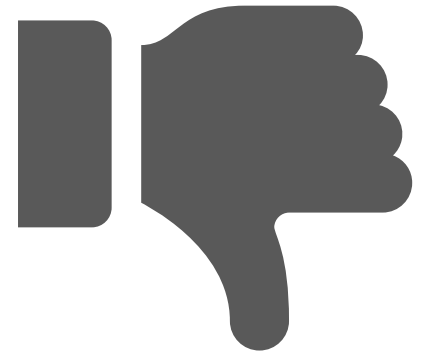
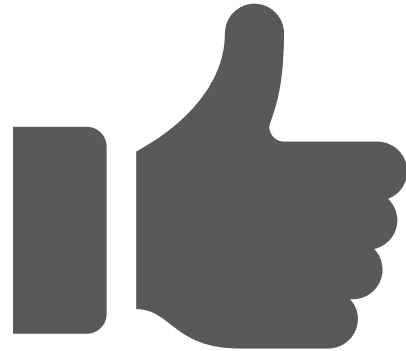
In Week 4, you will play this game again with 4 frogs... or even 5!

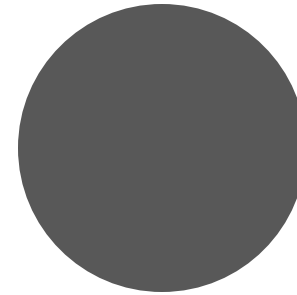
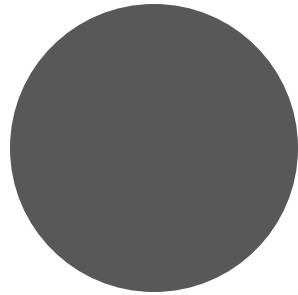
Play '3 or NOT 3?'

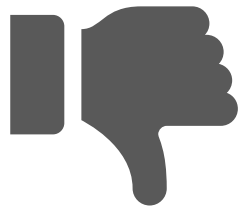
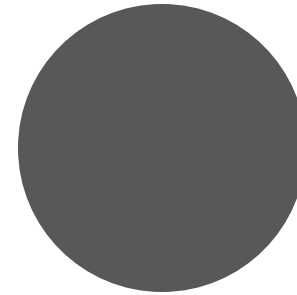
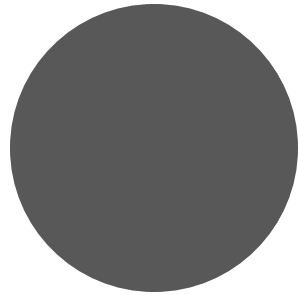
This activity involves spotting when there are 3 of an object or explaining why there are NOT 3.

