

Intervention Programme

Unit 1

Learning objective: **Respond to and join in with familiar number rhymes**

Vocabulary: **one, two, three, four, five**

You will need:

Various songs and rhymes

Activity 1`: Learn **1, 2,3,4,5**, once I caught a fish alive. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Clap rhythms to the children's names e.g. KA..TY. Encourage the children to respond
- Learn 5 Currant Buns. Encourage children to join in by saying the last word or the rhyming word.
- Act out Five Little Speckled Frogs with the children jumping in to an imaginary pool. Encourage the children to join in with saying the words.
- Learn 5 Fat Sausages
- Repeat any of the above.

Unit 2

Learning objective: **Indicate one or two**

Vocabulary: **one, two. How many?**

You will need:

Socks, gloves, shoes

Activity 1`: Learn **Two** little dickie birds sitting on the wall. (Using fingers). **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Copy activities such as show **one** hand, **two** hands. Ask questions such as “Can you show me **two** hands?”
- Find **one/two** socks, **one/two** gloves, **one/two** shoes
- Indicate how many beats on a drum, by showing on their fingers
- Make **one and two** hand prints.
- Listen to claps. Ask questions such as “**How many** claps were there? Can you show me on your fingers?” “This time, can you clap back the same number of claps?”

Unit 3

Learning objective: **Demonstrate awareness of contrasting quantities by making groups of objects with help.**

Vocabulary: **small, big, lots of, large, medium**

You will need:

3 bears, plates and chairs

Bricks

Boxes and balls of various sizes

Counters

Crayons

Activity1: Collect all the **big** bears together. Collect all the small bears together. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Have a range of objects to put into sets. Ask questions such as “Can you collect all the bricks and put them in the box?”
- Use the language of **lots of** to show that there are **lots of** red counters but a **small** number of green counters (i.e. not many). Can you find **lots of** crayons?
- Arrange the 3 bears in order of size using the language of **small, medium and large**. Ask questions such as “Can you find the **small** plate for the **small** bear?” “Which bear should have the **big** chair?”
- Give simple instructions for the children to follow, such as “Put the balls in the **big** box”
- Repeat any of the above.

Unit 4

Learning objective: **Number recognition to 5**

Vocabulary: **number one, two, three, four, five, order**

You will need:

1-5 Birthday Cards

Playdo

plastic drinking straw

small drum

number cards on the washing line.

puppet

Activity1: Arrange 1-5 Birthday Cards in the correct **order**. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Ask questions such as.....Can you find a birthday card with a **number 3** on it?.....What **number** does this card have on it?.....If my sister is 2 which card should I send her?
- Make cakes with playdo. Each child has a cake with candles in it (cut up pieces of plastic drinking straw) First they have to count the candles, then they have to collect the Birthday card with the correct **number** on it to go with their cake.
- Learn “Peter hammers with 1 hammer” using body parts
- Use a small drum. Children count the **number** of drum beats. They then clap back the **number**. Then find the correct **number** card on the washing line.
- Use a puppet who gets the **numbers** on the washing line wrong. The children have to help the puppet recognize the **numbers** correctly.

Unit 5

Learning objective: **Match 1-1**

Vocabulary: **Match. Have we got enough? How many? Are there too many?**

You will need:

variety of hats

egg boxes and cubes

boxes with lids

three bears, bowls, beds, chairs, knives, forks and spoons

number cards (1-5) on the washing line

pegs

Activity 1: Have a variety of hats. Ask the children, “**Have we got enough today?**”? Children take a hat each & see if there are enough for everyone. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Have some egg boxes and cubes. **Have we got enough** cubes to put one in each section of the egg boxes? How can we find out? Children to see if **there are enough or too many?**
- **Match** boxes to lids. **Are there enough** lids for the boxes or **are there too many?**
- Show the children three bears. If we have three bears how many spoons do we need? **Match** 1 spoon to each bear. Repeat for bowls, beds, chairs, etc...
- Lay the table for the number of children in the group. Each child needs a knife, a fork and a spoon.
- Peg the number cards (1-5) on the washing line. Each card to have a peg. **Have we got enough** pegs? **Are there too many?**

Unit 6

Learning objective: **Count out 3 objects from a set**

Vocabulary: **Count out, number,**

You will need:

1, 2, 3 dice

cubes

number cards

spoons and bowls

laces for threading

empty boxes with lids

Activity 1: Throw a 1, 2, 3 dice. Collect the correct **number** of cubes. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Hold up a card e.g. 3. Ask a child to **count out** the correct **number** of cubes to match the card. Put the cubes on top of the card. Repeat this with other **number** cards
- Collect enough spoons and bowls for the 3 bears for their breakfast.
- Make trains with 2 carriages. (i.e. 2 cubes). Make trains with 3 carriages (i.e. 3 cubes)
- Thread 3 blue cubes onto a thread. Now add 3 red beads. Continue the repeating pattern **counting out** the correct **number** of cubes each time.
- Fill boxes labelled 1, 2 and 3 with the correct **number** of objects.

Unit 7

Learning objective: **Indicate the group which has more**

Vocabulary: **More**

You will need:

two sets of bears

necklaces of threading beads

pencil pots with pencils in

towers of cubes

washing line with cards pegged on it

Activity 1: Learn 1 potato, 2 potato, 3 potato 4, 5 potato, 6 potato, 7 potato, **more**, making actions using fists on top of each other **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Show the children two sets of bears. Which one do you think is has **more**? How can we check?..... by counting.
Repeat this asking the children which has **more** each time.
- Repeat the activity, but this time.... Say which necklace has **more** threading beads on it
- Repeat the activity, but this time.... Say which pencil pot has **more** pencils in
- Repeat the activity, but this time.... Say which tower is made of **more** cubes
- Repeat the activity, but this time.... Say which washing line has **more** number cards pegged on it

Unit 8

Learning objective: **Join in with counting 1-5**

Vocabulary: **counting, numbers, number names**

You will need:

puppet

washing line with number cards on it

Outside number track

Individual number tracks

Cubes

Activity1: Join in with counting as numbers are said and pointed to on the washing line

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Help a puppet to **count** along the washing line (sometimes making mistakes)
- Outside, play a game that involves jumping along a 1-5 number track, saying the **numbers** as they are stepped on
- Move along a number track with finger or holding a cube as **number names** are said and counting the steps taken
- Practice **counting** using fingers. Start with palm facing towards you and fingers turned down. Count by putting up a finger for each **number**, starting with the left hand thumb
- Sing **1, 2, 3, 4, 5** once I caught a fish alive missing out some of the **numbers** and getting the children to fill in the gaps.

Unit 9

Learning objective: **Count out 5 objects from a set**

Vocabulary: **count, number**

You will need:

Number cards

cubes

dice

Activity 1: Count from 1-5 and then continue on up to 10 using different voices, e.g. whispering, loudly etc **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Hold up a card showing 4 and 4 objects. Ask a child to **count** out the correct **number** of cubes to match the card. Put the cubes on top of the card. Repeat this with other **number** cards
- Give each child a pile of cubes and ask them to make a train that is 5 cubes long. Compare their train with their partner to see if they are the same length. Repeat for other **numbers**
- Roll a dice and make trains of that length and then find the correct **number** card. Then decide whose train is the longest.
- Repeat making towers with the cubes instead.
- Lay out 1-5 number cards. Can the children match the right **number** of objects to each card?

Unit 10

Learning objective: **Indicate which is the smallest amount**

Vocabulary: **smallest number, smallest amount**

You will need:

two sets of bears

necklace with threading beads on it

pencil pots with pencils in them

playdo birthday cakes with candles

Activity1: Show the children two sets of bears. Which one do you think is **smallest**?
How can we check?..... by counting. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Roll a dice and make trains of that length and then find the correct number card.
Then decide whose train has the **smallest number** of cubes
- Repeat making towers with the cubes instead.
- Say which necklace has the **smaller number** of threading beads on it
- Say which pencil pot has the **smallest number** of pencils in it
- Say which playdo birthday cake has the **smallest number** of candles

Unit 11

Learning objective: **Recognise numerals 1-5**

Vocabulary: **1, 2, 3, 4, 5 number**

You will need:

dotty dice

number cards

various objects

boxes that are labelled 1, 2,3,4,5

puppet

birthday cards

badges saying I am 4 etc

bean bags

labelled hoops

Activity1: Throw a dotty dice. Children have to find the correct **number** card to match the dot pattern on the dice

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Put the correct **number** of objects in boxes hat are labeled **1,2,3,4,5**
- Label a set of objects with the correct **number** card
- Use a puppet to reveal part of a **number** behind a wall. What might the **number** be?
- Match birthday cards to badges saying I am **4** etc
- Outside, put the correct **number** of bean bags in labeled hoops

Unit 12

Learning objective: **Know that the last number in the count tells us “How many?”**

Vocabulary: **How many?**

You will need:

Coins and tin.

1, 2, 3 dice

Playdo cakes

Drinking straw candles

birthday cards

knives, forks and spoons

cards with spots on

number cards

Activity1: Children close their eyes. Drop coins into a tin. Children count **how many** have been dropped in on their fingers. They then show how many and check by counting the coins **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Roll a 1, 2, 3 dice and collect “candles to go in Playdo cakes. Ask, “**How many** candles?” Match the right birthday card to the cake.
- Repeat, laying out the birthday cards and children have to make the cake with the correct number of candles to go with each one.
- Set the table with knives, forks and spoons. Ask questions such as, “**How many** forks are there?”
- Have cards with spots on. Ask, “**How many** spots are on this card?” Find the correct number card to go with it.
- Repeat, laying out the number cards first and the children have to find the correct spotty card by counting the number of spots.

Unit 13

Learning objective: **Be able to add 1 more to a set**

Vocabulary: **1 more, How many?**

You will need:

empty box

cubes

Threading beads

Threading lace

number tracks to jump on

dice

boxes with different numbers of cubes in

Activity1: Learn One elephant came out to play **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play **How many** in the box? Show an empty box and then put 1 cube in it. **How many** cubes in the box? Hold up that many fingers. Show the children **1 more** cube in your hand. Put it in the box. **How many** in the box now? Show me on your fingers
- Thread 4 beads onto a thread. Add **one more**. **How many** have we got now?
1..2..3..4..5
- Show the children how to count on **one more** on the number track. Throw a dice, jump on that number on the track. Then say and **1 more** where will you land?
- Make a tower with 3 cubes. Now make a tower with **1 more** cube in it. **How many** cubes does it have?
- Have a number of boxes with different numbers of cubes in. Add 1 to each box. **How many** are in the box now?

Unit 14

Learning objective: **Join in with counting 1-10**

Vocabulary: **counting, numbers, number names**

You will need:

washing line with number cards on

puppet

1-10 number track

Individual number tracks

Activity1: Join in with counting as numbers are said and pointed to on the washing line

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Help a puppet to **count** along the washing line (sometimes making mistakes)
- Outside, play a game that involves jumping along a 1-10 number track, saying the **numbers** as they are stepped on
- Move along a number track with finger or holding a cube as **number names** are said and counting the steps taken
- Practice **counting** using fingers. Start with palms facing towards you and fingers turned down. Count by putting up a finger for each **number**, starting with the left hand thumb
- Learn 10 Green Bottles

Unit 15

Learning objective: **Number recognition 0 to 10 and relate them to sets of objects**

Vocabulary: **0,1,2,3,4,5,6,7,8,9,10 How many?**

You will need:

0–10 washing line

0-10 cards for each child

Counters

individual number tracks

cubes or multilink

chime bar

numbered boxes

puppet

Activity1: Count together 0 –10 pointing to the washing line. Repeat and clap once for each number. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- In pairs. Each child has **0-10** cards shuffled. One child turns over a card and the other has to find that number in their pack. Cover that number on a number track.
- Using cubes or multilink give children individually a pile amounting to between **1 and 10**. Ask the children, “How **many** have you got?” Reinforce counting by placing them in a line.
- Using a chime bar hide it from the children’s view. Ask them to close their eyes & count **how many** times you strike the bar. Repeat with **numbers to 10**.
- Have boxes numbered. Children put the correct number of cubes in the box.
- Use a puppet who gets the number recognition wrong. Children have to help him to get it right.

Unit 16

Learning objective: **Say and use the number names in order in familiar contexts**

Vocabulary: **0,1,2,3,4,5,6,7,8,9,10 number**

You will need:

fish shapes

number cards or number fans

number cards and cards with the corresponding number of pictures on.

puppet

numbers on the washing line

threading beads and threading laces

Activity1: Sing the song “**12345** Once I caught a fish alive”. Ask children to use their fingers to show the numbers as they sing **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Show the children some fish shapes. How can we find out how many there are? Count them out together. Put the fish in the “pond”
Using **number** cards or a number fan hold up a **number** from **0-10**. (only say the **number** if the children don't recognise it)
Ask the children to count out that many fish shapes.
Discuss how it is easier to count them if you pick them up and move them placing them in a line.
Repeat this as many times as there is time for.
- Put number cards in a pile and ask each child to pick a **number** and find the corresponding card with that **number** of pictures on. Encourage the children to finger point and count aloud
- Use a puppet to count the **numbers** on the washing line incorrectly. Children have to help the puppet to get it right.
- Make a necklace with threading beads to match the **number** card. Count the beads out loud to check the **number**
- Guess which **numbers** are missing on the washing line. Will the rhyme 1, 2,3,4,5 help to remember which order they come in?

