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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 ways  To 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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| **Play Activity 2:** **Play-dough printing** | | |
| **Aims:**  To match quantities to numbers  To 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 objects  To 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 situation  To 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. |