

Number and Number Processes

AN ENVIRONMENT OF OPEN-ENDED POSSIBILITIES

OPEN ENDED, EFFECTIVE LEARNING AND TEACHING APPROACHES



EARLY LEVEL



"What do you notice...?"
"I wonder what would happen if...?"
"I wonder why...?"

Using a range of visuals and materials. Learners will develop **CONSISTENCY IN UNDERSTANDING**



FOR EXAMPLE: 6 is still 6

NUMBER SENSE

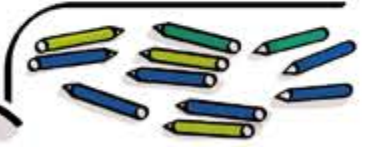
numbers relate to each other through a variety of concrete and visual representations

INTERACTIONS

Use of appropriate language in context



TO FIRST LEVEL

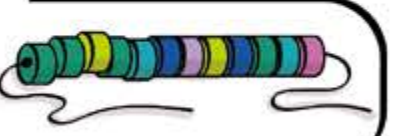


Can you put the pens in groups of three?

Can you sort the pencils?

6 **7** 8

seven **7th**
ORDINAL NUMBERS



SPACES

Everyday real life contexts



1-1 CORRESPONDENCE
9
(Arrays and number patterns)

ORDER IRRELEVANCE
1 2 3 4 5 6

COUNTING PRINCIPLES

Key steps for children to move on from rote counting to rational counting



Using stories, songs, rhyme, finger patterns to explore number

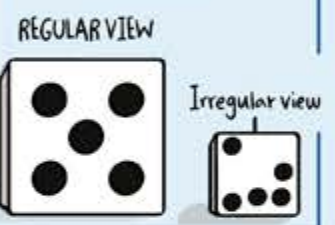
EXPERIENCES

Show workings in a variety of ways



SUBITISING

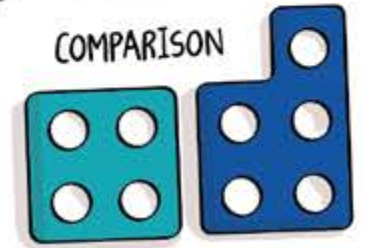
Ability to identify a quantity without counting



MULTISENSORY APPROACH



COMPARISON



STABLE ORDER



1 2 3 4
CARDINAL PRINCIPLE
(last number is the total)

ABSTRACTION PRINCIPLE
(different objects)



RECOGNISING and IDENTIFYING NUMERALS



CONSERVATION OF NUMBER

Children understand that the total in the group does not change regardless of the physical arrangement or size changes



5 IS ALWAYS 5
To promote CONNECTIONS WITH NUMERACY as part of loose parts play and learning during outdoor experiences, promote the use of natural materials, where possible.