Unit 17

Learning objective: **Continue the rote count onwards from a given small number**

Vocabulary: **number, count in head, count on, order**

You will need:

Number cards or dice

Drum

Individual numberlines

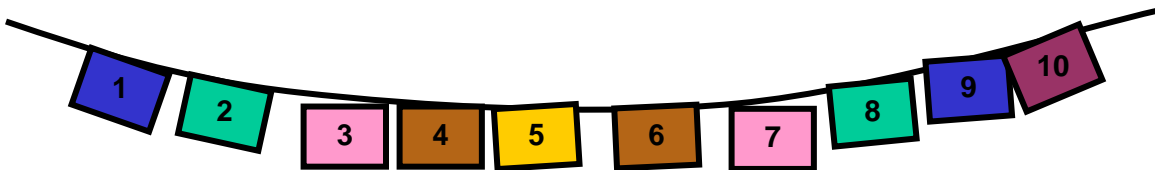
washing line with number cards on

0-10 cards

Activity1: Turn over a card or roll a dice to decide where to start counting. Continue to count to 10 **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Beat a drum 3 times. Children **count in their heads**. What **number** are we up to? Then continue the **count on** from 4.
- Click fingerstimes. Children **count in their heads** and cover that **number** on their numberline. Then continue the **count on** from there to 10.
- Play I'm thinking of a **number**. It comes just after 4. (Use the washing line to help)
- Make a human **number** line. Give each child a **number** so if six children use **numbers** 1-6. Ask them to **order** themselves and put the **numbers** in **order**. Discuss what **ORDER** means. Ask the children to say individually. I am after.... I am before.... I am between....
If time then change **numbers** around and repeat
- Lay out 0-10 cards. Children close their eyes and you take away one card. Can they say which card it was? Can they say. It is 7 because it comes after 6 or do they have to count up from zero?



Unit 18

Learning objective: **Compare two given numbers of objects and say which is more or less/fewer**

Vocabulary: **more, less, fewer, smaller than, greater/bigger than, between, after, before**

You will need:

Number cards

Cubes

dice

threading beads and threading laces

pencil pots with pencils in

washing line and pegs

Activity1: Number card matching number of cubes. Which is **more**? Which has **fewer**?
How can we check?.....by counting **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Roll a dice and make trains of that length and then find the correct number card. Then decide whose train has **more** cubes
- Repeat making towers. Which tower is made of **fewer** cubes?
- Say which necklace has **fewer** threading beads on it
- Say which pencil pot has **fewer** pencils in
- Using number cards to 10 hold up each card and quickly ask the children to say the numbers. Order the numbers together along a washing line. If this is 5 where do you think it will go?
Encourage the children to use terms such as **smaller than, greater/bigger than, between, after, before**

Unit 19

Learning objective: **Estimate a small number and check by counting**

Vocabulary: **estimate, How many?**

You will need:

Cubes

cloth to cover

2 see through plastic tubs with up to 10 objects in each

cards with up to 10 random spots on

Activity1: Put out a handful of cubes. Cover them over and children tell their partner **how many** they thought there were. Remove the cloth and check together by counting. (Make sure that they know that we count to find out **How Many?**)

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Play **How many** fingers? Hold up fingers and then hide behind your back. Children tell their partner how many they think were there. Check together by counting.
- Pass a see through plastic tub around the group with up to 10 objects in. Children have to say **how many** they think are inside the tub. When all have **estimated**, then check by counting.
- Repeat the activity but with 2 tubs. The children have to decide which has more. Then check by counting.
- **How many** spots? Hold up a card with up to 10 random spots on it. The children have to **estimate how many** spots there are and then check it by counting.
- Repeat with 2 cards. The children have to decide which has more. Then check by counting

Unit 20

Learning objective: **Begin to use ordinal numbers when describing the position of objects**

Vocabulary: **1st, 2nd, 3rd, last, position**

You will need:

Various toys, lorries etc

Activity1: Remind children about One elephant went out to play. Talk about which elephant is 1st, 2nd, 3rd and last **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Get the children to form a line. Talk about who is **1st, 2nd, 3rd and last**
- Children follow instructions to place toys in order
- Outdoors hold a race across the playground. Decide who was **first** etc
- Create a Bus Stop Queue with people/animals. Who is **first** in the queue, who is **second**? And **third**?
- Form a queue of toy cars, lorries etc. Ask questions such as “What is the colour of the car that is **second**? What **position** is the lorry in?”

Unit 21

Learning objective: **In practical situations respond to add one or take away one from a set of objects.**

Vocabulary: **add one, take away one, How many?**

You will need:

Cubes
number track.
Threading beads
Threading laces
empty box

Activity1: Make a tower of 6 cubes. **Add one** more. **How many** have we got now?
1..2..3..4..5...6.....7 Remind the children how to count on **one more** on the number track Repeat the process for other numbers adding **one more Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Repeat the activity **taking away one**
- Thread 6 beads onto a thread. Then **take one away. How many** have we got now? 1..2..3..4..5
Show the children how to **take away one** on the number track.
Repeat the process (paying careful attention to vocabulary) for other numbers **taking away one** each time
- Repeat the activity **adding 1** more bead
- Play **How many** in the box? Show an empty box and then put 4 cubes in it. **How many** cubes in the box? Hold up that many fingers. Show the children **1 more** cube in your hand. Put it in the box. **How many** in the box now. Show me on your fingers.
- Repeat the activity **taking away one** cube.

Unit 22

Learning objective: **Demonstrate an understanding of addition as the combining of two or more groups.**

Vocabulary: **How many altogether?**

You will need:

Cubes
2dotty dice
outside number track
large dice

Activity1: Count two sets of cubes with the children and ask them how many **altogether**. Discuss what **altogether** means. Show a big circle with your arms and say **altogether** with the children. **Repeat daily** with totals up to five.

Activity 2: Choose from the activities below (one each day)

- Throw 2 dotty dice. Collect the right number of cubes for each and count **how many there are altogether**.
- Ask the children if there are 3 in that pile and 2 in that pile can you use your fingers to count **how many altogether**? Check their answers with the cubes.
- Use the outside number track and a large dice. Throw the dice once and the child jumps that number. Throw the dice again and they jump on from where they were.
- Throw 2 dice. Show two jumps on the numberline to show where you would land. Children check the answer using cubes.
- Ask questions such as. If there were 5 people on the bus and 2 more got on. **How many** would be on the bus **altogether**? Model this with the children being the people on the bus.

Unit 23

Learning objective: **Reads most numbers up to 10 in familiar contexts**

Vocabulary: **numbers, 0,1,2,3,4,5,6,7,8,9,10**

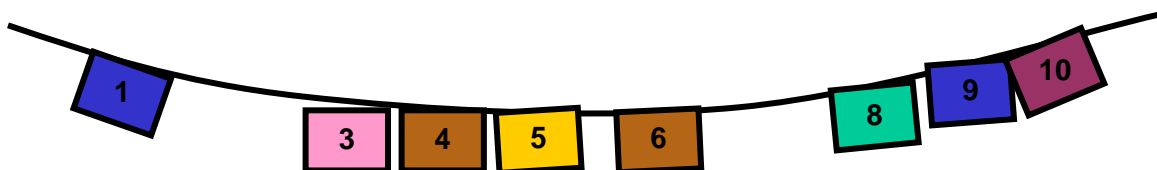
You will need:

number cards
0-10 number track
post-its or counters
0-10 washing line
set of stacking boxes with various objects
individual number tracks

Activity1: Put **number** cards in a pile and ask each child to pick a card and to say what **number** is on the card. If they have trouble, show them the corresponding card with that **number** of pictures on. Encourage the children to finger point and count aloud **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Using a **0-10** number track. Cover over some of the **numbers** with post-its or counters. Children take it in turns to reveal a **number** & say what that **number** is.
- Use a **0-10** washing line Play I'm thinking of a **number**, what is it? Children to ask mathematical questions E.g. Is it bigger than 5? Cover up incorrect answers with a post-it to help the elimination process
- Have a set of stacking boxes with various **numbers** of objects in and **number** cards to go with each box. Children have to say how many objects should be in the box and then have to check to see if they are right.
- Repeat the stacking box activity but have some boxes incorrectly labelled so that the children have to sort out which box the labels do match to.
- Give the children a **number** track each with some **numbers** missing. See if they can write in the correct **number**. (Have a **number** washing line there for those that need help)



Unit 24

Learning objective: **to be able to count on and back in ones**

Vocabulary: **count in 1s, count back in 1s**

You will need:

numberlines.

Activity 1: Count with the children but saying alternate words. E.g. **0,1,2,3,4,5,6,7,8,9,10 teacher...children....teacher...children etc**

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Ask the children to **count in 1s**, missing out alternate numbers and perhaps do an action instead of saying the number.
- You say ... four, five, six and then children say the next number. Start with sequences up to ten, always saying three numbers first. Have numberlines available to help.
- Repeat the above but starting to go beyond 10
9....10...11..?..13..14....15....? Emphasise how to say fifteen and not fifty.
- As above but work with sequences going backwards starting at 10.
- As above but **count back in 1s** from numbers up to 20. Have numberlines available to help.

Unit 25

Learning objective: Use the vocabulary involved in adding in practical activities

Vocabulary: **More than, altogether, how many?**

You will need:

0-5 dice
various objects
dominoes
counting bears
plastic animals

Activity1: I will give you a starting number can you count on up to 10? **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Using a dice up to (0 to 5) children to throw dice, **how many?** Make a set of with objects. Throw the dice a second time. **How many?** Make a set of with objects. Now let's put the 2 sets **together**. How many do we have **altogether?** Repeat.
- Use dominoes. Children to pick out a domino **how many** spots are there on one end? **How many** on the other end? **How many altogether?**
- Use counting bears. Pick out a handful. **How many** have I chosen? Pick out a second handful. **How many** have I chosen? Now **how many** do I have **altogether?**
- Use counting bears. Throw dice to generate a number. **How many** bears do you need? Now can you get **1 more?** **How many** do you have **altogether?** Repeat with different numbers.
- Use plastic animals/objects pick out a handful. **How many** do you have? **Add on 2 more** to your set, how many do you have **altogether?** Repeat

Unit 26

Learning objective: **Count at least 10 objects with some consistency**

Vocabulary: **count**

You will need:

number cards and cards with the corresponding number of pictures on.

Threading beads and threading laces

Drum

puppet

stacking boxes with various numbers of objects in

0-9 dice

cubes

Activity1: Put number cards in a pile and ask each child to pick a number and find the corresponding card with that number of pictures on. Encourage the children to finger point and **count** aloud **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Make a necklace with threading beads to match the number card. **Count** the beads out loud to check the number.
- Beat 3 beats on the drum (or clap). Tell the children to **count** the beats silently in their heads. Children clap back the same number.
- Using a puppet.can **count** to 10. Will you check his counting with me? **Count** for the puppet and make mistakes for the children to spot e.g. 124567 etc..
- Have a set of stacking boxes with various numbers of objects in. Children match number cards to the correct box.
- Throw a 0-9 dice. Collect the correct number of cubes

Unit 27

Learning objective: **use vocabulary of more than**

Vocabulary: **larger, more than, how many? one more than....**

You will need:

Coins and a tin

number cards up to 10

unifix

a number board with numbers between 0 to 20 on it

number cards

1-6 or 1-9 dice

Activity 1: Children shut eyes, Drop coins into a tin, how many have I dropped? Drop **one more**. **How many** now? Repeat by dropping 1 or 2 more. How do you know? (encourage children to explain) **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Show 2 consecutive numbers ask which the **larger** number is.
- Give children a number card up to 10, using the unifix can you make the number that is **1 more than** this?
- Using number board say ‘find me a number (between 0 to 20) what number have you found? Now can you tell me the number that is **1 more?**’
- Show digit card, what number is it? Can you give me a number that is **1 more than** this? (Encourage use of number board if necessary) Repeat
- Throw 1-6 or 1-9 dice. What number is **1 more than** the number thrown?

Unit 28

Learning objective: **to use a Numberline to add**

Vocabulary: **number sentence, add, +, =, altogether**

You will need:

Dice

counters

individual numberlines

large numbertrack on the floor. (Or outside number track).

Activity1: Throw a dice. Put a counter on that number on the numberline. Throw the dice again. Move the counter on that number. Write the **number sentence**. E.g. $3 + 5 = 8$
Repeat **daily**

Activity 2: Choose from the activities below (one each day)

- Use a large numbertrack on the floor. (Or outside number track). Throw a dice. Children start on that number. Throw the dice again and jump along to **add** that number. Write the **number sentence**.
- Repeat as above using small individual numberlines and counters. Write the **number sentence**.
- Start with a **number sentence** e.g. $5 + 2$. Say “frog is on 5 and he wants to jump 2 more steps, what number will he land on?” Do the jumps using a toy frog and complete the whole **number sentence** $5 + 2 = 7$
- Tell similar number stories and children follow with “finger jumps” on individual numberlines. Write the **number sentence**.
- Children make up their own number stories e.g. There are 5 people on a bus and 4 more people get on. How many on the bus now **altogether**? Write the **number sentence**.



Unit 29

Learning objective: **begin to relate subtraction to take away**

Vocabulary: **number sentence, take away, -, =, how many left?**

You will need:

0-10 number cards

Individual number lines

dice

large numbertrack on the floor. (Or outside number track).

Activity1: Shuffle a set of 0-10 number cards. Turn one over to be the start number. Count back in 1s from that number. (Follow on a number line to help if necessary)

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Sing 5 Little Speckled Frogs. Each time **take one frog away**.
- Get 10 children to form a “human numberline” holding number cards 1-10. Throw a dice to decide how many to **take away**. That number of children sit down. **How many have we taken away?**
- Use a large numbertrack on the floor. (Or outside number track). Throw a dice. Children start on that number. Throw the dice again and jump back along to **take away** that number. What number have you landed on?
- Tell similar number stories e.g. There were 6 people on the bus and 4 got off. Show the children how to write the **number sentence** $6 - 4 = 2$
- Ask questions such as “There are 6 grapes on the plate. I eat 2. **How many are left?**”
“I have 5 marbles in this bag. If I **take** 3 out how **many will be left** in the bag?”
“There are 6 children, 2 go home. **How many are left?**”

Unit 30

Learning objective: **begin to recognise coins up to 10p**

Vocabulary: **1p, 2p, 5p, 10p, How much?, worth more than, worth less than, exchange, change**

You will need:

1p coins and a tin.

1p, 2p, 5p and 10p coins.

dice.

purses with amounts of money in.

Role play shop with items priced from 1p-10p.

