

How Cardinality Develops (but Children Vary!) and How Practitioners Can Help

1 & 2 Year Olds

- Can give just one thing when asked, but not two
- May recognise some numerals.

Practitioners can

- Talk about how many things there are e.g. two shoes, three bananas
- Show finger numbers when talking about small numbers
- Talk about numerals e.g. on doors, buses, birthday cards.

3 Year Olds

- Know how many two, three and four are
- Recognise more numerals, but may not understand them.

4 Year Olds

- Link numerals to amounts
- Link counting with number values.

Practitioners can do the same things as with younger children, plus

- Snack and meal times - ask children to get two pieces of fruit, get four plates etc
- Number rhymes
- Ask children to show fingers for the number of frogs, ducks at each stage of the song
- Link numerals with the number of frogs, ducks at each stage
- Tidy up time - label containers with numbers, so children check how many things there are
- Games
 - Play hide and reveal games for subitising with different quantities of objects (and no objects) in boxes, under cups etc. and invite children to quickly say how many there are
 - Use large numeral dice for games outdoors and indoors
 - Target games - provide a selection of individual numerals as well as number tracks and encourage children to find the numeral to match their score
 - Provide a clipboard for children to make marks to record their score
- Story time - share number books, talk about numerals and ask children to spot numbers of things and show finger numbers
- Play shopping - make price labels for numbers of pennies or pounds, so children pay with individual (pretend) coins
- Cooking - make recipe cards with numerals and pictures e.g. 3 eggs, 4 spoonful's.