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| **Focus:** Number  Counting | **Context for learning**  **- Question** | **Activity** |
| Day one  **Learning Focus:**  To represent numbers using marks on paper | How can we represent the number 4? Think of ways e.g. hands, cubes, people drawing etc.  **Input:**  Have the children count using different actions, sounds and instruments e.g. clap, jump, syllables in names etc.  Then count how many people have blonde hair, who has a white t-shirt, who has a jumper on etc.  Look at Top Marks game – Caterpillar Ordering Have the children order the caterpillar 1-5 (set 1 to 10)  Teacher to work with all groups in the session. | **Group 1–**  Caterpillar fingerprints (up to 12)  Challenge: have the children choose a number to 20 and make the caterpillar |
| **Group 2 –**  Caterpillar fingerprints (up to 10)  Challenge: can they write the numbers too next to it |
| **Group 3–**  Caterpillar fingerprints (up to 10)  Start with lower numbers and work up |
| **Group 4–**  Caterpillar fingerprints (up to 5) |
| Day two  **Learning Focus:**  To count amounts of objects | Which number is bigger 3 or 8? How do you know?  **Input:**  Have different amounts of objects on the floor can the children count them and put the correct number to match. Numbers 1-10.  Have the children do the opposite too, give them a number and they need to count out the correct amount with one to one correspondence. | **Group 1 – With Teacher**  Give cards and have the children write a number and draw and amount e.g. 6 pencils etc. |
| **Group 2 – With Teacher**  Give cards and have the children write a number and draw and amount e.g. 6 pencils etc. |
| **Group 3 – With TA**  Match quantities on the carpet to numbers e.g. 3 balls or 2 pencils etc . Pic for file on Tapestry |
| **Group 4 – With TA**  Match quantities on the carpet to numbers e.g. 3 balls or 2 pencils etc . Pic for file on Tapestry |
| Day three  **Learning Focus**:  Order numbers from 1-10  (missing numbers) | Show the children a ten frame can they find out how many circles are in it and write the number  **Input:**  Count to 15 with the children.  Put the number tiles out on the carpet in a mixed-up order. Have the children put them in order and jump across them from a random. Number to see if they can count up from any number. | **Group 1**  Independent Activities |
| **Group 2**  Independent Activities |
| **Group 3**  Missing Houses Sheets – 10 |
| **Group 4**  Missing Houses Sheets – 10 |
| Day four  **Learning Focus:**  Order numbers from 1-10  (missing numbers) | Can you form the numbers 3,6,8?  **Input:**  Count to 15 with the children.  Put the number tiles out on the carpet upside down in a mixed-up order, have the children pick up a number and tell the rest of the set what number comes next. E.g. pick up number 5 the next number is 6. | **Group 1**  Missing Houses Sheets – 10 more numbers missing |
| **Group 2**  Missing Houses Sheets – 10 more numbers missing |
| **Group 3**  Independent Activities |
| **Group 4**  Independent Activities |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |

**Independent Activities**

* Tracing the numbers– clear wallets
* Playdoh mats and number cutters
* What number comes next sheet
* Cubes and pots – tweezers
* Number matching cups to dots
* Autumn counting and ordering
* Chalk outside number formation
* Jigsaw number representation
* Rice in rubber gloves and number cards – make the numbers using hands