Activity 1: Drop **1p** coins into a tin. Children count them in their heads and have to say **how much** money is in the tin.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Order **1p, 2p, 5p and 10p** coins. Say which is **worth more than.....worth less than**Roll dice. Children have to make that amount with coins.
- Play the **Exchange** Game. Roll a dice and collect that amount of **1p** coins. Ask questions such as “Have you got enough to **exchange for 2p/5p/10p?**” Winner is the first one to get to **10p**.
- How many different ways can you make **5p**? Record as a money spider with paper/card money stuck along the legs to show the different ways. E.g. 1p+1p+1p+1p+1p or 2p+1p+1p+1p etc
- Have objects priced from **1p-10p**. Give children purses with amounts of money in. Ask questions such as “Who has got enough money to buy the.....?” if not, “**How much** more do you need?”
- Role play a shop with items priced from **1p-10p**. Shop keeper to have **1p’s, 2p’s and 5p’s**. Shopper to have **10p**.

Unit 31

Learning objective: **Count reliably at least 10 objects**

Vocabulary: **count, count on from**

You will need:

0-20 Number cards

Threading beads and threading laces

cubes

set of boxes with various numbers of objects in individual number tracks

dice

counters

Activity 1: Count forward to 20, and count backwards from 20 to 0. **Repeat daily**
Show number (e.g. 12), **count on from** this number repeat with different numbers

Activity 2: Choose from the activities below (one each day)

- Make a necklace with threading beads to match the number card. **Count** the beads out loud to check the number.
- Turn over 0-20 cards one at a time. **Count** the correct number of cubes
- Have a set of boxes with various numbers of objects in. Children match number cards to the correct box by **counting** the number of objects in the boxes.
- Play number track games, throw a die and move a counter by **counting** that number of spaces on the track.
- Complete number tracks with some numbers missing. How did you know what that number was?

Unit 32

Learning objective: **Read and order numbers to 10 in a range of settings**

Vocabulary: **more, order, less, most, least, smallest, largest**

You will need:

Washing line

Number cards

Pegs

dice

unifix

coins and tin

Activity1: count up to 10 and back to 0 as a group and around the group. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Washing line, can you put the numbers (0 to 10) in the correct **order**? Can you read the numbers now that they are in the right order? Can you find a number that is **more** than 5? **Less** than 6 Etc. Use all the numbers. Repeat exercise if time allows.
- Paired activity, **order** numbers up to 10 (Rocket idea). Now work together as a group. Read the numbers together. Throw dice and collect the same number of unifix as shown on the dice. Who has the **most** unifix? Who has the **least**? Can we put the unifix in **order** from the **smallest** amount to the **largest** amount? Repeat (change objects and repeat following day)
- Use up to 10 coins. Eyes closed, Drop coins into a tin. Count the coins as they are dropped. Ask How many have I dropped in? Find the right number cards to match the coins that have been dropped in.
- Use up to 10 coins. Eyes closed, Drop coins into a tin. Count the coins as they are dropped. How many have I dropped? Ask children to show this number on their fingers. Now take 1 out. 'There is 1 **less** in the tin, 1 **less than....**' Show me **1 less** on your fingers. How many will I have in the tin? Repeat

Unit 33

Learning objective: **Say what number comes next, is one more than**

Vocabulary: **count, count on from, one more than, comes next**

You will need:

0-20 Number cards

Threading beads and threading laces

individual number tracks

dice

counters

Activity 1: Count forward to 20, and count backwards from 20 to 0. **Repeat daily**
Show digit (e.g. 12), **count on from** this number repeat with different numbers

Activity 2: Choose from the activities below (one each day)

- Make a necklace with threading beads to match the number card. **Count** the beads out loud to check the number. Ask Qs such as how many would there be if you had **one more**? Get the children to take **one more** and then check by counting.
- Turn over 0-20 cards one at a time. **Ask the children what the next number is going to be.**
- Use up to 10 coins. Eyes closed, Drop coins into a tin. Count the coins as they are dropped. Ask How many have I dropped in? Drop 1 **more** in, How many have I got now? How do you know? Take out all coins and check. Repeat
- Shuffle 0-20 cards. Turn over a card. Ask the children what number comes next after that number on the washing line. Check and match up with that number on the washing line.
- Complete number tracks with some numbers missing. How did you know what that number was?

Unit 34

Learning objective: **Counting on in ones to zero**

Vocabulary: **count in 1s, how many? counting back**

You will need:

Beads

laces

bundles of ten sticks or straws

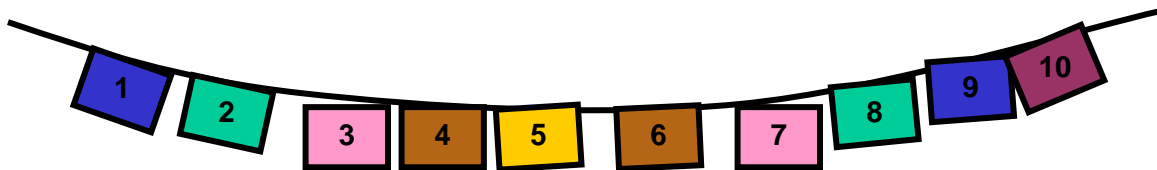
cloth to cover.

A hundred square

Activity 1 Count in 1s showing on fingers each time. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Make a string of ten beads. **Count backwards** to zero, encouraging the child to move 1 bead along with each number said.
- Place out ten sticks or straws. Ask '**How many** sticks are there?' Take one away and ask, '**How many** there are now?' Continue, **counting back** to zero.
- Repeat as above but after putting out the sticks, cover them with a cloth. Take a stick from under the cloth and ask, '**How many** are there now?' Show the sticks and ask the children to check by **counting in 1s**.
- Ask the children who thinks that they can count backwards from 10 to zero. Let them use the washing line to help if necessary.
- Make a rocket shape and get the children to count down to zero and find the number cards to put on it starting at 10.



Unit 35

Learning objective: **Understand addition as the total of 2 or more sets of objects**

Vocabulary: **Add, total, altogether, how many?**

You will need:

0-9 dice
various objects
dominoes
counting bears
plastic animals

Activity1: I will give you a starting number can you count on up to 10? **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Using a dice up to (0 to 9) children to throw dice, **how many?** Make a set of with objects. Throw the dice a second time. **How many?** Make a set of with objects. Now let's **add** the 2 sets **together**. How many do we have **altogether?** What is the **total** number of.....? Repeat.
- Use dominoes. Children to pick out a domino **how many** spots are there on one end? **How many** on the other end? **How many altogether?** What is the **total** number of spots?
- Use counting bears. Pick out a handful. **How many** have I chosen? Pick out a second handful. **How many** have I chosen? Now **how many** do I have **altogether?** Pick another handful. **How many** have I chosen? How can we find out **total** number of bears?
- Use counting bears. Throw dice to generate a number. **How many** bears do you need? Repeat twice more. **How many** bears do we have **altogether?** What is the **total** number of bears?
- Use plastic animals/objects. Each child picks out a handful. **How many** do you have? **Add** your animals to those of another. How many do you have **altogether?** Repeat

Unit 36

Learning objective: **Say what number comes before, is one less than**

Vocabulary: **comes before, count back, one less than**

You will need:

0-20 cards

0-9 dice

Counters

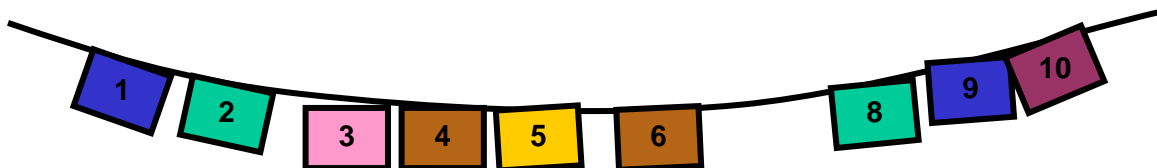
Numbers on washing line

Beads and threading laces

Activity 1: Shuffle 0-20 cards. Turn over a card and start counting back from that number to zero **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play I'm thinking of a number. It comes just **before** 8. (Use the washing line to help)
- Lay out 0-10 cards. Children close their eyes and you take away one card. Can they say which card it was? Encourage them to say, "It is 6 because it comes **before** 7" Repeat.
- Throw a 0-9 dice. Make a necklace with **one less** than that number of beads. Repeat.
- Shuffle 1-10 cards. Hold a card up and the children have to say what is **1 less** than that number. Repeat
- Bingo game. Ask the children to write 4 numbers from 0-10 on their whiteboard. Ask questions such as
 - What number comes **before** 5?
 - What is **1 less** than 7?
 - What number comes **before** 9? etc



Unit 37

Learning objective: **Understand subtraction as taking away objects from a set and finding how many are left.**

Vocabulary: **number sentence, take away, -, =, how many left?**

You will need:

0-10 number cards

Individual number lines

dice

Activity1: Shuffle a set of 0-10 number cards. Turn one over to be the start number. Count back in 1s from that number. (Follow on a number line to help if necessary)

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Sing 10 green bottles. Each time **take one bottle away** and decide **how many are left.**
- Get 10 children to form a “human number line” holding number cards 1-10. Throw a dice to decide how many to **take away**. That number of children sit down. **How many are left?**
- Tell similar number stories e.g. There were 9 people on the bus and 4 got off. **How many are left** on the bus? Write the **number sentence**. $9 - 4 = 5$
- Ask questions such as “There are 6 grapes on the plate. I eat 2. **How many are left?**”
“I have 5 marbles in this bag. If I **take** 3 out how **many will be left** in the bag?”
“There are 6 children, 2 go home. **How many are left?**”
- Ask the children to hold up 10 fingers. Ask questions such as turn down 3 fingers. **How many are left?** Write the **number sentence**. $10 - 3 = 7$ Repeat.

Unit 38

Learning objective: **begin to add by putting the bigger number in your head**

Vocabulary: **bigger, biggest, smaller, smallest, larger, largest**

You will need:

two 1-9 dice.

number cards

Activity 1: Throw two 1-9 dice. Ask the children which is the **bigger** number?

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Throw a dice. Children start on that number, by “putting it in their head”. Throw the dice again and count on from the number that is in their head, using fingers to help. E.g. 5 + 4. Put 5 in your head and count on 6,7,8,9.(show on fingers)
So $5 + 4 = 9$
- Repeat above, but this time throw the dice twice first, write the numbers down and decide which is the **bigger** and put that one “in your head”
- Children turn over two number cards (use only 1-5 cards). Write down the number sentence and decide which is the **bigger** number to put in their head and then count on from that number to find the answer to the addition.
- Repeat, but include a card with 0 on, so that sometimes the problem is $4 + 0$ etc
- Choose one of the above activities to repeat.

Unit 39

Learning objective: **Solve problems involving 1p and £1**

Vocabulary: **1p, £1 How much?**

You will need:

1p, £1 coins

tin

dice

purses

various objects and price tags.

Activity1: Children shut eyes, Drop coins into a tin, how many have I dropped? Drop **one more. How many now? Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play the **Exchange Game**. Roll a dice and collect that amount of **1p** coins. Ask questions such as “Have you got enough to **exchange for 10p?**” Winner is the first to get to **10p**
- Give the children purses with various numbers of pennies in. Have some objects with **various** price tags up to about 10p. Let the children “spend” their money and buy the items. Ask questions such as: **How much** money have you spent? **How much** have you got left?
- Repeat the purse activity with **£1** coins
- Set up a shop with various items with price tags on (up to about 10p). Roll a dice and collect 1p coins. Use those coins to “buy” one of the items on sale. Take turns to be the shop keeper.
- Repeat the above activity with £1 coins.

Unit 40

Learning objective: Use **ordinal numbers**.

Vocabulary: **1st, 2nd, 3rd, 4th 5th 6th 7th 8th 9th 10th last, position**

You will need:

Various toys, lorries etc

Activity1: Remind children about One elephant went out to play. Talk about which elephant is 1st, 2nd, 3rd and last **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Get the children to form a line. Talk about who is **1st, 2nd, 3rd and last**
- Children follow instructions to place toys in order
- Outdoors hold a race across the playground. Decide who was **first** etc
- Create a Bus Stop Queue with people/animals. Who is **first** in the queue, who is **second?** And **third?**
- Form a queue of toy cars, lorries etc. Ask questions such as “What is the colour of the car that is **fifth?** What **position** is the lorry in?”

Unit 41

Learning objective: **Count, read and order numbers from zero to 20**

Vocabulary: **count on to, count back to, count on from, and continue**

You will need:

Number cards

magnetic board

Individual number track games

Dice

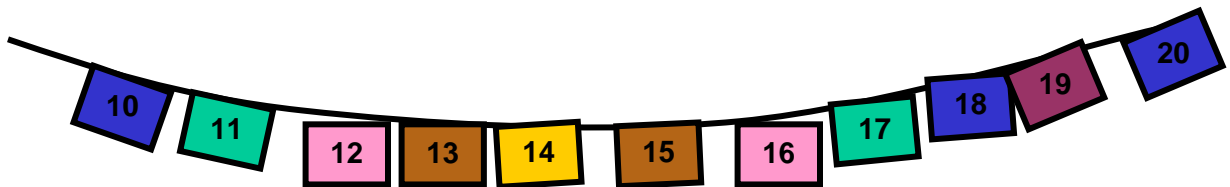
counters

Blank number tracks

Activity1: Count forward to 20, and count backwards from 20 to 0. **Repeat daily**
Show a number (e.g. 12), **count on from** this number repeat with different numbers

Activity 2: Choose from the activities below (one each day)

- Use magnetic board. Match teens number to one on the board and say the number
- Give out teens cards (1 set between group) ‘how quickly can you put these **numbers in the right order?**’
- Lay teens numbers out in order and have 2 turned over, **what numbers are they? How do you know?** (Encourage use of before, between, after, next to...etc.)
- Play number track games, throw a die and move a counter by **counting** that number of spaces on the track.
- Complete number tracks with some numbers missing. **How** did you know what that number was?



