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| **Unit 3: One more and one less, up to 12** |
| **Activity 1:** **What’s next on the washing line** |
| **Aims:** To recognise numerals 1-5 (or beyond).To say the next number.To know the number before or after another. | **You will need:** pegged ‘washing line’ with large numbers 1-10; 1-6 dice; 4-9 dice; dice adapted to show 1-2-3-3-4-4 |
| **Pedagogy:** possibly large group up to 10 for ‘main’ input; smaller groups for support/ challenge |
| **Preparation:** peg out numbers; prepare dice for support/ challenge (*see above*) |
| **What to do:*** Display a washing line with numbers 1 to 10.
* Roll a large 1-6 dice. *Show me this number on your fingers. What’s the* ***next*** *number? Show me*.
* Point to both numbers on the washing line to confirm. Repeat at least 5 times.
* Just roll the dice; children say the next number each time.

**NB This is a significant activity. Consider keeping it out for children to explore independently during free-flow.**Support Use a washing line with numbers 1-5 and dice labelled 1-2-3-3-4-4.Challenge children by using a dice labelled 4-9. *What’s the number before \_\_? Close your eyes…what’s the number after \_\_?* |
| **Outcomes:** I can recognise numerals to 5 (or beyond).I can say the next number, when looking at a number track.(Some children) I can say the number before or after another. |

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| **Unit 3: One more and one less, up to 12** |
| **Activity 2:** **Playdough digits** |
| **Aims:** To recognise numerals 1-5 (or beyond).To practise manipulative skills.To say the next number.To know the number before or after another. | **You will need:** pegged number line 1-9; playdough/salt dough; counters; boards for dough |
| **Pedagogy:** Small group up to 4. Find somewhere calm so children can maintain focus, hear and learn from each other. |
| **Preparation:** peg out numbers, put counters in a dish, set out table with playdough and boards |
| **What to do:*** Display a pegged line. *Choose a number to take off the line… Can you make this number with playdough?*
* Children roll out sausages or mould the dough to make the number **and** the next number.
* *Now can you find that number of counters? Let’s press the counters into each!*
* Encourage children to review progress/ success: *How’s that going…will you have space for all your counters?*
* You could dry the numbers, then have the children paint/ decorate them for display, asking for help ordering them. *What’s 1 more than 4? What’s the number after 6?*

Support Use a washing line with numbers 1-5.Challenge Ask children to choose a number and make the number before. *What’s 1 less than 6?* |
| **Outcomes:** I can recognise numerals to 5 (or beyond).I can handle malleable materials with increasing control.I can say the next number. I am beginning to know the number before or after another. |

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| **Unit 3: One more and one less, up to 12** |
| **Play Activity 1: Children on the bus** |
| **Aims:** To continue to understand number to 10 and beyond.To understand the vocabulary ‘1 more’; begin to understand ‘1 less’. | **You will need:** 10 chairs, a steering wheel, a bus stop |
| **Preparation:** Set up 6-10 chairs: facing the same direction in twos. You might link the context for a bus ride to a class theme or topic. |
| **What children do…*** Set up a ‘bus’ with chairs, a steering wheel and bus stop.
* Children go on a trip, getting on or off the bus 1 by 1.
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| **Talking points*** *How many there will be if one more gets on the bus?*
* *How many is one more than 7?*
* *How many there will be if Amy gets off the bus? What is 1 less than 10?*
 |  Evidence of learning: Listen to children talking. Do they use the vocabulary ‘1 more’ and ‘1 less’ appropriately in context?Can they say the number one more and one less than numbers up to 5? To 10? |
| **Outcomes:** I can say the number 1 more than a given number. I can begin to say the number 1 less than a given number. |

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| **Unit 3: One more and one less, up to 12** |
| **Play Activity 3:** **Car park** |
| **Aims:** To continue to understand number to 10 and beyond.To understand the vocabulary ‘1 more’; begin to understand ‘1 less’. | **You will need:** cardboard box, toy cars, number cards 1-12 |
| **Preparation:** Put out an upturned cardboard box with a door cut to act as a covered car park |
| **What children do…*** Children drive cars in or out of the car park one at a time, and say how many cars will now be in the car park.
* Have number cards to use to label how many cars are in the car park.