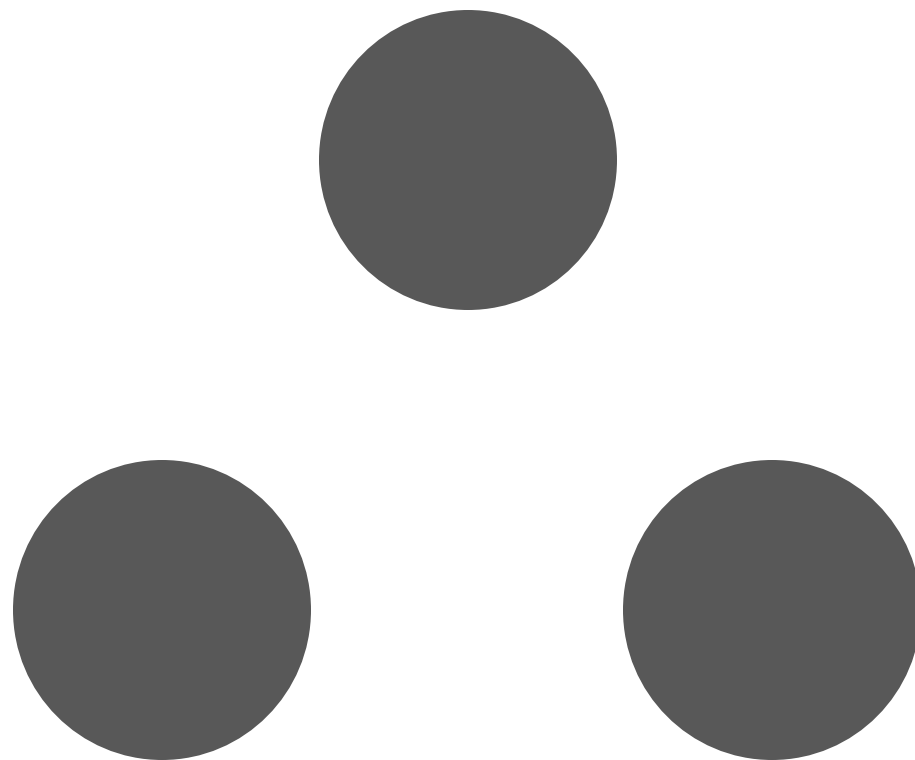


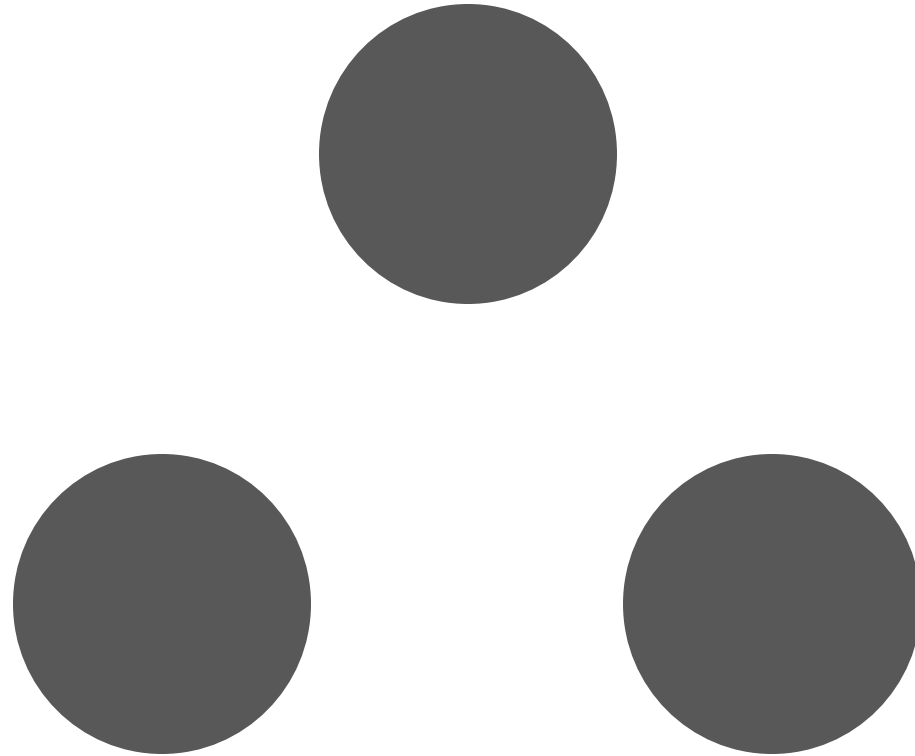
Put your thumb UP if you can see 3, and down if it is NOT 3.

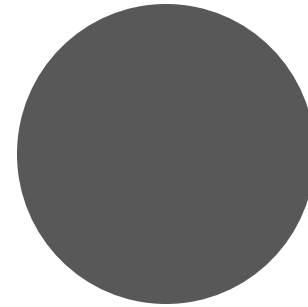
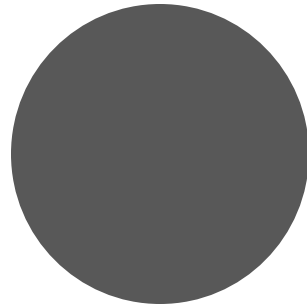
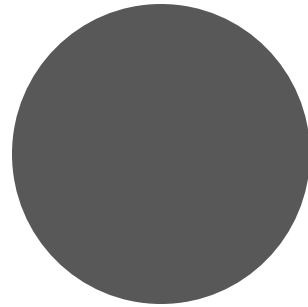


