How to develop:

Your child's understanding of number concepts

Note: Teaching number concepts

An understanding of number concepts is important for a child's wider learning in terms of maths and academia.

In terms of the child's understanding of numbers in the context of their wider communication profile, there may be other targets that will be more functional to target before the child's understanding of numbers (i.e. targets earlier in the list on the target bank and in the earlier language plans). It's important to consider each child's language level and choosing appropriate targets at the appropriate time.

Strategies

- **Build opportunities** into everyday moments – using what the child sees, does, hears everyday e.g. natural opportunities to order, count, match, or describe with the child.
- **Use visual support** - gesture, objects, photographs, symbols.
- **Use a multisensory approach** i.e. different sensory elements throughout activities where possible – look, feel, listen, smell etc.
- **Use items/games the child enjoys** and build in counting opportunities to keep the activity motivating.
- **Keep a list of numbers that are "new"** and talk about/revisit these regularly across the week.

Activities

Counting:
Count out loud as a class/in small groups starting at one and building to higher and higher numbers. Take it in turns in a small group to count from 1.

Objects:
Play counting games with objects, pointing or moving the objects from one place to another as you count.

Matching:
Match two different types of objects together, such as 5 counting bears and 5 counting balls or 5 cars and a domino that shows 5 dots.

Threading/drawing/jumping etc:
Use any activity the child enjoys and build in a counting component e.g. threading beads, drawing dots, jumping on dots on the floor.

Ordinal numbers:
Use pictures/objects and arrange them in order, to support understanding and use of ordinal numbers e.g. first, second, third etc. Arrange toy characters in a line and label their position. Label steps in a routine e.g. “the first step… the second step…”