✁

|  |  |  |
| --- | --- | --- |
| **Unit 3: One more and one less, up to 12** | | **AUTUMN Understanding Number: Unit 3, Active Learning** |
| **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. | |
| ✁ | |  |
| **Unit 3: One more and one less, up to 12** | | **AUTUMN Understanding Number: Unit 3, Active Learning** |
| **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. | |

✁

|  |  |  |
| --- | --- | --- |
| **Unit 3: One more and one less, up to 12** | | **AUTUMN Understanding Number: Unit 3, Active Learning** |
| **Activity 3:** **Beanbag hopscotch** | |
| **Aims:** To understand the rules for being together with others, such as waiting for a turn.  To recognise numerals 1-5 (or beyond).  To know the number before or after another. | **You will need:**  chalk; beanbags |
| **Pedagogy:** Small group 4-5 | |
| **Preparation:** Chalk out a hopscotch grid on the playground | |
| **What to do:**   * Take children outside to play hopscotch. They throw a bean bag onto the hopscotch grid. * They say number one after the one the bean bag has landed on, e.g. land on 3, say 4. If correct they hopscotch to collect the bean bag. If not, they give the bean bag back. * Who collects the most bean bags?   **Leave the grid and beanbags on the playground for children to explore independently during free-flow.**  Support children who need it by limiting grid to a smaller number, e.g. 5 or 6  Challenge Encourage visualisation: *Close your eyes and throw your bag… It landed on 7 - what’s the next number?* | |
| **Outcomes:**  I understand the rules for playing together, such as waiting for a turn.  I can recognise numerals to 5 (or beyond).  I can say the next number. I am beginning to know the number before or after another. | |
| ✁ | |  |
| **Unit 3: One more and one less, up to 12** | | **AUTUMN Understanding Number: Unit 3, Active Learning** |
| **Activity 4:** **I’ve got 1 more!** | |
| **Aims:** To recognise number shapes & numerals 1-5 (or beyond).  To know the number 1 more than another. | **You will need:**  lots of number shapes, e.g. Numicon; number cards 1-10 (see resources) |
| **Pedagogy:** Small group 4-5 | |
| **Preparation:** Put number shapes 2-9 in a tub on the table for children; number shapes 1-10 in a feely bag, number shape 1s in a pot | |
| **What to do:**   * Play a game of ‘I’ve got 1 more!’ Let each child in the group choose three number shapes, e.g. Numicon, from a selection of shapes 2-9. * Adult chooses a number shape 1-10 from a feely bag and shows it to the children. If any child has the shape that is 1 more than the adult, they call ‘I’ve got 1 more!’. * Place a 1-shape on the adult’s shape to check it matches theirs (see picture) * Repeat with other shapes from the bag.   Support Have children put a set of number shapes 1-10 in order before playing the game.  Challenge Use number shapes as above, with **numeral cards** 1-10 in the feely bag. | |
| **Outcomes:** I can recognise number shapes to 10 and numerals 1-5 (or beyond).  I can say the number 1 more than another. | |

**Understanding Number Unit 3**

**One more and one less, up to 12**

**Active Learning**

***Teacher Notes***

**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; pegged number line 1-9; playdough/salt dough; counters; boards for dough; chalk; beanbags; lots of number shapes, e.g. Numicon; number cards 1-10 (see resources)

|  |
| --- |
| **KEY CONCEPTS**   * Make sure children are secure about the order of numbers before asking what comes after or before each number * Answer questions such as:   + *If we put the number shapes in order, what comes after 4?*   + *What’s the next number?*   + *What is one more than 5? One less than 3?* * Use number staircases to show a starting point and how you arrive at another point when looking for the number after or before another. * Children need to be able to say ‘1 more’ than a number without having to start counting from 1. This is the basis of the ‘counting on’ strategy for addition. * Children need to be able to say ‘1 less’ than a number. This is the basis of the ‘counting back’ strategy for subtraction. * To be able to say the number ‘before’ and ‘after’. * Knowing ‘1 more’ and ‘1 less’ shows understanding of a number’s position in the number sequence.   **Watch out for** children who:   * struggle to say ‘one more’ without having to recite numbers from 1.   Support them by:  - using a physical representation of number, e.g. Numicon, alongside numerals;  - saying the number before and the number to prompt the next number. E.g*. What’s the number after four?* Say ‘*three, four, \_\_\_\_?’*  - rehearsing placing mixed-up numbers/ number shapes in order. |