



### I can name numbers in order to 10. I can compare 2 numbers by saying which is more or less.

By the end of this half term, children should be able to **say** the numbers to 10 **in order** and also be able to compare the size of 2 numbers within 10.

Children should say the following number names in order:

**0      1      2**  
**3      4      5**  
**6      7      8**  
**9      10**

They should also know which number is larger/smaller out of 2 numbers given to them:

e.g. **3 and 7**

**6 and 1**

The aim is to be recall the numbers **instantly** and know which number is larger/smaller **instantly**.

### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey?

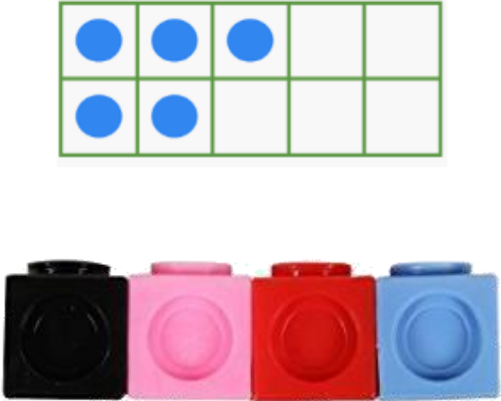

Perhaps you could have number cards that you can show your child and they say which number is larger or smaller.

Maybe use a number line to help compare the size of numbers



### I can recognise quantities, without counting, up to 5.

By the end of this half term, children should be able to recognise a small group of objects (up to 5) without needing to count them.

	<p>Children should know that this tens frame shows 5 without counting.</p> <p>And know this shows 4 cube without counting.</p>		<p>Children should be able to recognise this shows 3 without the need to count.</p>
---	--	--	---

The ability to be able to recognise an amount of objects without needing to count is called **subitising**.

### Top Tips

Use practical resources – Show your child a small group of objects. Ask them how many there are without counting.

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots> - put dots on the ladybird, how many are there?

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/> - using a 5 frame