Unit 42

Learning objective: **Recognise 0 as none or zero**

Vocabulary: **non, zero nothing, nought**

You will need:

Washing line or numberline

Floor track or number track outside

Various objects or cubes

0-10 number cards.

Blank dice labelled with 0, 1, 2, 3, 4, 5

Individual number tracks

11 yogurt pots

Laminated blank bingo cards

Activity 1: Count forwards and backwards to 20 emphasising starting on **zero** and ending on **zero**. Use a washing line or numberline to help. **Repeat daily**

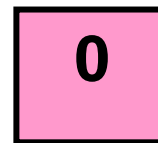
Activity 2: Choose from the activities below (one each day)

- On a floor track or number track outside, place the correct number of objects on each number. Point out to the children that **nothing** goes on **zero**.

0	1	2	3	4	5	6	7	8	9	10
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- Turn over 0-10 number cards. The children have to show that number on their fingers. Point out to the children that **0** means **no** fingers.
- Play a game on a number track using a blank dice labelled with 0, 1, 2, 3, 4, 5. Point out that when **0** is thrown you do not move on that turn.
- Have 11 yogurt pots and a set of 0-10 cards. In turns, get the children to turn over a card, say the number and put that number of cubes in a yogurt pot. When all the cards have been used, order the pots and match them with the correct number card.
- Play a bingo game. Say numbers (including **zero, none, nought, nothing**) and the children place the correct number of cubes on the correct number

1	4	0
5	0	7
0	6	8



Unit 43

Learning objective: **compare two sets to find a numerical difference**

Vocabulary: **difference between**

You will need:

1-9 dice

Unifix/multilink

pegs on coat hangers

1p coins

toy cars and animals

pencils

Activity 1: Throw 1-9 dice. Children make a unifix tower with that number of unifix. Throw the dice again and make another tower. Compare and match 2 towers to find the **difference between** the 2 numbers.

Ask Qs such as What's the **difference between** these two towers of cubes? **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- What's the **difference between** how many letters in your name and someone else's name? Make a tower the same number of cubes as there are letters in your name. Compare towers and find the **difference**.
- What's the **difference** in the number of pegs on each coat hanger? Make towers from multilink cubes again to compare.
- What's the **difference between** these two amounts of money (in 1p coins)? Lay the coins out in a line and count the difference.
- What's the **difference between** this set of cars and this set of animals? Make multilink towers to show the two amounts and then compare.
- What's the **difference between** the number of pencils in this pile and this other pile of pencils?

Unit 44

Learning objective: **To be able to count forwards and backwards in 10s to and from zero**

Vocabulary: **count on, count back, count on from, before, after, between.**

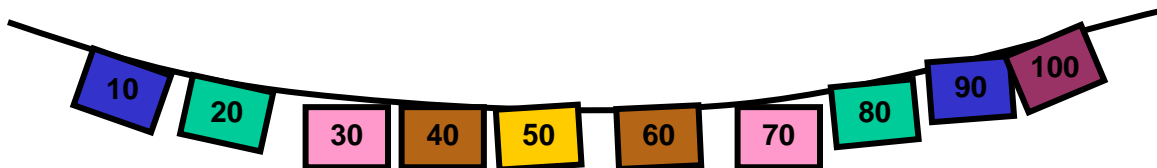
You will need:

0, 10, 20, 30 etc number cards
washing line
10p coins
Beadstrings
Countstick.
0, 10, 20, 30.....numbertrack

Activity 1: Count up to 100 in 10s **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- **Order number cards** (0, 10, 20, 30 etc) on a washing line. Close eyes and take one off. **Which is missing? How do you know?**
- **Count in 10p's** up to 100p (or £1). Show amounts of money e.g. 30p and get them to count how much there is.
- **Count in 10s** using beadstrings. Show me 40, show me 70. **How do you know** there are 60?
- **Count in 10s** using a Countstick. Point to different amounts. If necessary have 0, 50 and 100 marked on to help
- Using a 0, 10, 20, 30.....numbertrack fill in the numbers that are missing. Use language such as which number comes **before, after, between.**



Unit 45

Learning objective: **to use vocabulary of fewer**

Vocabulary: **fewer, less, most, fewest, before, after**

You will need:

photos of objects

1-9 dice

Pens

Various objects

Unifix/multilink

white boards

Activity1: using photos of objects ask which has the **fewest**? Which has the **most**?

Repeat with a couple of examples. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Ask 2 children to throw a 1-9 dice. Collect that number of pens. How many pens do you have? Encourage sentence... **I have pens**. Who has **fewer** pens? Encourage sentence 'I have **fewer** pens'. How do you know? Lay pens out in 2 lines to compare. Ask 'how many **fewer** do you have?' Repeat with different objects numbers etc. (2 days)
- Give out 2 digit numbers up to 30 ask which is **fewer**. Which is **less**? Use unifix where necessary to model out visually (2 days)
- Bingo game. Ask children to write 4 digits on their white board between 1 and 10.
 - Ask questions such as
 - What is 1 **more than**.....
 - What is 1 **less than**...
 - What is 1 **fewer than**....
 - What number is 1 **before**... what number is 1 **after**?

Unit 46

Learning objective: **to use and understand the vocabulary of difference**

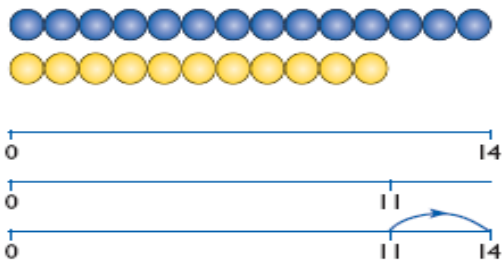
Vocabulary: difference between

You will need:

Computer with Difference ITP Loaded

Using the Difference ITP Daily

- Set the yellow number to 10(up arrow) click on centre of number 10 to show 10 orange circles.
- Click on the white circle arrow and move to 6. Click in centre of 6 to show 6 white circles.
- What is the **difference between** 10 and 6? model operation by pressing the triangle/ start button (next to 10)
- The orange row will come down and merge into the white row.
- Press start again, a number line with the position of 10 will appear. Press start again and a 2nd number line showing the position of 6 will appear. Press start again and the 2 number lines will merge.
- Press again and the 'jump' will appear.
- **Ask** what the **difference between** 6 and 10 is. Encourage children to count the difference on the circles. Using a number line model counting on from 6 to 10. Press the 'equals' button to show the number sentence.
- Repeat all week. As week goes on ask children to draw the blank number line on white board with the 2 numbers on and the big jump. Show the jump in ones. The children need to say ...**The difference between... and ... is.....**Then show the number sentence before you reveal on computer.



The difference
between 11
and 14 is 3.

$$14 - 11 = 3$$

$$11 + \square = 14$$

Unit 47

Learning objective: **Understand that addition can be done in any order**

Vocabulary: **add, count, how many, altogether**

You will need:

Dice

Counters

Individual numberlines

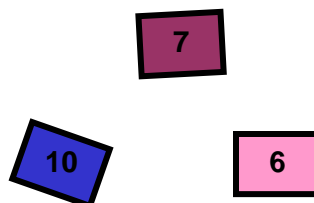
0-10 cards

Activity1: Throw a dice. Put a counter on that number on the numberline. Throw the dice again. Move the counter on that number. Write the **number sentence**. E.g. $3 + 5 = 8$

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Take all the number sentences that have been recorded in Activity 1 and do the addition the other way round e.g. $5 + 3$. Put the counter on 5 on the numberline and jump on 3. Ask the children “Where have we landed?” Agree that $5 + 3 = 8$ and $3 + 5 = 8$. Repeat with other number sentences.
- Children work in pairs, each with a numberline. They throw the dice twice and record the numbers e.g. 4 **add** 6. On a numberline, one adds $4 + 6$ (using a counter to move again) and the other $6 + 4$ and they both see what answer they get.
- Repeat above activity but this time decide which is the bigger number and start to **add** on from that number. E.g. Throw 3 and 6. 6 is the bigger number, so start on 6 and **add** on 3.
- In pairs turn over two cards from 0-10 cards. Use the number line to **add** the two numbers together. Check by adding them together the other way round
- Repeat the above activity but this time decide which is the bigger number and start to **add** on from that number E.g. Turn over 4 and 9. 9 is the bigger number, so start on 9 and **add** on 4.



Unit 48

Learning objective: **jump in 1s on a numbered number line to help to solve problems**

Vocabulary: **count on to, count back to, count on from, and continue**

You will need:

Dice

Individual numbered number lines

Counters

0-20 cards

100 square

Activity 1: Count in 1s up to 20 **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Click fingerstimes. Children **count in their heads** and cover that **number** on their number line. Then continue the **count on** from there to 20.
- Play I'm thinking of a **number**. It is 2 more than 8. (Use the number line to help)
- Give each child a number line. Ask questions such as
 - What is 1 **more than**.....
 - What is 1 **less than**...
 - What is 1 **fewer than**....
 - What number is 1 **before**... what number is 1 **after**?

Get the children to find out the answers by making jumps with their fingers on their number line.

- Tell some number stories e.g. There were 12 people on the bus and 4 got off. **How many are left** on the bus? Get the children to find out the answers by making jumps with their fingers on their number line.
- Ask questions such as "There are 6 grapes on the plate. I eat 2. **How many are left?**"
"I have 5 marbles in this bag. If I **take** 3 out how **many will be left** in the bag?"
"There are 6 children, 2 go home. **How many are left?**"



Unit 49

Learning objective: **To be able to count forwards and backwards in 2s to and from zero**

Vocabulary: **count on, count back, count on from, before, after, between.**

You will need:

0, 2, 4, 6, 8, 10 etc number cards

washing line

2p coins

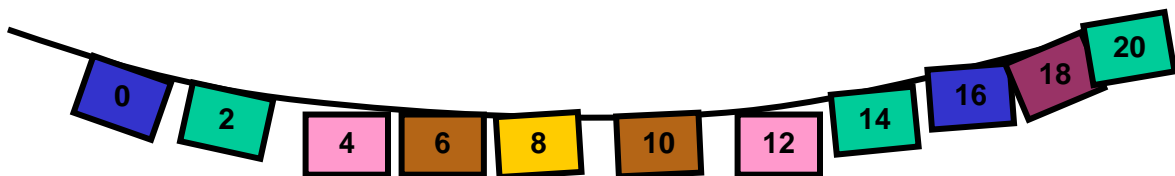
Countstick.

numbertrack

Activity 1: Count up to 20 in 2s Use the washing line with the numbers 0, 2, 4, 6, 8 etc on to help. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- **Order number cards** (0, 2, 4 etc) on a washing line. Close eyes and take one off. **Which is missing? How do you know?**
- **Count in 2p's** up to 20p Show amounts of money e.g. 10p and get them to count how much there is.
- Throw a dice. Collect that number of 2ps. **Count in 2ps** to find out how much money there is. Repeat.
- Draw some simple faces with eyes. **Count the eyes in 2s** with the children. Ask questions such as if you draw 4 faces, how many eyes will there be?
- Using a numbertrack fill in the numbers that are missing. Use language such as which number comes **before, after, between.**



Unit 50

Learning objective: **Find coins to total up to 10p**

Vocabulary: **1p, 2p, 5p, 10p How much?, worth more than, worth less than, exchange, change**

You will need:

1p, 2p, 5p, 10p coins

dice

purses

various objects and price tags.

numberlines

10p money spider

Laminated blank bingo cards.

Activity 1: Take a coin e.g. **2p** and the children have to make that amount using **1p** coins. Repeat this with 5p and 10p coins. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play the **Exchange Game**. Roll a dice and collect that amount of **1p** coins. Ask questions such as “Have you got enough to **exchange for 10p?**” Winner is the first to get to **10p**
- Show the children a purse with a number of pennies in. Ask them if you have enough money to buy a pencil that costs **10p**. Show them how to work out on a numberline how much more you would need e.g. **5p** in purse. Put finger on 5 and count on how many more are needed to get to 10
- Give the children purses with various numbers of pennies in. Have some objects with **10p** price tags. Ask each child how much more money they need in order to be able to buy the object. (Let them use numberlines to work this out)
- Make a 10p money spider. On each of the legs blutack different ways of making **10p** e.g. **2p+2p+2p+2p** or **5p + 5p**.
- Play Bingo. Show the children a price tag. (**1p -9p**) They have to put a counter on the amount of money that they would need to add to that price tag to make **10p**

5p	6p	2p
7p	3p	1p
4p	8p	9p

Unit 51

Learning objective: **Begin to understand teens numbers**

Vocabulary: **tens, units**

You will need:

arrow cards (place value cards)

Base 10 material

Unifix

Abacus

numbers on a washing line.

bead string

number fans

Laminated abacus style picture to draw on the tens and units and write the number

Laminated blank bingo cards

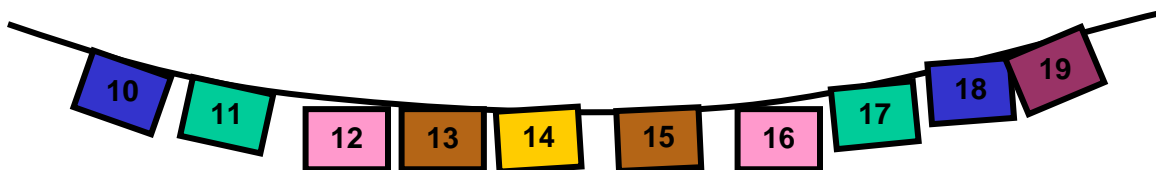
Counters

Activity 1: Use arrow cards and practice making teens numbers together, ensuring that the children say nineteen and not ninety. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Start by making teens numbers in lots of different ways, Base 10 material, Unifix, PV Cards, Abacus. Relate to the teens numbers on the washing line.
- Make a number on a bead string. The children have to also make this number and say **how many tens** there are and **how many units**. Say the number and write it down.(Include the numbers 11 and 12 as children find these tricky)
- Make **teens numbers** using number fans. Now make that number using Base 10 material.
- Use an abacus style picture to draw on the **tens and units** and write the number
- Play a teens Bingo Game. Turn over 11-20 number cards. Children find the number and put a counter on it or cross it off.

