

MINI CASE STUDY: TEACHING THE ASSOCIATION BETWEEN NUMBER AND QUANTITY

For all practitioners at Childhaven Nursery School, the concept of early maths is highly important.

Maths is woven through all of our spaces, allowing children the freedom to explore at their own level and development stage. Alongside are adults observing, supporting, suggesting, providing resources, and providing narrative; they will interact as needed to guide and model.

Subitising is not new to us, this is a part of our daily life and it can occur in the most unsuspecting spaces. As a practitioner who can spot a child exploring with objects, it is our role to then to interact and help our children with these early learning processes, such as subitising.

Simply explained, subitising is how a child can notice how many objects they can see by simply looking at them and working this out themselves, without the need to touch and count the objects. Subitising can be supported by an adult saying the amount and showing the child the number as a digit to allow the association.

LOOSE PARTS & SUBITISING

Loose parts are small objects of interest, they are ideal for developing subitising skills.

You could be buttons, stones, shells, leaves, conkers, twigs, sticks.



What does the evidence say?

Key findings from the Education Endowment Foundation (EEF) evidence store describe how the adult uses a variety of techniques to support children to become familiar with and understand numbers and quantities, such as:

- Teaching the rules of counting. This includes teaching the child that counting can be used to find out 'how many' are in a collection because the last number they say tells them how many there are (cardinal value). As children become more familiar with quantities, the adult can encourage them to realise how many items there are in a very small group without having to count them all (subitising).

The EEF findings go on to highlight that:

- It is effective to teach one to one correspondence when counting, which means helping children to pair one number word with one (and only one) item.

Our children are developing mathematical concepts by recognising quantities along with association of cardinal number...

- interest
- problem solving
- sustained shared thinking
- resourcefulness
- working with others
- a sound understanding of early number
- ability to use mathematical language in play
- recalling and retelling skills

Consider how you can introduce subitising in your setting. Further reading can be found on the EEF evidence store, using this link <https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics?approach=teaching-association-between-number-and-quantity>



THANK YOU FOR READING.

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