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| **Focus:** NumberCounting | **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 7Which 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