11	13	19	16	20
18	12	17	14	15



Unit 52

Learning objective: **to be able to use money up to 20p**

Vocabulary: **1p, 2p, 5p, 10p, 20p How much?, worth more than, worth less than, exchange, change**

You will need:

1p, 2p, 5p, 10p coins

Tin

dice

paper/card money

shop items priced from 1p-20p

purses

individual numberlines

Activity 1: Drop **1p, 2p, 5p, 10p** coins into a tin. Children count them in their heads and have to say **how much** money is in the tin.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Order **1p, 2p, 5p, 10p and 20p** coins. Say which is **worth more than.....worth less than**Roll dice. Children have to make that amount with coins.
- Play the **Exchange** Game. Roll a dice and collect that amount of **1p** coins. Ask questions such as “Have you got enough to **exchange for 2p/5p/10p/20p** ?” Winner is the first to get to **20p**.
- How many different ways can you make **15p**? Record as a money spider with paper/card money stuck along the legs to show the different ways. E.g. **5p + 5p +2p+2p+1p etc**
- Role play a shop with items priced from **1p-20p**. Shop keeper to have **1p’s, 2p’s, 5p’s and 10p’s**. Shopper to have **20p**. Shop keeper to give correct **change**.
- Give the children purses with various numbers of pennies in. Have some objects with **20p** price tags. Ask each child **how much more** money they need in order to be able to by the object. (Let them use numberlines to work this out)

Unit 53

Learning objective: **Count, read and order numbers to 30**

Vocabulary: **count on to, count back to, count on from, and continue**

You will need:

0-30 number cards

magnetic board

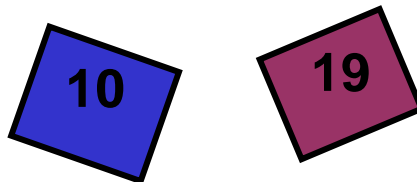
washing line

pegs

Activity 1: Count forward to 30, and count backwards from 30. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Show number card. (e.g. 18, 22,) **Count on** from this number repeat with different numbers
- Use magnetic board match number to 30 to one on the board and say the number
- Give children washing line with numbers to 30 (1 between group) ‘How quickly can you **put these numbers in the right order** on the washing line?’ Ask questions such as, **How do you know? Which is the largest number? Which is the smallest number?**
- Using the washing line take 2 cards off. What numbers are they? How do you know? (**Encourage use of before, between. after, next to...etc.**) Ask child to take 2 cards off. The others to guess the missing cards.
- Show two number cards. Children have to decide which is the **higher/lower number or larger/smaller.**



Unit 54

Learning objective: **Start to recognise odd and even numbers to 20**

Vocabulary: **odd, even**

You will need:

washing line with the numbers on
multilink
1-20 number cards
Set of dominoes

Activity 1: Count in 2s to 20 starting at 0. Repeat starting at 1 Count backwards from 20 in 2s and backwards from 19 in 2s. Use a washing line with the numbers on to help.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Spread out 20 multilink. Grab a handful. Can you make two **even** towers with your handful? **Have you got an even or an odd number?** Repeat. Line up cubes from 1 to 20 showing the pattern
- Use 1-20 number cards and get the children to sort them into **odd/even**. Once sorted put the number cards on to a street of houses. One side labelled odd, one even.
- Hold up cards. If even hold up 2 hands (**like two even towers**) If odd only hold up one hand (**like the odd one left**)
- Play Buzz. Children say “buzz” instead of the **even numbers**. E.g. 1 buzz 3 buzz 5 buzz.....etc
- Find all the dominoes with **odd totals**



Unit 55

Learning objective: **Within the range 1 to 30, say 1 more or 1 less than a given number.**

Vocabulary: **1 more, 1 less**

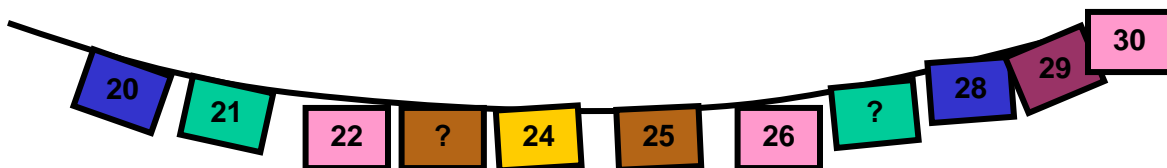
You will need:

a coin
a big 1-30 grid
washing line with numbers 0-30 on
0-30 numberlines with some numbers missing.
0-30 Dot to Dot.

Activity 1: Count to 30 forwards in 1s and backwards from 30 in 1s **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Roll a coin on to a big 1-30 grid. Children have to say **1 more than**is.....
- Repeat the above activity with **1 less than**.
- Children have to say what numbers are missing on a washing line. Encourage them to say “I know what the number is because it’s **1 more than**....or **1 less than**....
- Children have copies of 0-30 numberlines with some numbers missing. They have to decide what numbers are missing and give you a sentence. E.g. 30 is **1 more than** 29, or 15 is **1 less than** 16
- Complete a 0-30 Dot to Dot.



Unit 56

Learning objective: **Within the range 1 to 30, say 10 more or 10 less than a given number.**

Vocabulary: **10 more, 10 less**

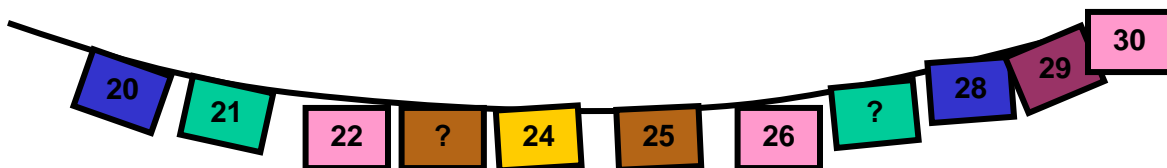
You will need:

a coin
a big 1-30 grid
washing line with numbers 0-30 on
0-30 numberlines with some numbers missing.
0-30 cards
Base 10 material

Activity 1: Count to 30 forwards in 1s and backwards from 30 in 1s **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Roll a coin on to a big 1-30 grid. (If it lands on 1-9 then have another go). Children have to say **10 more than**is.....
- Repeat the above activity with **10 less than**.
- Children have to say what numbers are missing on a washing line. Encourage them to say “I know what the number is because it’s **10 more than**....or **10 less than**....”
- Children have copies of 0-30 numberlines with some numbers missing. They have to decide what numbers are missing and give you a sentence. E.g. 30 is **10 more than** 20, or 15 is **10 less than** 25
- Shuffle 0-30 cards. Turn over a card. Make that number using Base 10 material. Ask the children what 10 more/less will be. Check by adding or taking away a tens stick.



Unit 57

Learning objective: **Begin to count forwards and backwards in 5s to and from zero**

Vocabulary: **count on, count back, count on from, before, after, between.**

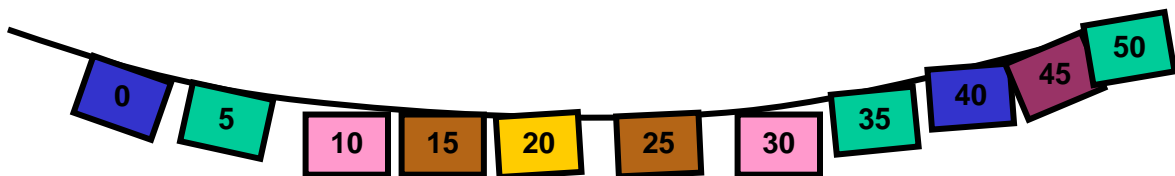
You will need:

0, 5, 10, 15, 20, 25 etc number cards
washing line
5p coins
Purses and price tags
numbertrack

Activity 1: Count up to 50 in 5s Use the washing line with the numbers 0, 5, 10, 15, 20 etc on to help. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- **Order number cards** (0, 5, 10 etc) on a washing line. Close eyes and take one off. **Which is missing? How do you know?**
- **Count in 5p's** up to 50p Show amounts of money e.g. 25p and get them to count how much there is.
- Throw a dice. Collect that number of 5ps. **Count in 5ps** to find out how much money there is. Repeat.
- Have various purses with different numbers of 5p coins in. Get the children to find out how much is in each purse by **counting in 5s**. Make a price tag for each purse.
- Using a numbertrack fill in the numbers that are missing. Use language such as which number comes **before, after, between.**



Unit 58

Learning objective: **Begin to know by heart pairs to 10**

Vocabulary: **and, makes, comes to, equals, altogether**

You will need:

0-10 cards with 0-10, 1-9, 2-8, 3-7, 4-6 in matching colours

washing line and pegs

unifix

1-9 dice

Sets of 0-10 cards

Laminated blank bingo cards

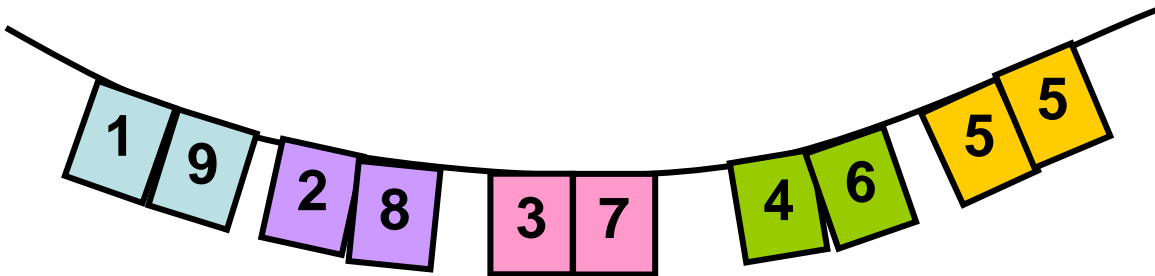
Activity 1: Children peg all the numbers 0-10 on a washing line and find their pair to make ten and peg it up also (matching colours to start with). **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Build unifix towers to show the **pairs that make 10**
- Throw a 1-9 dice. Collect that many cubes (all the same colour) How many more of another colour do you need **to make 10 altogether?**
- Play pairs. Turn two cards over. If they **make 10** you keep them.
- Ring **pairs that total 10** (Like a word search) on a grid.

6	2	8	0
3	4	6	10
7	1	9	2

- Take 10 unifix in a stick and break into 2 pieces and record as a **number sentence**.



Unit 59

Learning objective: **Know by heart addition doubles of all numbers to 5**

Vocabulary: **double**

You will need:

multilink cubes.

Laminated blank bingo cards

0-5 Dice

cards with $1 + 1$, $2 + 2$, $3 + 3$, $4 + 4$ and $5 + 5$ on

cards with 2, 4, 6, 8, 10 on

Activity 1: Hold up both thumbs and say 2, the next finger and thumb on both hands and say 4, etc up to 10 **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Make **double 1**, **double 2** etc using multilink cubes.
- Play **doubles** bingo

2	6	10
8	4	0

Throw a 0-5 dice. Work as a group to **double** the number and cover it on the bingo card

- Repeat the above activity with the children working in pairs with a bingo card and dice between them
- Throw a 0-5 dice. The children hold up the number of fingers that **double** the number thrown would be. E.g. Throw 4 and the children hold up 8 fingers
- Have cards with $1 + 1$, $2 + 2$, $3 + 3$, $4 + 4$ and $5 + 5$ on. Children have to match them to cards with 2, 4, 6, 8, 10 on

Unit 60

Learning objective: **To find the difference between two small numbers**

Vocabulary: **the same as, different, difference, between**

You will need:

0-20 number cards

cubes

1p coins

two purses

individual numberlines

2 x 0-9 dice

counters

Activity1: Shuffle a pack of 0-20 number cards. Pick two cards. Make two towers of cubes **the same size as** the numbers on the cards. Find the **difference between** the 2 numbers by breaking off the **difference** between the two towers and counting the cubes.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Put **different** amounts of money (in 1p coins) in two purses. Find the **difference** in the two amounts by laying out the two amounts and counting the number of 1p coins that are “extra” in one of the amounts.
- Repeat but children turn over cards to find out what amounts of money are in each purse.
- Use a numberline to show the **difference between** two numbers. E.g. “What is the **difference between** 2 and 7?” Count the number of jumps **between** the two numbers.
- Throw 2, 0-9 dice and find the **difference between** the two numbers by marking the two numbers on a numberline and counting the number of jumps **between** them.
- Children do Activity 1 in pairs. Each child makes two towers and the one with the biggest **difference** wins a counter. Repeat 3 times. The one with the most counters is the winner.

Unit 61

Learning objective: **to be able to solve “empty box” questions**

Vocabulary: **number sentence, add, altogether**

You will need:

cubes

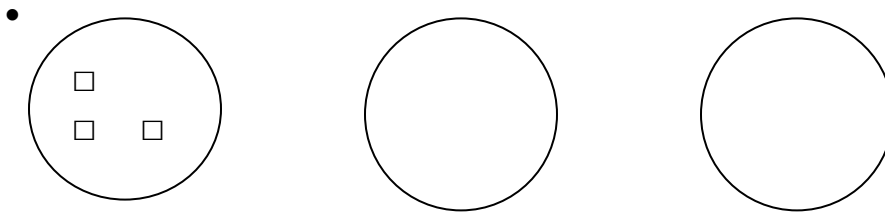
box with a lid

whiteboards

cards with questions on such as $8 + \square = 10$

individual numberlines

Activity 1:



How many cubes need to be in the empty circle to make the number sentence correct?

Repeat using different numbers.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Put 3 cubes in a box with a lid. Write $7 + \square = 10$ on a whiteboard. Ask the children how many cubes they think are in the box in order to make the **number sentence** correct. Check to see if they are right. Repeat with different **number sentences** and different numbers of cubes in the box.
- Have cards with questions on such as $8 + \square = 10$. Find out what the missing is by counting out 8 cubes and seeing how many more are needed to make 10 **altogether**
- Repeat but show how you can work out the missing number by jumping from 8 to 10 on a numberline.
- Children use the question cards themselves and work out the missing number using either cubes or the numberline and record their answers on whiteboards.
- Repeat the first activity. This time children record the number they think is in the box on their whiteboards.