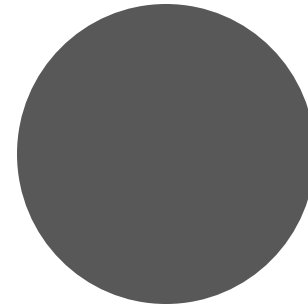
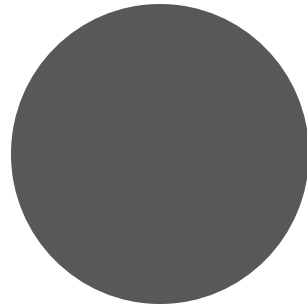
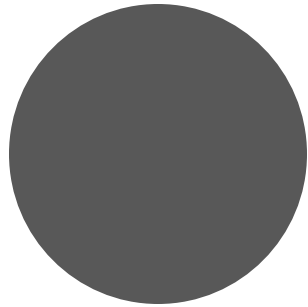


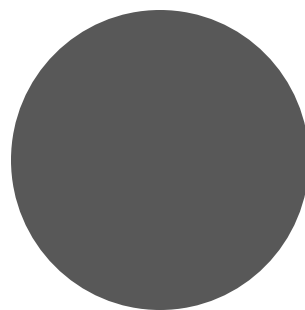
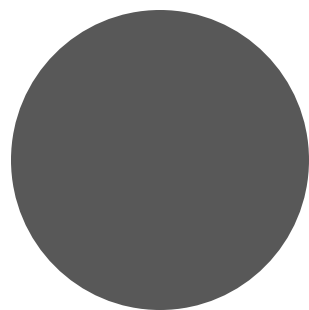
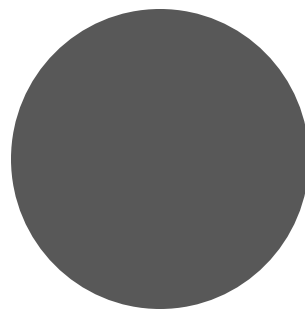
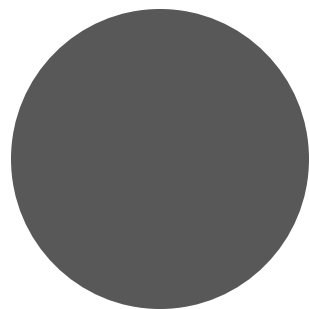




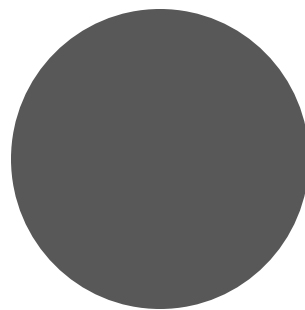
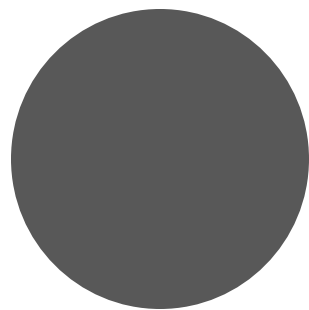
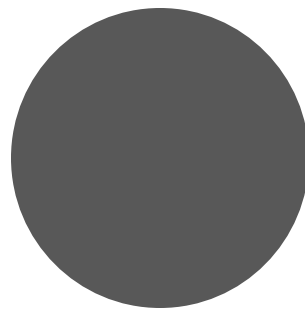
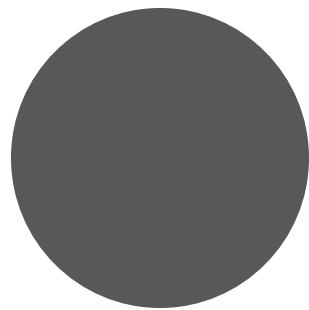
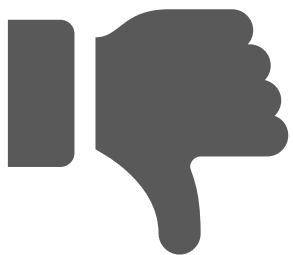




