Mathematical Development in the Early Years

A guide on help you can help your child in mathematics.





Fun activities you can do at home.



Spotting numbers in our environment.

Look out for numbers in your local environment.
Numbers are everywhere – on doors, on buses, on car number plates, on shop tills, in shop windows, on phones.

Choose a number of the week and go on a hunt around your home for items showing that number.

Subitising

This is the ability to recognise a small amount without the need to count. For example, being able to recognise three on a dice without the need to count. It is important children can subitise before they start to count. Studies show that young children naturally subitise. For example, babies are drawn to faces where they see an arrangement of two eyes, one mouth and one nose, although they do not know number names they see the pattern. Ways to support your child with subitising; play games using a dice, can they see the numbers on the dice without counting? When they are in the outdoors look at a small number of objects (pebbles, leaves, shells etc) ask your child what do they see? (Hopefully your child can tell you 'how many' they can see without the need to count).

Counting

The good thing about counting is that you can do it anywhere at any time. Just make sure you say the number for each item in order.

- Start of by counting fingers and toes.
- Can you count how many Lego parts you have put into a tower?
- How many dolls do you have?
- How many apples are in the fruit bowl?
- Look at your calendar and encourage your child to count the number of days to a special event.
- Encourage your child to count the number of steps from their front door to their gate. Can they guess how many steps it will take before they start?
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As your child becomes confident with counting, try starting at different numbers. For example, start at 5, and count on from there to 10.

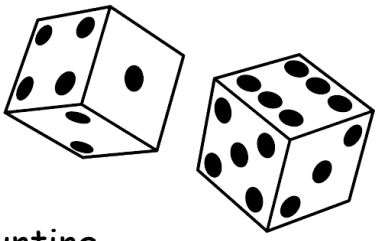


Linking numerals and amounts

Once children become confident with counting they need to be able to recognise that a number represents an amount.
To make a fun activity, you can have a go at writing numbers onto pieces of paper/card and then ask your child to put an object on each numeral. How many objects do they have? The amount of objects they have will match the number. You can move this activity on by showing your child one numeral and then asking them to count out that amount of objects.

Show your child a number card (1-10) can they show you that amount of fingers? How quickly can they do this?

Using Dice



Dotted dice are a great resource in helping children to understand and know their numbers to 6. Using number cards 1 to 6, throw a dice and then ask your child to roll the dice, can they guess how many dots there are? Check by counting. Once your child has counted the dots can they find the correct numeral?
You can also use the dice to have a game of tower building. This game will need a dice and some building blocks such as Lego. In pairs take it in turns to roll the die and whatever number it lands on you collect that number of bricks and build a tower. The first to a tower of ten bricks is the winner!

There are lots of board games out there which your child will enjoy playing without realising they are working on their number skills!

Measuring

Talk about items in and around the home that they may be taller or shorter than. Can they go on a hunt and find something that is shorter than their favourite teddy?
Look at the length of items. Is your child longer or shorter than their sofa?

Ask your child to help you put the shopping away, which is heavier a tin of beans or a packet of crisps?

Shapes

Shapes are everywhere! Talk about the different shapes in and around your home. What shapes are the tyres on your bike? What shape is the top of the table? Ask your child to go and find something in the home that is a triangle. It is important to talk to your child about the number of sides a shape has. For example, a triangle has three sides, a square has four etc.

Socks!

Socks are a great resource in helping children to learn their mathematical skills. First of all, have a go matching the socks and then have a go at counting in 2's. Can you have a go at sorting the socks by colour and size? Which sock is longer? Encourage your child to talk about the different patterns on the socks.



Positional Language

Explain to your child where objects are, for example your teddy is above the cupboard, the cat is under the table.

Maths is fun!!

Children enjoy taking part in these activities- we hope that your child has lots of fun, too.

Mrs Woods CGINS
June 2025