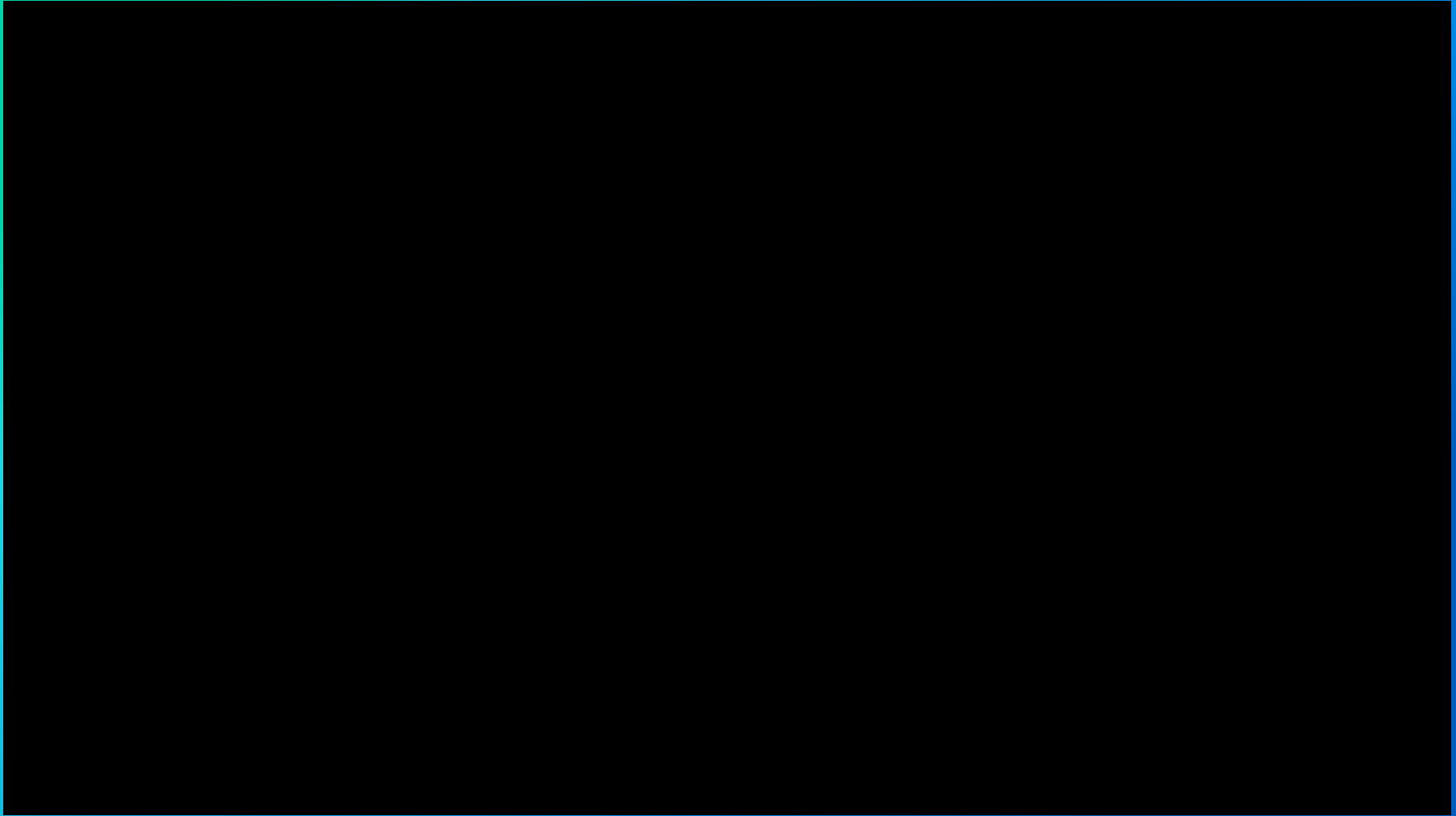
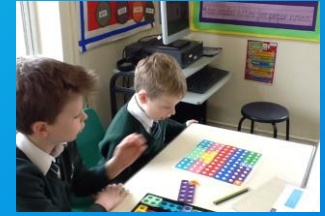


Numicon







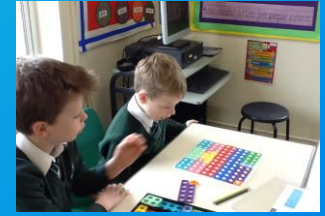
Addition and subtraction using Numicon Mr Tucket

**‘TRYING TO TEACH NUMBER WITHOUT
NUMICON IS LIKE TRYING TO TEACH
READING WITHOUT PICTURES.’**

Numicon makes numbers, which are clearly an abstract thing, real.

Counting is not the same as calculating. We often use counting as a means to calculate but this doesn't help children's understanding of number to develop.

Numicon helps children to calculate without them even realising that is what they are doing.



Pattern and Algebra using Numicon

Mrs Davies

**LOW THRESHOLD / HIGH CEILING
PROBLEMS ALLOW ALL TO BE INVOLVED
AND CHALLENGED.**

Numicon is absolutely not a special needs resource. It can help children to move their thinking on more than they would have done without apparatus.

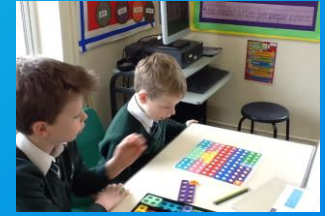
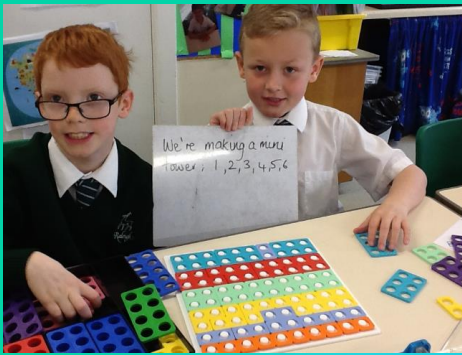
It is great for problem solving as it enables children to go further than they might without it; showing a deeper mastery of the concepts.

Low threshold / high ceiling problems allow all to be involved and challenged.

Numicon helps children to verbalise what they are doing and thus helps their mathematical thinking.

Similarly it enables us, as adults, to see the children's thought processes and is therefore really helpful as an assessment tool.

Those children who say they just know the answer can be challenged by the phrase 'prove it' or 'show me'.



Multiplication and Division using Numicon Miss Maclean

**NUMICON MAKES THE LINKS BETWEEN
NUMBERS AND CONCEPTS VISIBLE.**

Numicon makes the links between numbers and concepts visible.

For this reason it is suggested that we teach inverse operations at the same time.

