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| **Unit 1: Find ‘how many’ by counting; match one-to-one** | **AUTUMN Numbers and Sets: Unit 1, Exploring and Playing** |
| **Play Activity 1:** **Play-dough: counting** |
| **Aims:** To explore how numbers can be represented in different waysTo count how many in a small set | **You will need:** ball of play-dough for each child; rolling pin; wooden cubes/multi-link |
| **Preparation:** Roll out play-dough ‘mats’ and have a rolling pin handy to re-do the mats.  |
| **What children do…**Provide a rolled-out a flat ‘mat’ of play-dough for each child and a set of a given number, e.g. 4, of multi-link or small wooden blocks, all in one colour. Children arrange this number in different patterns by pressing the blocks into the play-dough. They can experiment with the same number in lots of different arrangements. | cid:9C18EF59-8B5C-4D75-B2E5-51C674838DBD@home |
| **Talking points*** Has the number changed? Are there still four?
* Can you count how many now?
 |  Evidence of learning: Take pictures of different arrangements to show on the whiteboard. Ask other children to say how many there in the pattern. |
| **Outcomes:** I can count a small number of objects. I can arrange blocks in different ways to show how a number can be represented. |
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| **Unit 1: Find ‘how many’ by counting; match one-to-one** | **AUTUMN Numbers and Sets: Unit 1, Exploring and Playing** |
| **Play Activity 2:** **Play-dough printing** |
| **Aims:** To match quantities to numbersTo recognise numbers 1 to 6 and begin to recognise 7 to 10 | **You will need:** number cards 1-10; balls of play dough; rolling pins; counting objects e.g. shells/ beads/counters/stones (matched to a class theme?)  |
| **Preparation:** Position number cards around the table, the range of numbers depends on the ability of children participating in the activity.  |
| **What children do**Children choose a number card from the table and roll out the dough to make a play-dough ‘plate’. They count out and press the matching number of counters, stones, shells or beads on the ‘plate’. Then they take another card and create a new plate.  | cid:0526934F-7B31-4F7D-AFDD-8561E7217AE6@home |
| **Talking points*** How many beautiful things on your mat?
* What number is on your card?
* Can you count that many? Can you count four?
 |
| Evidence of learning: Take pictures of play-mats and matching number cards. Can children tell you ‘how many’? |
| **Outcomes:**  I can count out a number of objects from a set. I can count, matching one-to-one, to establish how many. |

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| **Play Activity 3:** **Counting sets of objects** |
| **Aims:** To count how many in a small set of objectsTo compare two sets | **You will need:** ~10 cups/small bowls; small figures/animals/pebbles/vehicles/jewels; coloured card as counting mats; pens; sticky notes |
| **Preparation:** Make the table look appealing with cups containing interesting objects for the children to count. Provide a piece of coloured card as a mat for each child. |
| **What children do:**Children pick a plastic cup or container with small objects in it, tip out the contents onto coloured card and count the number of objects, matching one-to one as they count. If they want they can label the cup with a post-it on which they write the number. They can then count the things in a different container.  | cid:1722A75C-872A-44CE-A146-2A0AE008BA2B@home |
| **Talking points*** How many in that cup? Which cup has most pebbles? Which cup has fewest?
* Which sets have the same amount?
* Can you write the number?
 |
| Evidence of learning:Keep a record of a child counting successfully and their post-it labels. Can children tell you ‘how many’? |
| **Outcomes:** I can count a set of objects one-to-one. I can write a numeral to match the spoken number.  |
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| **Unit 1: Find ‘how many’ by counting; match one-to-one** | **AUTUMN Numbers and Sets: Unit 1, Exploring and Playing** |
| **Explore Activity 4:** **Making flapjacks** |
| **Aims:** To read numbers in a practical situationTo count cups/spoons of different amounts | **You will need:** Flapjack recipe/ ingredients(see resources); cups; spoon |
| **Pedagogy:** A group of around 3-4 children is ideal – plus a willing parent/ other adult!  |
| **Preparation:** Check any allergies, clean an area for cooking, pre-heat an oven, have the ingredients in easily accessible containers. Print and laminate the recipe. |
| **What children do**With an adult, children follow a recipe and make flapjacks. The recipe uses cups and spoons to measure the ingredients*.* Children count the numbers of cups /spoonsful. When cooked and cut, count how many flapjacks they have made and enjoy eating them! | cid:5B89D5F4-2764-487C-A60A-4AB7A844ED39@home |
| **Talking points*** How many cups of sugar? How many spoons of syrup?
* How many have we made?
 |
| Evidence of learning: Record children counting ingredients/ the finished flapjacks. |
| **Outcomes:** I can match one-to-one when counting. I can recognise numbers in an every-day context. |

**Numbers and Sets** **Unit 1**

**Find ‘how many’ by counting; match one-to-one**

**Exploring and Playing**

***Teacher Notes***

**You will need:**

ball of play-dough for each child; rolling pin; wooden cubes/multi-link; number cards 1-10; balls of play dough; rolling pins; counting objects e.g. shells/ beads/counters/stones (matched to a class theme?); ~10 cups/small bowls; small figures/ animals/ pebbles/ vehicles/ jewels; coloured card as counting mats; pens; sticky notes; Flapjack recipe and ingredients(see resources); cups; spoon

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| **KEY CONCEPTS*** It is really good if children are **subitising**, i.e. being able to say ‘how many’ without counting.
* **Conservation of number**: this means that children need to know that the number of counters/ objects doesn’t alter if I rearrange their positions.
* **Comparing** two sets with the same number of objects: one set containing smaller objects than the other. *Just because this set looks more, does it mean it has more objects?*

**Watch out for** children who:* struggle to co-ordinate touch and say number names when counting objects.
* have difficulty keep track whilst counting objects (encourage them to move objects into a line).
* don’t have sufficient experience of what numbers of objects look like to make an estimate.
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