Unit 62

Learning objective: **Combining counting in tens and ones**

Vocabulary: **tens, units, how many? altogether**

You will need:

bundles of 10 sticks/straws

loose sticks/straws

place value cards

cloth to cover

Unifix

bead strings

Base 10 material

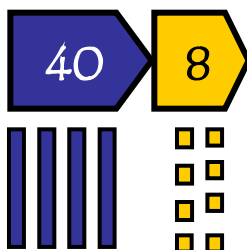
Activity 1

Put out 3 bundles and 4 sticks. Ask the children to say **how many** sticks there are in the bundles and how many are loose. Use place value cards and ask the children to find 30 and 4. Put the cards together to make 34. Repeat with different two-digit numbers.

Repeat daily

Activity 2 Choose from the activities below (one each day)

- Put out 5 bundles. Cover with a cloth after agreeing there are 50 sticks there. Put out another 4 sticks under the cloth. Ask, '**How many altogether?**' Repeat with other two-digit numbers.
- As above but using sticks of 10 Unifix and single Unifix cubes.
- Use a hundred bead string. Push 34 beads to one end and ask how many beads there are. Encourage the children to see the 30 as 3 groups of 10 and count them in 10s and then count on the 4 ones. Repeat with other two-digit numbers.
- Make a number using Base 10 material. E.g. 26 using 2 tens and 6 units. Children have to find the correct place value cards to make that number.
- As above but you show the place value cards and the children have to make the number using Base 10 material



Unit 63

Learning objective: **Counting on in tens from single- and two-digit numbers**

Vocabulary: **ten more, How many?**

You will need:

bead strings

bundles of 10 sticks/straws and some loose sticks/straws

cloth to cover

Unifix

hundred square

dice with only 1s and 10s on it.

Activity1

Pull 45 beads to one side of the bead string. Ask what **ten more** would be. Check by counting in tens and ones. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Put out 5 sticks and cover with a cloth. Then put a bundle of ten under the cloth and ask **how many** there are now. Check by uncovering. Repeat for other numbers less than ten.
- Put out bundles and sticks for amounts up to 100. Cover and then add a bundle. Ask “**How many** there are now?”.
- Put out Unifix to represent 43. **Add another 10 more** & ask “**How many now?**”.
- Ask for a number between 2 and 9. e.g. 6
Use the answer to start counting in tens on the hundred square: 6, 16, 26, 36, 46..
Ask what the children notice about the ones digits. Point out that they are all the same.
 - Ask ‘What is **10 more** than 26?’ Count in ones from 26 to 36 to reinforce the 10 from 26 to 36.
Repeat with other numbers e.g. ‘What is **10 more** than 46?’
- Play Race to the 90s
Use a 100 square and a dice with only 1s and 10s on it. Children all start at 1
They throw the dice and move on that number of squares
They cross out the squares that they pass through so as to leave a "snail trail"
The first to reach the 91 to 100 line is the winner.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 64

Learning objective: **Recognise simple number sequences e.g. counting on & back in 2s**

Vocabulary: **count on in 2s, count back in 2s, number sequence**

You will need:

0-10 number cards

numberline

beadstrings

outside number track

**Activity1 Count aloud in 2s starting at 0 and ending at 20
Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Lay out the number cards 1, 2,3,4,5,6,7,8,9,10 Ask questions such as “What can you tell me about this **number sequence**?” i.e. each number is 1 more than the one before it Rearrange the numbers to be 10,9,8,7,6,5,4,3,2,1. Ask the children “What can you tell me about this **number sequence**? I.e. each number is 1 less than the number before it.
- Lay out some of the even numbers e.g. 2, 4, 6, Ask the children “What numbers come next in this number sequence?” I.e. 8, 10, 12, etc Make the same jumps on a numberline using your finger or pen
- Lay out some of the odd numbers e.g. 1, 3, 5 Ask the children “What numbers come next in this **number sequence**?” I.e. 7, 9, 11, etc Make the same jumps on a numberline using your finger or pen
- Use beadstrings to count in 10s to 100 and back again to zero. Tell the children that this is a **number sequence** adding 10 on each time or taking 10 away.
- On the outside number track get the children to jump a number sequence e.g. start on 1 and jump to 3,5 7 etc i.e. missing out one number each time



Unit 65

Learning objective: **Begin to understand the place value of each digit in a number**

Vocabulary: **tens, units**

You will need:

arrow cards (place value cards)

Base 10 material

Unifix

Abacus

numbers on a washing line.

bead string

number fans

Laminated abacus style picture to draw on the tens and units and write the number

Laminated blank bingo cards

Counters

Activity 1: Use arrow cards and practice making numbers together. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Start by making numbers in lots of different ways, Base 10 material, Unifix, PV Cards, Abacus. Relate to the numbers on the washing line.
- Make a number on a bead string. The children have to also make this number and say **how many tens** there are and **how many units**. Say the number and write it down.
- Make **numbers** using number fans. Now make that number using Base 10 material.
- Use an abacus style picture to draw on the **tens and units** and write the number
- Play a Bingo Game. Turn over 10-50 number cards. Children find the number and put a counter on it or cross it off.

11	33	29	46	20
18	24	37	14	45

Unit 66

Learning objective: **Order numbers to at least 50**

Vocabulary: **count on to, count back to, count on from, and continue**

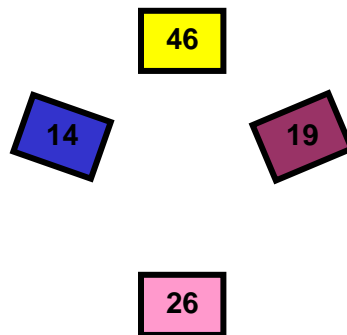
You will need:

0-50 number cards
magnetic board
arrows cards/place value
number line

Activity 1: Count around the circle count forward to 50 **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Show a number (e.g. 32), **count on from** this number repeat with different numbers
- Use magnetic board match number(to 50) to one on the board and say the number
- Give out 8 random number cards ‘how quickly can you put these numbers in the right order?’ **Which is the highest number? Which is the lowest number? How do you know?** Remind children about the number in the tens position. Use demonstration set of arrows cards to show place value. Can you think of a number that will come **in between** 2 of the numbers? Repeat (2 days)
- Show 4 random numbers between 0 and 50. Ask children to write down their suggestion of a number that comes **between** 2 of the numbers. Show on number line



Unit 67

Learning objective: **Count on and back in ones from a two-digit number**

Vocabulary: **How many? One more. One less, plus, equals, after, next**

You will need:

bundles of 10 sticks/straws

loose sticks/straws

cloth to cover

bead strings

place value cards

number lines

whiteboards

Activity 1

Put out 54 sticks in bundles. Cover with a cloth. Put 1 more stick under the cloth and ask, 'How many sticks?' Remove the cloth to check the answer. Repeat with another number

Repeat daily

Activity 2 Choose from the activities below (one each day)

- Use bead string. Make 36. Ask, '**How many** there will be if **one more** is added?'
- Use place value cards to make a number and ask 'What is **one more**?' Talk about which card would be changed.
- Repeat the above, this time subtracting one, asking, 'What is **one less**?'
- Say a number e.g. 27 and ask the children to find it on their number lines and then point to the number after. Say:
 $27 + 1 = 28$ (27 **plus** 1 **equals** 28);
27 and **1 more** is 28;
the number **after** 27 is 28.
Repeat with different numbers
- Write a number on the whiteboard and ask the children to write the **next** number on their whiteboards.
E.g. write 29. Ask '**What comes next**?' The children should find 29 on their number lines and then point to 30. Repeat with 39 and then 49 etc

Unit 68

Learning objective: **Recognise odd and even numbers up to 50**

Vocabulary: **odd, even**

You will need:

100 square

Multilink

1-50 number cards

Activity 1 Count in 2s to 50 starting at 0. Repeat starting at 1 Use a 100 square to help.
Repeat daily

Activity 2 Choose from the activities below (one each day)

- Spread out 50 multilink. Grab a handful. Can you make two **even** towers with your handful? **Have you got an even or an odd number?** Repeat.
- Use 1-50 number cards and get the children to sort them into **odd/even** .
- Hold up cards. If even hold up 2 hands (**like two even towers**) If odd only hold up one hand (**like the odd one left**)
- Play Buzz. Children say “buzz” instead of the **even numbers**. E.g. 1 buzz 3 buzz 5 buzz.....etc
- Use a 100 square and cover some **even and odd numbers**. Get the children to say if the numbers are **odd or even** when they are revealed.

Unit 69

Learning objective: **Count sets of objects reliably grouping objects in 10s, 5s, 2s**

Vocabulary: **count, group in, count in**

You will need:

0-9 dice

0-20 cards

Counters

Cubes

2ps, 5ps, 10ps

purse

Activity 1 Count backwards in 10s, 5s and 2s

Repeat daily

Activity 2 Choose from the activities below (one each day)

- Take 8 counters. Ask the children what would be a good way to **count** them? Repeat with other amounts.
- Grab 2 handfuls of cubes. Tell the children that the game is to **count** them as quickly as possible. Use a sand timer to see if they can **count** them before the sand runs out.
- Tip some 10ps from a purse. Ask how we could work out how much that is. **Count** ten, twenty, thirty etc to find out how much is there.
- Repeat above activity with 5ps
- Repeat above activity with 2ps

Unit 70

Learning objective: **Recognise that subtraction is the inverse of addition**

Vocabulary: **take away, subtract, add, how much is left?**

You will need:

two 0-9 dice

0-20 numberlines

0-20 cards

0-50 numberlines.

Activity 1 Count backwards in 1s and 10s from various starting points

Repeat daily

Activity 2 Choose from the activities below (one each day)

- Throw two 0-9 dice. **Add** the two numbers using a 0-20 numberline. E.g. $9 + 7$
Agree the answer e.g. 16. Now say that you are going to see what happens if you **take 7 away** from 16. Start on 16 and **take away 7** on the numberline. Get the children to see that you have arrived back at 9. Repeat with other numbers.
- Repeat the above activity, but this time the children work in pairs to **add and take away** themselves.
- Use 0-20 cards. Turn over two number cards. Repeat as above but using a 0-50 numberline.
- Tell the children some problems such as there are 10 people on a bus and 9 get on at the next stop. **How many** are on the bus now? At the next stop 9 people get off. **How many will be left** on the bus? Encourage the children to say how they know.
- Repeat the above but this time using money. If you have 20p and I give you 15p **how much** will you have? What if you buy a packet of sweets that cost 15p. **How much will you have left?**

Unit 71

Learning objective: **Identify doubles and halves up to 20**

Vocabulary: **double, half**

You will need:

number line
1-9 dice
unifix
set of dominoes
number cards

Activity 1: Count in 2s to 20 starting at 0. Repeat starting at 1 Count backwards from 20 in 2s and backwards from 19 in 2s. Use a number line to help. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Start by looking at the doubles of 0, 1, 2 3 4 and 5 using fingers. Ask the children to **show double 3 on their fingers. How many is that? Encourage sentences such as double 3 is 6. What is double zero or double nothing?**
- Throw 1-9 dice and work out the double by collecting 2 lots of the number on the dice and then counting.
- **How can we halve 10?** Take a stick of 10 unifix and break it in half exactly. Repeat with 20, 18, 16, 14, etc
- Sort out all the doubles dominoes. **Double 6 is 12, $6 + 6 = 12$ Half of 12 is 6.**
- Children to have cards can they find their **double/half ?**

Unit 72

Learning objective: **Know by heart all addition and subtraction facts for each number to at least 10**

Vocabulary: **and, makes, comes to, equals, altogether**

You will need:

2 sets of 0-10 cards

washing line and pegs

1-6 dice

Unifix

Laminated blank bingo cards

Activity 1: Children peg all the numbers 0-10 on a washing line and find their pair to make ten and peg it up also **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play Pelmanism. Put 0-10 cards face down on the table with an extra 5. Divide the group into two teams. Take turns to turn two cards over. If they **make 10** that team keeps them.
- Throw a 1-6 dice. Collect that many cubes (all the same colour) How many more of another colour do you need **to make 8 altogether?**
- Play pairs. Turn two cards over. If they **make 6** you keep them.
- Ring **pairs that total 7** (Like a word search) on a grid.

7	0	1	4
3	4	6	3
6	1	5	2

- Take 9 unifix in a stick and break into 2 pieces and record as a **number sentence**.

Unit 73

Learning objective: **Begin to understand subtraction as “difference” between two numbers**

Vocabulary: **the same as, different, difference, between**

You will need:

0-20 number cards

cubes

1p coins

two purses

individual numberlines

2 x 0-9 dice

counters

Activity1: Shuffle a pack of 0-20 number cards. Pick two cards. Make two towers of cubes **the same size as** the numbers on the cards. Find the **difference between** the 2 numbers by breaking off the **difference** between the two towers and counting the cubes.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Put **different** amounts of money (in 1p coins) in two purses. Find the **difference** in the two amounts by laying out the two amounts and counting the number of 1p coins that are “extra” in one of the amounts.
- Repeat but children turn over cards to find out what amounts of money are in each purse.
- Use a numberline to show the **difference between** two numbers. E.g. “What is the **difference between** 22 and 17?” Count the number of jumps **between** the two numbers.
- Throw 2, 0-9 dice and find the **difference between** the two numbers by marking the two numbers on a numberline and counting the number of jumps **between** them.
- Ask some questions such as
Jon has 25 marbles and Tom has 32. What is the **difference** in the number that they have?
Kim is 16 and Jane is 9 what is the **difference** in their ages? Get the children to work out the answers by **finding the difference on a numberline.**

Unit 74

Learning objective: **Recognise coins to 50p**

Vocabulary: **1p, 2p, 5p, 10p, 20p, 50p How much?, worth more than, worth less than, exchange, change**

You will need:

1p, 2p, 5p, 10p, 20p, 50p coins and Tin
dice
paper/card money
shop items priced from 10p-50p
purses
numberlines

Activity 1: Drop **1p, 2p, 5p, 10p, 20p** coins into a tin. Children count them in their heads and have to say **how much** money is in the tin.

