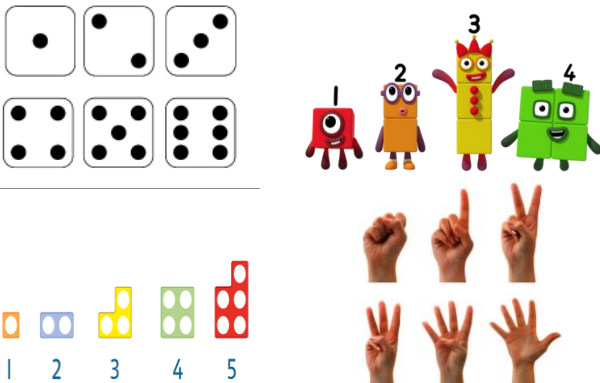

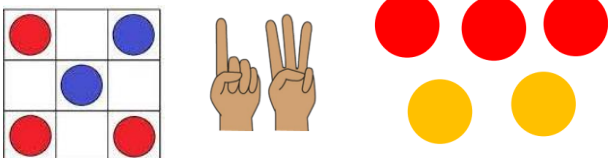



Know and Recall Facts

Reception – Autumn 1



I can subitise up to 5.

What is subitising?	Examples
<p>There are two forms of subitising – perceptual subitisation and conceptual subitisation. The children need to be able to do both.</p> <p>Start with perceptual subitisation. Perceptual subitisation is where the child can immediately recognise the amount of objects without the need to count. The can just ‘see the amount’.</p> <p>Once this is established progress to conceptual subitisation. Conceptual subitisation is where the objects are in subsets, but your child will be able to see the whole amount without the need to count them. This is the grounding of number bonds, knowing a number is made up of other numbers.</p> <p>We will use the word subitise with the children and teach them that this means using your fast eyes to see the amount. They will not need to count, they will just know how many.</p>	<p>Perceptual subitisation:</p>   <p>Conceptual subitisation:</p>  

Top Tips

The secret to successfully embedding knowledge is practising it **little** and **often**. Regularly return to the skills and incorporate into simple games and other activities.

Ideas:

Prepare your child to subitise by saying to them they will need to use their 'fast eyes' to 'see the number'. Make it sound like a superpower!

- When tidying up say to your child things such as 'Pick up those two pencils.' It reinforces the skill of recognising an amount.
- Dice games
- Dominoes (that follow the dot pattern of dice)
- Numberblocks - <https://www.bbc.co.uk/cbeebies/shows/numberblocks>
- Numicon – recognising the shape without needing to count the holes.
- Fingers – both perceptual and conceptual (create a game as a family. Pick an amount. All hide hands behind back. 1, 2, 3 show me and see who came up with the same way and who came up with a different way)
- Using toys – parking cars, placing dinosaurs in a dinosaur world (creating subsets, but still know the total amount without the need to count)
- Look at collections of objects children have gathered. Could even get them to throw them/drop them on the floor and see how they land. Look at natural arrangements when on a walk; such as leaves, pine cones, mushrooms and subitise how many.