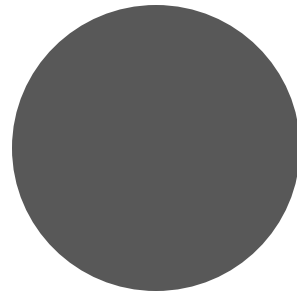
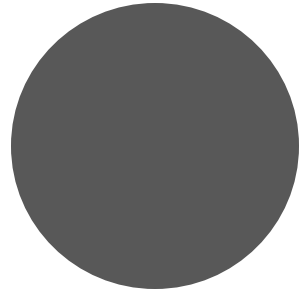


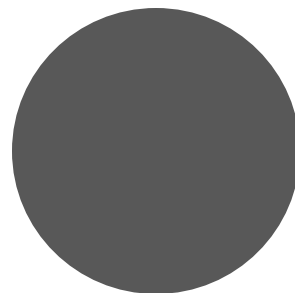
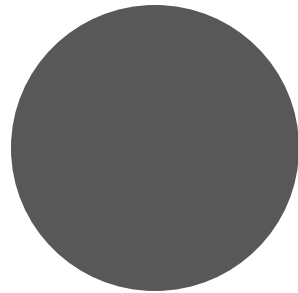
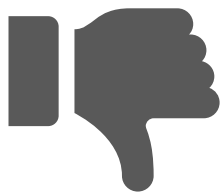


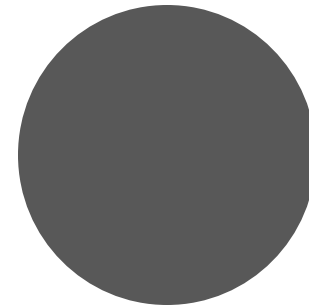
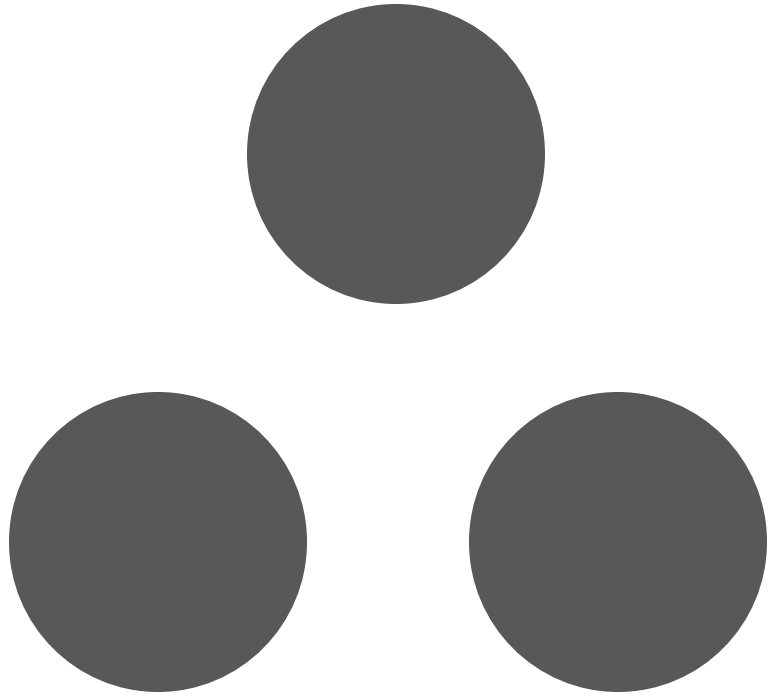
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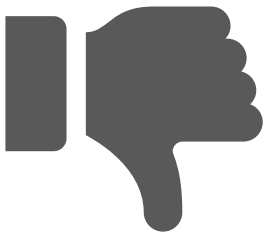
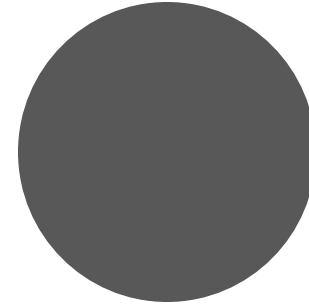
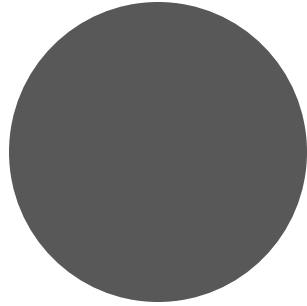
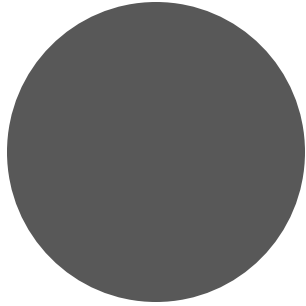
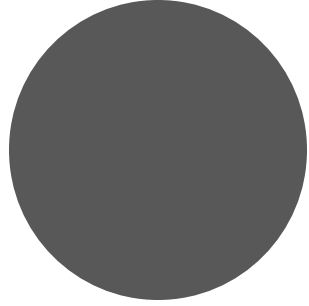