Repeat daily

Activity 2: Choose from the activities below (one each day)

- Order **1p, 2p, 5p, 10p, 20p and 50p** coins. Say which is **worth more than.....worth less than**Roll dice. Children have to make that amount with coins.
- Play the **Exchange** Game. Roll a dice and collect that amount of **10p** coins. Ask questions such as “Have you got enough to **exchange for 20p or 50p?**” Winner is the first to get to **£2.00p**.
- How many different ways can you make **50p using 5p, 10p and 20p coins?** Record as a money spider with paper/card money stuck along the legs to show the different ways. E.g. 10p + 10p +10p +10p +10p etc
- Role play a shop with items priced from **10p-50p**. Shop keeper to have **5p’s, 10p’s and 20p’s**. Shopper to have **50p**. Shop keeper to give correct **change**.
- Give the children purses with various numbers of money in. Have some objects with 20p – 50p price tags. Ask each child **how much more money** they need in order to be able to buy the object. (Let them use number lines to work this out)

Unit 75

Learning objective: **Count, read, write and order accurately to at least 100**

Vocabulary: **count on to, count back to, count on from, in between, highest, lowest**

You will need:

100 square.

demonstration set of arrows cards

0-100 number cards

number line

Activity 1: Count around the circle to 100 (Starting at different numbers **each day**)

Activity 2: Choose from the activities below (one each day)

- Cover up some numbers on a 100 square. Children have to say which numbers have been covered. Ask questions such as “How do you know?”
- Give out 8 random number cards ‘how quickly can you put these numbers in the right order?’ **Which is the highest number? Which is the lowest number? How do you know?** Remind children about the number in the tens position. Use demonstration set of arrows cards to show place value. Can you think of a number that will come **in between** 2 of the numbers? Repeat.
- Draw a line on the board. Mark 0 & 100 and then ask the children to come & put their numbers on. (Mix one digit & 2 digit numbers from 0-100). Give children different experiences – some numbers that are close together, some spread out.
- Show 4 random numbers between 0 and 100. Ask children to write down a number that comes **between** 2 of the numbers. Show on number line
- Play Number Ladder. Draw a ladder with 10 spaces. Shuffle a set of 1-100 cards. Turn over a card and the children have to decide which space that number will go into e.g. 19 might be placed in the 2nd box and 73 nearer to the top.

73
19



Unit 76

Learning objective: **Know what each digit represents in any 2 digit number**

Vocabulary: **digit, value, worth, place value**

You will need:

beadstrings

place value cards

100 square

Base 10 material.

T and U labels

2 chairs

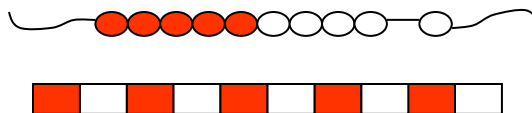
0-9 cards

place value board (marked T U)

Activity 1: Make various numbers using beadstrings Repeat daily

Activity 2: Choose from the activities below (one each day)

- Use **place value** cards. Give the children numbers to make using pupil **place value** cards. Find the numbers on a 100 square
- Get the children to make numbers using Base 10 material.
- Stick T and U labels on the wall - have 2 chairs in front of the labels. Share out a set of 0-9 cards between the children. Say a number e.g. 23. The children holding the **digits** 2 and 3 have to sit on the correct cards to make the number. Repeat with different numbers. Ask questions such as “**What is your digit worth?**”
- Using Base 10 material make number 27. Use place value board (marked T U) Add 10 – what is the new number. “Which **digit** changed?” “**What is that digit worth?**” Repeat using different numbers adding or taking away 10 or 1.
- As above, but this time try adding 20. Which **digit** changes – how would we write this as an addition number sentence? E.g. $27+20=$ Repeat using different numbers adding or taking away 20 etc.



Unit 77

Learning objective: **Describe and extend simple number sequences (including odd/even numbers).**

Vocabulary: **number sequence, odd, even, next number in the sequence**

You will need:

unifix cubes
number cards
numberlines

Activity 1: Count in 2s or 10s starting at different numbers Repeat daily

Activity 2: Choose from the activities below (one each day)

- Make **sequences** with unifix cubes 1, 3, 5, 7,, 2, 4, 6, 8, **What will be the next number?** How do you know?
- Have a **sequence of numbers** increasing by 2 already made. What can you tell me about this **sequence**? What is the difference between adjacent numbers? What will be the **next number in the sequence**? How do you know?
- Continue this **sequence**: 9, 11, 13, 15....., 6, 8, 10,
- What's different about this **sequence**? 90, 80, 70.....**what will come next?** Repeat with other **sequences** that go backwards.
- Use numberlines. Make the following **sequences** by jumping along the numberline using a pen 2,4,6,8....., 2, 5,8,11..... 8,6,4..... **What numbers will come next each time?**



Unit 78

Learning objective: **Understand the operation of multiplication as repeated addition**

Vocabulary: **lots of, multiplication**

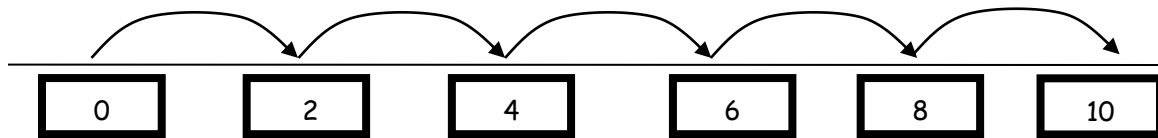
You will need:

Bucket, Hoop and Beanbags
numberline.
toy with a 30p price tag
10p, 5p and 2p coins

Activity 1: Count in 10s, 2s, 5s. Repeat daily

Activity 2: Choose from the activities below (one each day)

- Put a bucket inside a hoop. Get the children to throw coloured beanbags one at a time. If the beanbag goes in the bucket, the score is 10 and if it goes into the hoop the child throws again. Record the scores e.g.
 $10 + 10 + 10$
Show those scores as jumps along a numberline. Tell the children that $10 + 10 + 10$ is the same as **3 lots of 10 i.e. 30**
- Repeat, but this time the children score 5 if it lands in the hoop, if it goes in neither they throw again. Record the scores e.g.
 $10 + 10 + 10 + 10$
 $5 + 5$
Show those scores as jumps along a numberline. Tell the children that $10 + 10 + 10 + 10$ is the same as **4 lots of 10 i.e. 40** and that $5 + 5$ is the same as **2 lots of 5 i.e. 10**
- Repeat but this time the children stand further away and score 2 if the beanbag doesn't go in the hoop or the bucket.
Record the scores as **lots of 10, 5 or 2**
- Label a toy with a 30p price label. Using 10p coins count out with the children how many 10ps would be needed to pay for the toy. Record as $10p + 10p + 10p = 3$ **lots of 10p**. Repeat with 5p coins.
- Repeat above with a 20p item. Get the children to work out how many 10p, 5p or 2p coins would be needed to pay for it. Record as above.



Unit 79

Learning objective: **Begin to see multiplication as an array**

Vocabulary: **lots of, multiplication, array**

You will need:

Cubes
Squared paper

Activity 1: Count a pile of cubes in 10s, 2s and 5s. Repeat daily

Activity 2: Choose from the activities below (one each day)

- Take 12 cubes. Show the children how they can be put together in different arrays 1×12 , 2×6 , 3×4 . Draw pictures of the arrays on squared paper. Write $1 \times 12 = 12$, $2 \times 6 = 12$, $3 \times 4 = 12$ on the correct array. Agree that 3×4 is the same as 4×3 .
- Get the children to grab a handful of cubes and see what arrays they can make. Record their findings and write number sentences.
- Take 24 cubes. How many different arrays can you find? (Ans 1×24 , 2×12 , 3×8 , 4×6) Record on squared paper.
- Give the children cubes and squared paper and pose questions such as I want to plant 18 trees. Can you show me how I could do that by planting them in arrays? What different ways could I do it?
- The post office produces stamps. They want to put 16 stamps on a page. How could they do this?

Unit 80

Learning objective: **Begin to represent multiplication on a numberline**

Vocabulary: **lots of, multiply, counting in**

You will need:

Countstick

Numbered numberlines

1-10 number cards

Activity 1: Use a countstick to count in 10s, 2s and 5s. Repeat daily

Activity 2: Choose from the activities below (one each day)

- Shuffle a pack of 1-10 cards. Turn the top one over to find out how many **lots of** 10s you need to find e.g. 6×10 Show the children how to make 6 jumps of 10 on the number line to find the answer and write $6 \times 10 = 60$. Repeat with different numbers **multiplying** each by 10
- Repeat the activity above **multiplying** the numbers by 2 and recording as above.
- Count in 5s making jumps along a number line.
Ask questions such as what are 4 **lots of** 5? What is 6×5 ?
Let the children use their number lines to work out the answers.
- Repeat the activity above making jumps of 2 or 10 and asking questions about the 2x and 10x tables
- Ask a mix of questions such as 4×2 , 5×10 , 7×5 etc.
Let the children use their number lines to work out the answers

Unit 81

Learning objective: **Understand division as repeated subtraction**

Vocabulary: **divide, groups of**

You will need:

multilink cubes

3 bowls

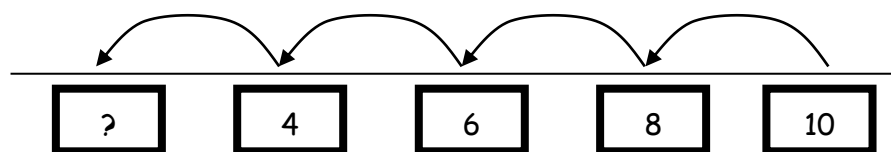
large number line

individual numberlines

Activity 1: Count backwards in 1s, 10s, 5s. from 50. Repeat daily

Activity 2: Choose from the activities below (one each day)

- Show the children 12 cubes. Take 2 cubes to make a tower. Repeat to make a second, third tower etc. Ask the children “How many towers could you make with 12 cubes?” Arrange as 6 towers of 2. Repeat making towers of 3, 4 and 6
- Give children the following problem. I have 12 dog biscuits. I have 3 dogs. How many biscuits will they each get? Model with bowls and “dog biscuits” What if I had 15, 21, 24 biscuits?
- Give children the following problem. A class of 25 children has to be **grouped** into teams of 5. How many teams?
Model on a large number line: Explain that each time we ‘hop back’ we subtract 5. Then we need to count how many hops we have made.
- Repeat the above but let the children do the jumps with a pen on their own numberline. Maybe suggest a class size of 21 and **groups of 3**, class of 32 and **groups of 4** etc
- Repeat but record as $35 \div 5$ etc



Unit 82

Learning objective: **Know by heart facts for the 2 and 10 times tables**

Vocabulary: **2x, 10x, times, multiplied by, multiples**

You will need:

Laminated blank bingo board

Washing line with 6 pegs on it

Multiples of the 10x table on cards

Activity 1: Say the 2 and 10times tables. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play Cross it off

Children write down on a blank grid **multiples** of the **2 x** table
Call out various questions e.g. 2x5 and the children cross 10 off

- Repeat for the **10x** table
- Play Peg it or Bin it
 - Washing line with 6 pegs on it
 - **Multiples** of the **10x** table on cards
 - Child takes a card and has to decide where to place it on the washing line
 - If the can't peg it they have to bin it
- Repeat for the **2x** table
- Get the children to fill in grids such as

x	3	5	6	8
2				
10				

Unit 83

Learning objective: **Know and use halving as a way of “undoing” doubling.**

Vocabulary: **double, half**

You will need:

Large number line

1-9 dice

Cubes or counters

unifix

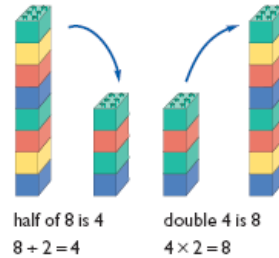
dominoes

number cards

Activity 1: Count in 2s to 20 starting at 0. Repeat starting at 1 Count backwards from 20 in 2s and backwards from 19 in 2s. Use a number line to help. **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Start by looking at the **doubles** of 0, 1, 2 3 4 and 5 using fingers. Ask the children to **show double 3 on their fingers. How many is that? Encourage sentences such as double 3 is 6. What is double zero or double nothing?**
- Throw 1-9 dice and work out the **double** by collecting 2 lots of the number on the dice and then counting.
- **How can we halve 10?** Take a stick of 10 unifix and break it in **half** exactly. Repeat with 20, 18, 16, 14, etc
- Sort out all the **doubles** dominoes. **Double 6 is 12, $6 + 6 = 12$ Half of 12 is 6.**
- Children to have cards can they find their **double/half ?**



Unit 84

Learning objective: **Add or subtract mentally a multiple of 10 to and from a 2 digit number**

Vocabulary: **How many? Ten more. Ten less**

You will need:

bead string
 place value cards
 100 square
 whiteboard
 individual whiteboards
 10-100 cards

Activity 1

- Use bead string to count on in 10s starting at different numbers. E.g. starting at 4, 14, 24,.....Ask questions such as ‘**How many** there will be if **ten more** are added?’ **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Use place value cards to make a number and ask ‘What is **ten more**?’ Talk about which card would be changed.
- Repeat above with “ What is **ten less**?”
- Write a number on the whiteboard and ask the children to write the number that is **10 more** on their whiteboards.(have 100 square available if necessary)
- Repeat above with **10 less** (have 100 square available if necessary)
- Shuffle a pack of 10-100 cards. Turn over a card and ask children in turn what either **10 more or 10 less** than the number is.

