

Number Sense

Adult guide - short, supported practice

Start with understanding

Use the app starting check as a teaching guide, then choose one activity. Begin with quantities the pupil can handle comfortably. These sheets support teaching; they are not standardised assessments.

Use real objects

Use counters, buttons or blocks. Ask the pupil to make a set, match one counter to each object and show how they know the total. Rearrange a set and ask whether the total changes.

Teach, then try a new example

Model a strategy and practise together. Later use different objects, arrangements or numbers without prompts. Record any help. A correct multiple-choice answer alone may reflect guessing or familiarity.

Keep it manageable

Work for a few comfortable minutes. Stop if the pupil becomes frustrated. Speed is not the goal. For subitising, briefly show a small arrangement, cover it and discuss how it was seen; avoid pressure to answer quickly.

Use the following mats

Print at 100% on A4. Keep number mats visible when teaching. Use the part-part-whole mat to make, split and recombine quantities. Note strategies and support on the record sheet.

Keep app records safe

Number Sense saves in this browser. Download a separate Number Sense pupil backup from adult controls and check it saved. These paper observations do not automatically appear in the app.

Number mats

Counters, quantities and number positions

Make a set. Move one counter into each space. How many? How do you know?

A second ten-frame - build numbers above ten when ready.

Number line 0-10: point, count on, count back and explain each move.

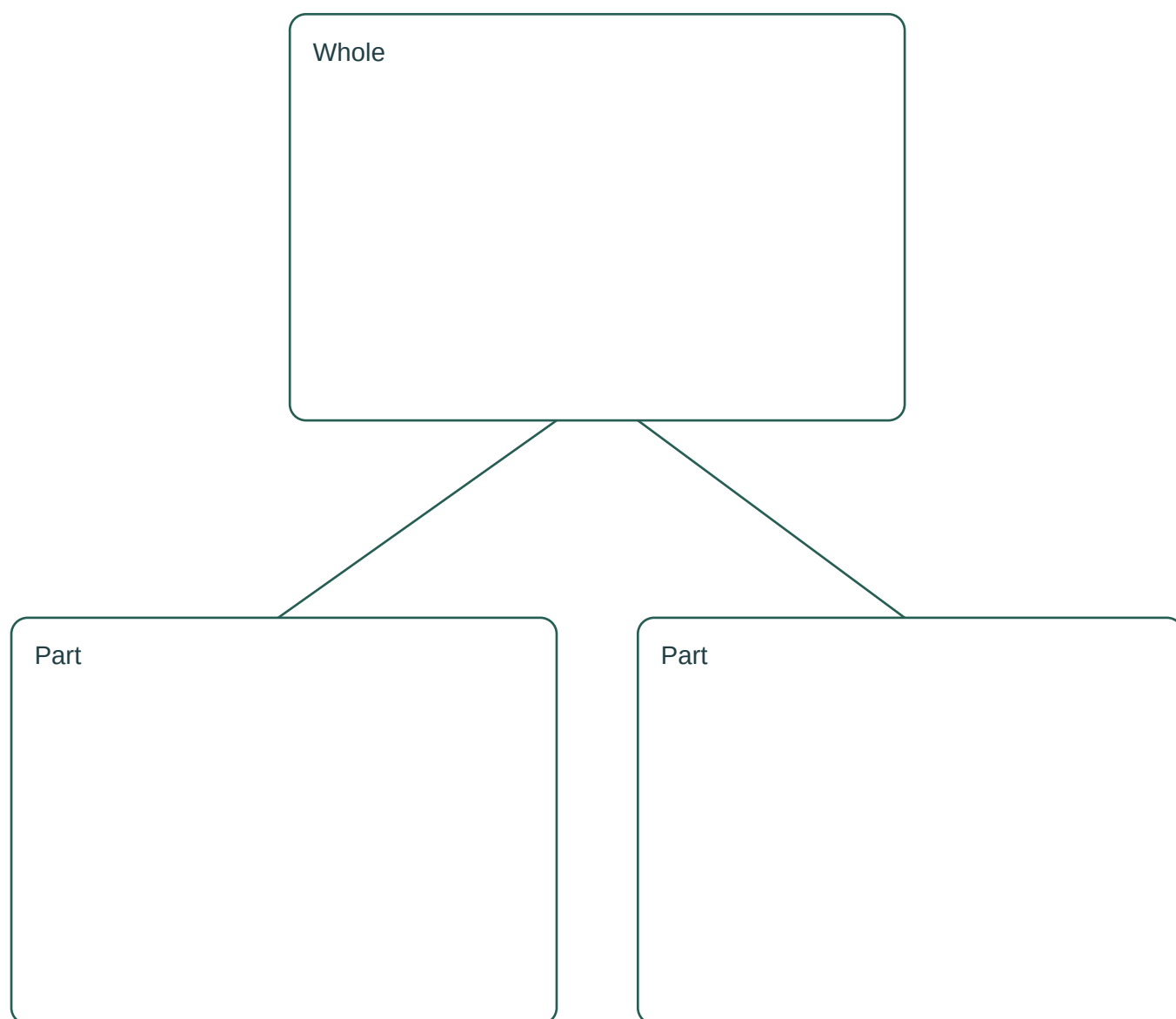


Change the arrangement. Does the quantity stay the same?

Part - part - whole

Explore how quantities can be split and joined

Choose a comfortable total. Make it with counters, then split it in two ways.



_____ and _____ make _____ + _____ = _____

What changes if one counter moves from one part to the other?

Ask for another combination. Record the strategy, not just the answer.

Number Sense record

Observation sheet - keep securely; use initials or a nickname

Pupil: _____ Date: _____ Adult: _____

Activity / level or sequence length: _____

Mode: teaching / independent Support given: _____

Trial	Task / expected response	Pupil response / help	Correct?
1			
2			
3			
4			
5			
6			

What was understood? What was difficult? What will we model next?