Vary the activity by setting up a car park or garage area outside for trikes/ scooters. | Renting, Cars, Toys, Moscow, Park, Electric, Rent |
| **Talking points*** *How many cars are in the car park right now?*
* *If I drive one out, how many will there be?*
* *How many is one more than 10?*
* *How many is one less than 9?*
 |  Evidence of learning: Listen to children talking. Do they use the vocabulary ‘1 more’ and ‘1 less’ appropriately in context?Can they say the number one more and one less than numbers up to 6? To 12? |
| **Outcomes:** I can say the number 1 more than a given number. I can begin to say the number 1 less than a given number. |

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| **Unit 3: One more and one less, up to 12** |
| **Activity 1:** **Mystery numbers** |
| **Aims:** To recognise numerals 1-5 (or beyond).To say the next number.To know the number after another. |  **You will need:** pegged ‘washing line’ with large numbers 1-12; Teddy |
| **Pedagogy:** Group of 4-6.  |
| **Preparation:** peg out numbers 1-12 on a washing line |
| **What to do:*** Children close their eyes whilst Teddy turns over two cards on the washing line.
* *Which numbers has naughty Teddy turned around?* Model and encourage reasoning: *How will we find out? How do you know?* e.g. *It's the number after 7 and that’s 8/ It’s one more than 3…that’s 4.*
* Encourage children to talk about the mystery numbers together: *I think I’ll catch you out with the next one…but you’ll all win a sticker if you can correctly say the number.*

Support Use a washing line with numbers 1-5.Challenge Use a washing line with numbers 1-12. |
| **Outcomes:**I can recognise numerals to 5 (or beyond).I can say the next number, when looking at a number track. |

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| **Unit 3: One more and one less, up to 12** |
| **Activity 2:** **Stop counting!** |
| **Aims:** To say the number one more than another and to continue counting on in 1s. | **You will need:** number cards 1-12 |
| **Pedagogy:** Group of 4-6. This ‘counting on’ strategy rehearsed in this activity is really important – it is the basis for addition. |
| **Preparation:** n/a |
| **What to do:*** Shuffle a set of 1-12 cards. Show one. *What is the next number?*
* Children say the next number and then carry on counting until you say **Stop!**
* Repeat, counting on from other numbers.

Support children who need it by starting with lower numbers or using number shapes as a visual stimulus.Challenge children by counting backwards! |
| **Outcomes:**I can join in with counting to 12.I can recognise numerals to 5 (or beyond).I can say the next number, when looking at number shapes/ a number track.I can count on from a given number. |

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| **Unit 3: One more and one less, up to 12** |
| **Activity 3:** **Teddy’s tower is taller!** |
| **Aims:** To recognise numerals 1-5 (or beyond).To say the next number.To know the number one more than another. | **You will need:** big bricks; Teddy; 5-10 dice; 1-6 dice |
| **Pedagogy:** Small group 2-4 |
| **Preparation:** n/a |
| **What to do:*** Roll a 5-10 numerical dice; ask children to help you make a tower of that number of bricks.
* *Teddy’s tower is always one more brick… How many will be in the tower if Teddy adds one more?* Give children time to talk and think, then tell you how many.
* Together, they make Teddy’s tower with that number of bricks, next to the first tower. *Is Teddy’s tower one brick taller? Is 6 one more than seven? How do we know? Let’s check on the number track…*
* Repeat with several more dice rolls.

Support Use 1-6 diceChallenge After a while, children may not need to build towers but just say how many bricks they would need for Teddy’s tower, then build it straight away. Have children watch while Teddy builds a tower, then ask them how many were in your tower. |
| **Outcomes:** I can recognise numerals to 5 (or beyond).I can say one more than a given number, when looking at number shapes/ a number track. |

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| **Unit 3: One more and one less, up to 12** |
| **Activity 4:** **Toys’ bedtime** |
| **Aims:** To know the number one more and one less than another. | **You will need:** 10 soft toys; blanket |
| **Pedagogy:** Small group 2-4 |
| **Preparation:** n/a |
| **What to do:*** Show children 5 soft toys; then hide them under a blanket.
* *How many toys under the blanket? Show me on your fingers.*
* *Rabbit wants to hide with the other toys under the blanket. How many toys will be under the blanket then? Show me on your fingers.* Ensure children show the new total by holding up **one more** finger (this is important – we don’t want them counting from one every time).
* Repeat adding one more toy under the blanket. Now try taking toys (and fingers) away to find out ‘1 less’.

Support children who need it by starting with a smaller number.Challenge Begin with a larger number and take toys (and fingers) away to find out ‘1 less’.*I just took this toy out from under the blanket and now there are 10…How many were there?* |
| **Outcomes:** I can say one more and one less than numbers up to 10. |