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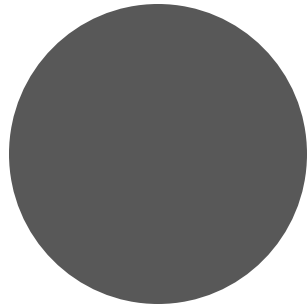
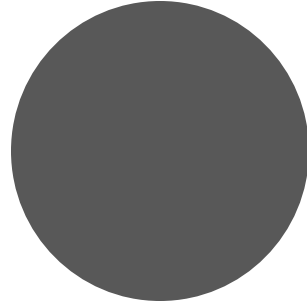
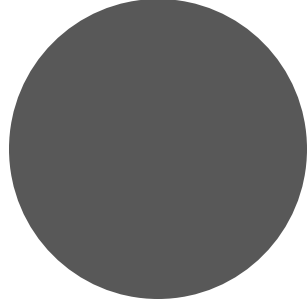


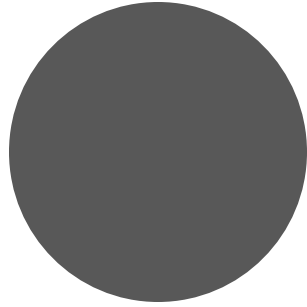
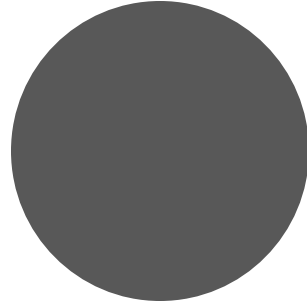
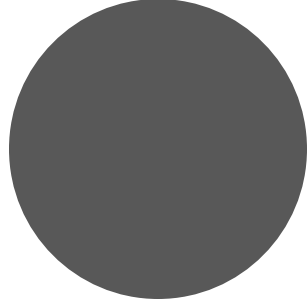






