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| **Focus:** NumberCounting | **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