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| **Focus:** Number  Counting | **Context for learning**  **- Question** | **Activity** |
| Day one  **Learning Focus:**  To recognise numbers 1-5 | What is one more than 6?  What is one less than 6?  **Input:**  Put up the 100’s splat square and select children to tell me what the number is that I have selected.  Top marks game – ordering the caterpillar numbers to 5. Challenge numbers to 10. | **Group 1–**  Independent Activities |
| **Group 2 –**  Independent Activities |
| **Group 3–**  Number formation of numbers 1-5 in books. Yellow numbers to trace at the start. |
| **Group 4–**  Number formation of numbers 1-5 in books. Yellow numbers to trace at the start. |
| Day two  **Learning Focus:**  To recognise numbers 1-10 | I have 5 numbers can you put them in order for me starting with the smallest? (3,5,1,4,2)  I have another 5 numbers can you put them in order? (2,7,9,3,4)  **Input:**  Put up the 100’s splat square and select children to tell me what the number is that I have selected.  Put the number tiles on the carpet can the children put them in order by working together?  Can they match a quantity to the number tile? | **Group 1**  Number formation of numbers 1-10 in books. Yellow numbers to trace at the start. |
| **Group 2**  Number formation of numbers 1-10 in books. Yellow numbers to trace at the start. |
| **Group 3**  Independent Activities |
| **Group 4**  Independent Activities |
| Day three  **Learning Focus**:  To match numbers and quantity | I have the number 8 can you put objects to match the number?  **Input:**  Make the tens frame on the carpet using tape, have a child select a number tile. Can the children make the correct number using the tens frame. | **Group 1**  Independent Activities |
| **Group 2**  Independent Activities |
| **Group 3**  To complete the fives frames with stickers to match the quantity – challenge which one has the least stickers out of the 4 frames |
| **Group 4**  To complete the fives frames with stickers to match the quantity – challenge which one has the least stickers out of the 4 frames |
| Day four  **Learning Focus:**  To compare numerals and quantities | Which number is bigger? 2 or 7  Which number is smaller 4 or 1?  **Input:**  Show the children a tens frame on the board can they put the correct amount of dots in the tens frame?  Can they write the number on their whiteboards?  Practice writing numbers using the formation PPT. | **Group 1**  To complete the tens frames with stickers to match the quantity – challenge which one has the most stickers out of the frames that are next to each other can they tick which one? |
| **Group 2**  To complete the tens frames with stickers to match the quantity – challenge which one has the most stickers out of the frames that are next to each other can they tick which one? |
| **Group 3**  Independent Activities |
| **Group 4**  Independent Activities |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |

**Independent Activities**

* Tracing the numbers – clear wallets
* Abacus – match number to amounts bead
* Locks and Keys match numbers to open the locks
* Build Lego towers to match numbers
* Counting – Pegs game
* Lolly sticks – paper clips counting
* CBeebies – jigsaw match quantity to a numeral
* Tens frames playdoh mats – dinosaurs