



Add and subtract - first steps



Let's start

Teach in practical contexts, using objects.

Use any of the many fabulous number rhymes and stories as a basis for number work. For example:

Mary, Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty little maids all in a row.

Activities to stimulate interest and create a visual and interactive number environment:

Sort and plant seeds. Provide children with a variety of different sized and coloured seeds. Plant the seeds. Measure using bricks; On Monday my flower was 6 bricks tall. How many petals do the flowers have?

Sort and count shells. What colour? How many? What do they feel like?

Make a collage garden of ten 3-d flowers.

Count, add subtract. Use a butterfly counter and make a game...add 1,2 or 3. Move forwards along the flowers.

Next Step

Teach by modelling with apparatus.

Use every toy and object in the class or outside to model maths, particularly any toy that a child is specifically interested in.

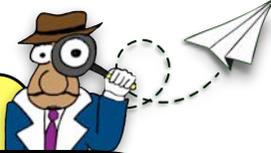
Use 5 toy fish/individual pictures in '1,2,3,4,5, once I caught a fish alive.'

Use potatoes in 1 potato, 2 potatoes, 3 potatoes, 4.

Child to recite number names in order and count back from a given number as in 5 currant buns, 5 little ducks or 5 speckled frogs etc..

Count a number of objects up to 5:

- Sand pies in the sand tray
- Hats in the dressing up box
- Letters in your name



You can do it!

Teach by modelling with self and fingers.

Me and You

I've got 1 head and 1 nose too,
1 mouth, 1 chin and so have you.
I've got 2 eyes , 2 ears too,
2 arms, 2 legs and so have you.
I've got 2 hands, 2 thumbs too,
4 fingers on each hand and so have you.

Make life size pictures of me and you. Let the child make it their own. Count whilst saying the rhyme. Use the pictures to count.

Count a number of objects up to 5.

Count objects in a line, then count objects arranged randomly, pointing to each object in turn.

Recognise small numbers of objects without counting.