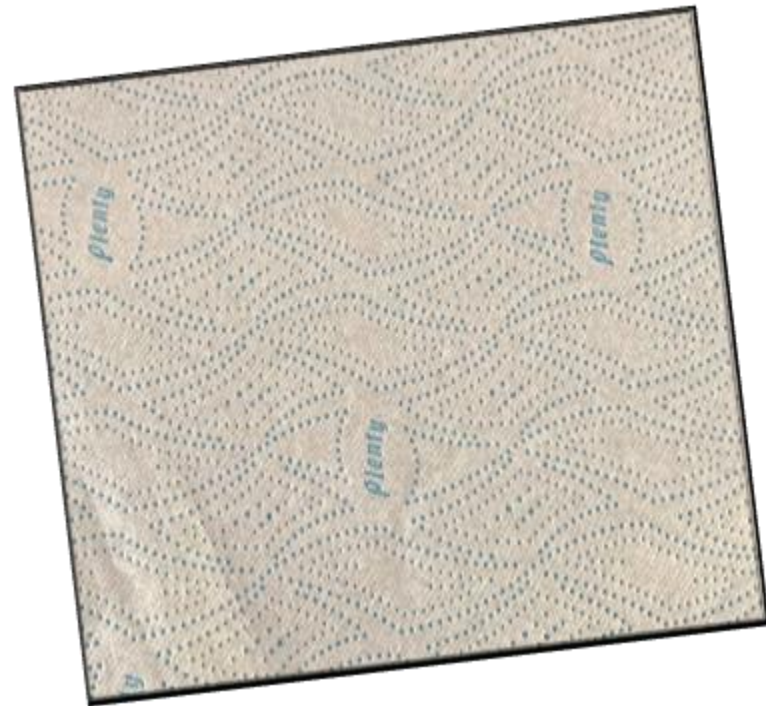
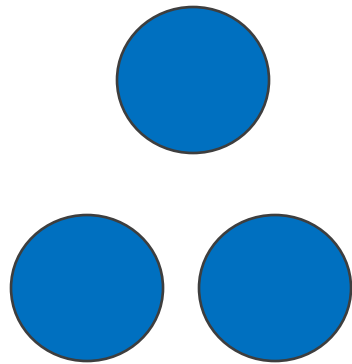
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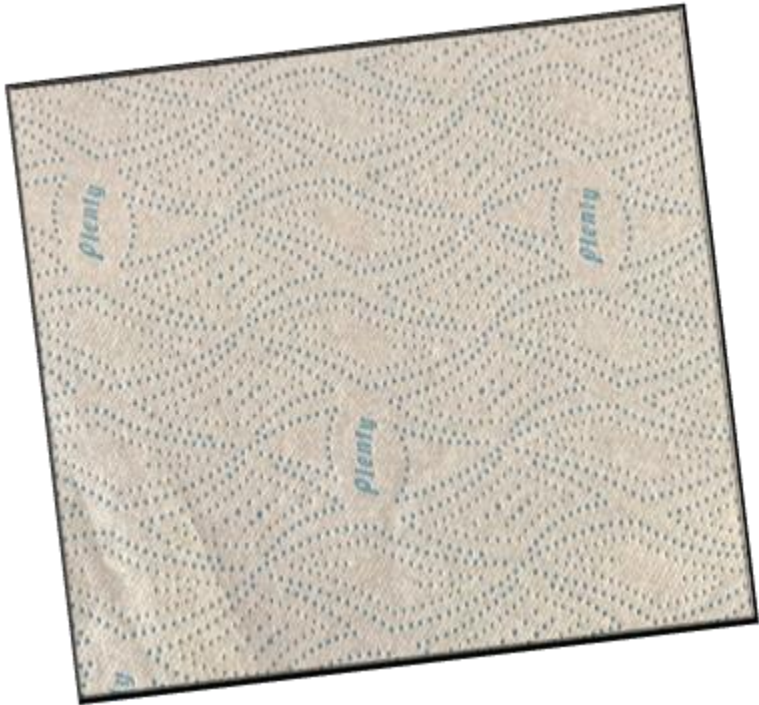


Play '3 or NOT 3?' with counters

You will need 5 counters and something to cover them.



Grown-ups, hide some counters under the towel.

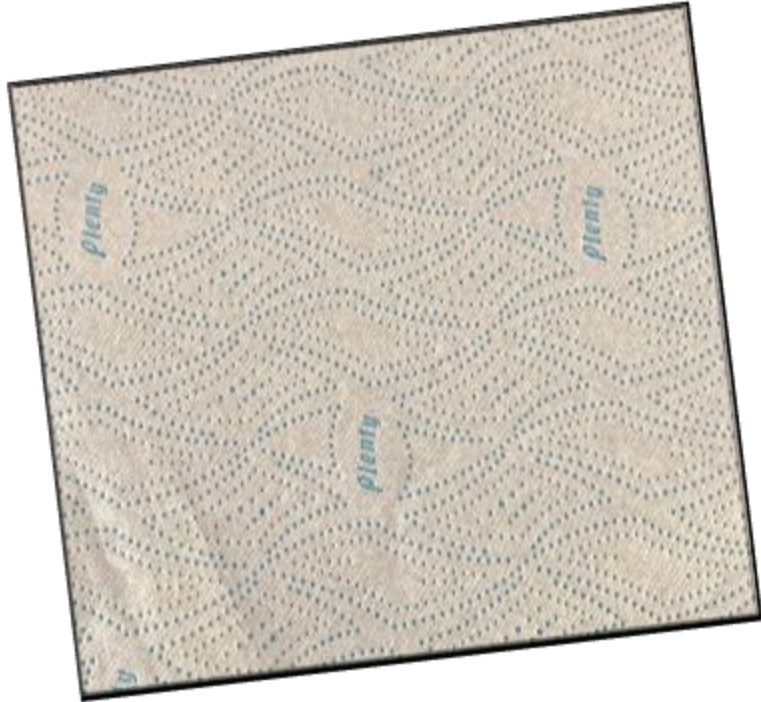


Reveal them quickly and ask your child...



3 or not 3?

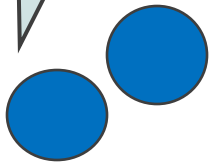
In Week 4, you will try this with different numbers...



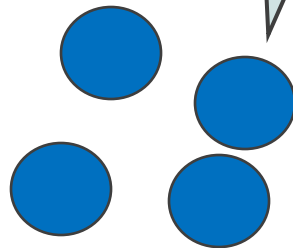
4 or not 4?

Now ask: 'What do you need to do to make it 3?'

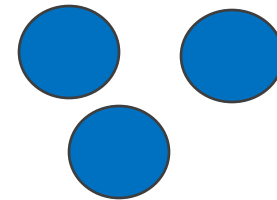
I need to add 1 more to make 3.



If I take 1 away it will make 3.



This is already 3!



Home Learning

You are going to take all the games we made today home with you.

The home learning for this week is set out on a sheet with instructions. You will get a new sheet and some new activities each week.

Mastering Number at Home

Reception – Week 1

Play 'Subitising to 3 Snap'

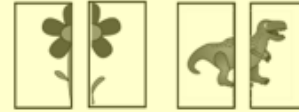


(Monday, Wednesday and Friday)

How to play

- Cut out the subitising cards on the worksheet 'Subitising to 3 Snap'.
- Place the cards face-down on a flat surface.
- Take it in turns to turn over 2 cards at a time. Say the numbers you see on each card.
- If the numbers are the same, the player taking the turn wins the cards. If the numbers are different, the player must turn the cards face-down again.
- The winner is the player with the most cards at the end of the game.

Play the 'Part-part-whole game'



(Tuesday and Thursday)

How to play

- Cut out the image cards on the worksheet 'Part-part-whole game'.
- Place the cards face-up on a flat surface.
- Take it in turns to pick 2 cards that make a whole.
- Say, "part, part", as you pick up the cards, and "whole" as you put them together to make the complete image.

Other things to try at home

Hiding games

Hide up to 3 objects, such as acorns, blocks or small toys, under a tea towel, or under your hand. Quickly reveal the objects, then hide them again, saying, "How many?" Can your child subitise the amount without counting?

Be '2-spotters'

Ask your child to spot things at home that there are 2 of. Some things are often found in 2s, such as shoes or socks, but we can have 2 of anything!



Mastering Number at Home

My Diary – Reception, Week 1

Please complete your diary with your grown-up every day.

Name:

Day	Activities completed (please tick)	✓	Grown-ups – comment about your child's learning
Mon	We played 'Subitising to 3 Snap'.	✓	Played the game with Aunty Jane. Found it tricky but it was fun.
Tues	We played the 'Part-part-whole game'.		
Wed	We played 'Subitising to 3 Snap'.		
Thurs	We played the 'Part-part-whole game'.		
Fri	We played 'Subitising to 3 Snap'.		

Grown-ups – please indicate how you and your child found the work this week.

Very confident



It was okay



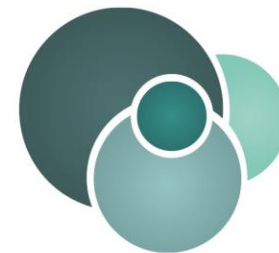
Not too sure



References:

Department for Education: Development Matters (2023) Available at: [Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/development-matters-2023) (Accessed 27-09-23)

Thank you!



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Survey for **schools** – after each parental workshop

<https://forms.microsoft.com/e/vQmZZ1HW4Y>

Parent Project Workshop



Use this form to tell the national Parent Project team about who you've worked with. Complete the form for each individual workshop.

If you have any questions about this survey, please contact your local Maths Hub or email mathshubs@ncetm.org.uk

Survey for **parents and carers** – post-project impact

<https://forms.microsoft.com/e/3PfpjanJe9>

Survey of parents and carers
(impact)



We ask that this link should be distributed by schools to the parents involved in the project.