Unit 85

Learning objective: **Use the £ sign and money to £1**

Vocabulary: **pounds, pence, How much?**

You will need:

1p, 2p, 5p, 10p, 20p, 50p £1 coins

Argos Catalogues

variety of price tickets (under £1.00)

Activity 1

- Count in 1ps, 2ps, 5ps, 10ps. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Put out a variety of coins and ask the children to make various amounts e.g. 75p, £1, 64p etc
- Make some price labels (up to £1). Show them to the children and ask “**How much?**” Shuffle them. Get the children to order the cheapest to the most expensive. Talk about how this is the lowest to the highest etc
- Find the cost of various items in the Argos Catalogue (or similar). Find 4 items under £1.00.
- You have £1.00 to spend on a birthday present. What would you buy? **How much** does it cost? What coins would you need to buy it?
- Arrange a variety of price tickets (under £1.00) in order from highest to lowest.

Unit 86

Learning objective: **Read write and order numbers to 1000**

Vocabulary: **hundreds, tens, units, digit, more than, less than, largest, smallest, in between**

You will need:

Base 10 apparatus
place value cards
HTU board.
number cards

Activity 1: Use Base 10 apparatus to make various numbers and match to the correct place value cards **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Make **3 digit numbers** using Base 10 material, discuss how many **hundreds, tens** and **units** there are in the number. Place the Base 10 material on an **HTU** board.
- Ask children to lay out place value cards in order (columns of **hundreds, tens and units**) and ask them to make certain numbers. Can you make 294? How many **tens** are there in this number? How many **units**? How many **hundreds**?
- Ask the children to lay out their place value cards and the build numbers in response to your instructions:
Build a number that is 10 **more than** 163
Build a number that is 100 **more than** 472
Build a number that is 10 **less than** 453
Build a number that is 100 **less than** 561
- Give out 8 random number cards 'how quickly can you put these numbers in the right order?' Which is the **largest** number? Which is the **smallest** number? How do you know? Remind children about the number in the **hundreds and the tens** position. Use demonstration set of arrows cards to show place value. Can you think of a number that will come **in between** 2 of the numbers? Repeat.(2 days)

271

127

721

Unit 87

Learning objective: **Count on and back in 10s or 100s from any 2 or 3-digit number**

Vocabulary: **How many? Ten more. Ten less, one hundred more, one hundred less**

You will need:

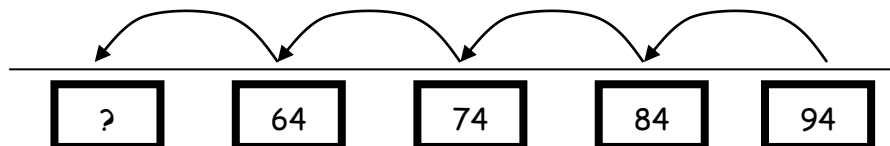
bead string
place value cards
whiteboard
individual whiteboards.

Activity 1

- Use bead string to count on in 10s starting at different numbers. E.g. starting at 23, 33, 43,.....Ask questions such as ‘**How many** there will be if **ten more** are added?’ **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Use place value cards to make a number and ask ‘What is **ten more?**’ Talk about which card would be changed.
- Repeat the above, this time subtracting ten, asking, ‘What is **ten less?**’
- Repeat each of the above but adding and subtracting 100. (2 days)
- Write a number on the whiteboard and ask the children to write the number that is **10 or 100 more** on their whiteboards.



127

Unit 88

Learning objective: **Know what each digit represents in any 3 digit number**

Vocabulary: **digit, value, worth, place value, more than, less than**

You will need:

Place value cards

Base 10 material

Individual whiteboards

H T and U labels

3 chairs .

Packs of 0-9 cards

place value board. (marked with H T U)

individual place value boards

Activity 1: Make a number using the place value cards. Children use Base 10 apparatus to make that number **Repeat daily**

Activity 2: Choose from the activities below (one each day)

- Play **Digital** Bingo
Children write a **3digit number** on their whiteboard (no zeros) Ask questions such as “Who has a number with 4 units in it?” “Who has a number with 30 in it”
- Stick H T and U labels on the wall - have 3 chairs in front of the labels.
Share out a set of 0-9 cards between the children. Say a number e.g. 523. The children holding the **digits** 5, 2 and 3 have to sit on the correct cards to make the number. Repeat with different numbers.
- Using base 10 material make a number e.g. 725. Use **place value** board. (marked with H T U) Add 10 – what is the new number? Which **digit** changed?
Repeat using different numbers adding or taking away 100, 10 or 1.
- As above, but this time try adding or taking away 20, 200, etc Which **digit** changes?

- Each child to have a **place value** board (marked with H T U) and a pack of 0-9 **digit** cards (shuffled). They each turn over 3 cards and make a 3 digit number on their board. Ask questions such as “Who has the largest number?” “Who has the smallest?” “Who has made a number that is **more than / less than** 500?” etc

Unit 89

Learning objective: **Begin to know by heart all pairs of numbers with totals up to 20**

Vocabulary: **add, makes, equals, altogether**

You will need:

2 sets of 0-20 number cards
 washing line and pegs
 1-9 dice
 Cubes/unifix
 number fans
 laminated blank bingo cards

Activity 1: Children peg all the numbers 0-20 on a washing line and find their pair to **make twenty** and peg it up also (matching colours to start with if necessary). **Repeat daily**

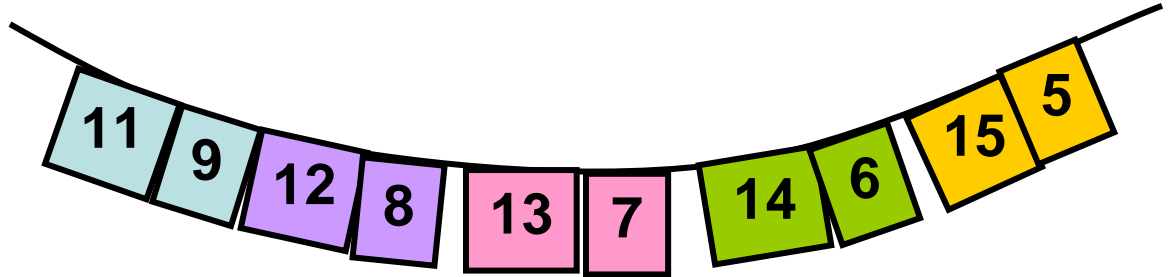
Activity 2: Choose from the activities below (one each day)

- Throw a 1-9 dice. Collect that many cubes (all the same colour) How many more of another colour do you need **to make 20 altogether?** Show the children a number below 20 on a number fan. They show you what number goes with your number to **make 20** using their number fan (using the sticks of cubes to help)
- Play pairs. Turn 2 cards over. If they **make 20** you win a trick & have another go.
- Join **pairs that total 20** on a grid.

16	2	18	0
3	4	6	10
17	1	19	20

- Take 20 unifix in a stick & break into 2 pieces and record as a **number sentence**.
- Lay cards with 0-20 on the table. Race to **make pairs to 20**. Remind them that they know $3 + 7 = 10$ and they can use this for $3 + 17 =$

20



Unit 90

Learning objective: **Add or subtract mentally near multiples of 10 to and from a 2 digit number**

Vocabulary: **How many? Ten more. Ten less, 9 more, 9 less**

You will need:

bead string
place value cards
100 square
whiteboard
individual whiteboards

Activity 1

- Use bead string to count on in 10s starting at different numbers. E.g. starting at 4, 14, 24,.....Ask questions such as ‘**How many** there will be if **ten more** are added?’ **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Use place value cards to make a number and ask ‘What is **ten more?**’ ‘What is **ten less?**’ Talk about which card would be changed.
- Use a 100 square to show how **adding 9** on to a number is the same as **adding 10** and taking away 1. Start by counting on 9 and seeing where you land. Show the children that this is the same place that you land if you **add 10** and then take 1 away. Show this starting at different 2 digit numbers. Get the children to start to predict what the answer is going to be first.
- Repeat above with taking away 9
- Write a number on the whiteboard and ask the children to write the number that is **10 or 100 more** on their whiteboards.(have 100 square available if necessary)

- Repeat above with adding and taking away 9 .(have 100 square available if necessary)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Unit 91

Learning objective: Use **addition to solve simple problems**

Vocabulary: **How many? Total, Altogether.**

You will need:

bead string

individual whiteboards

Activity 1

- Use bead string to count on in 10s starting at different numbers. E.g. starting at 4, 14, 24,.....Ask questions such as ‘**How many** there will be if **ten more** are added?’ **Repeat daily**

Activity 2 Choose from the activities below (one each day)

John has 48 stickers in his book. He adds 34 more. **How many** stickers does he now have?

Read the problem first and encourage the children to estimate an answer.

Discuss what operation is needed and emphasise the vocabulary. Emphasise

Ask children to work out the calculation and then invite them to offer their methods, working mentally with jottings, e.g. $48 + 30 = 78$, $78 + 4 = 82$ or

using a number line

- There are 10 Kitkats, 19 Penguin Biscuits and 21 Rocky Caramels. **How many** biscuits are there to eat **altogether**?
- When David last counted his pocket money he had 40p. Grandad gave him another 25p. **How much** does he have now?
- Raj scored 60 points on his computer game. He then scored a further 36 before he finished. What is his **total** score?

- 9 days ago Misty the puppy was 86 days old.
How old is she now?

Unit 92

Learning objective: **Use subtraction to solve simple problems**

Vocabulary: **How many? Take away, Left**

You will need:

Individual number lines

individual whiteboards

Activity 1

- Use bead string to count back in 10s starting at different numbers. E.g. starting at 74, 64, 54,.....Ask questions such as '**How many** there will be if ten more are **taken away?**' **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- There are 56 books on a shelf. 27 are **taken away**. How many books are **left** on the shelf?
Demonstrate the recording of the problem as children work through the problem together.
- There are 26 pencils in one pot and 19 in another, 34 pencils are needed. How many pencils are **left**?
Demonstrate the recording of the problem as children work through the problem together.
- 60 children were in the school play.
36 were boys.
How many were girls?
Demonstrate the recording of the problem as children work through the problem together.
- There were 40 people on the bus.
25 people got off at one stop.
How many people are **left** on the bus?

Demonstrate the recording of the problem as children work through the problem together.

- What must you add to 62p to make £1?
Demonstrate the recording of the problem as children work through the problem together.

Unit 93

Learning objective: **Know by heart facts for the 2, 5 and 10x tables**

Vocabulary: **Times, multiply, lots of, multiplied by, multiple**

You will need:

Number cards

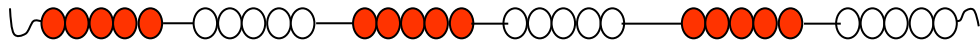
laminated blank bingo cards

Activity 1

- Count in 2s, 5s, and 10s forwards and backwards **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Count in 2s forwards and backwards. Use fingers when counting, ask Qs such as 4×2 and work out by counting on fingers. Put out cards and ask the children to pick up numbers that are in the 2x table. Tell the children that these are the **multiples of 2**.
- Repeat above for 5x . If they pick up 25 ask Qs such as how many 5s is that?
- Repeat above for 10x. Show a 2 digit number. Ask “is that a **multiple of 10**?” Why not? How do we know?
- Introduce Fizz Buzz (Buzz only). Children must count in 1s but instead of a **multiple of 5** they say buzz. If they are wrong they are out.
- Play “Cross it off” Children write down on a blank grid **multiples of the 2x, 5x and 10x tables** Call out 3×5 and the children cross it off if they have it on their grid.



Unit 94

Learning objective: **Multiply integers by 10**

Vocabulary: **Times, multiply, lots of, multiplied by**

You will need:

H T and U labels

3 chairs

0-9 cards

HTU board

Number fans.

Activity 1

- Count in 10s forwards and backwards **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Stick H T and U labels on the wall - have 3 chairs in front of the labels. Share out a set of 0-9 cards between the children. Ask the child with 3 to make the number 3 by sitting on the units chair. Show what happens when 3 is **multiplied by 10**...the child has to move 1 chair to the left and the child holding zero has to come and sit on the units chair. Repeat with other 1-digit numbers.
- Repeat the above but with 2 digit numbers e.g. 13×10
- Ask children to make 27 with digit cards on a HTU board. Ask “what is 10×27 . Move the cards and place a zero as a place holder. Repeat with other numbers.
- Children turn over cards with either 1 or 2 digit numbers on them. They write the number down and then **multiply it by 10** and write down the answer.



- Ask questions involving $\times 10$. Children show their answer using no fans.

Unit 95

Learning objective: **Recognise that division is the inverse of multiplication.**

Vocabulary: **divide, equal groups, same as, multiplied by, multiply**

You will need:

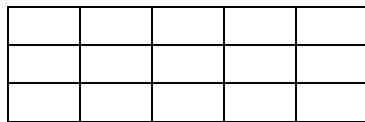
multilink cubes
whiteboard
individual whiteboards
counters

Activity 1

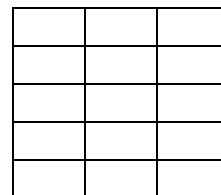
- Say the 2x, 5x and 10x tables. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Take 15 multilink cubes. Show that this can be arranged as



Or



Break each up to show that $15 \div 5 = 3$ and $15 \div 3 = 5$

- Draw 12 dots on a board. How many ways could this be **divided into equal groups**? Get them to draw different ways on whiteboards. Write number sentences to show what they have done e.g. $12 \div 3 = 4$ $4 \times 3 = 12$ etc Stress the reversibility of multiplication and division and say that we say that **division is the inverse of multiplication**

- Write a division that can be done without remainders e.g. $30 \div 5$. Count out counters for each child, let them race to see who can **divide them first into equal groups of 5** Write $30 \div 5 = 6$ then write $30 = 5 \times 6$
- Ask “If we know that $10 \times 5 = 50$ what else do we know?” Write the other number sentences i.e. $5 \times 10 = 50$
 $50 \div 10 = 5$
 $50 \div 5 = 10$. Explain that this is a bit like buy 1 get 3 free
- Write some more “buy one, get 3 free statements for $2 \times 6 = 12$ and $5 \times 4 = 20$

Unit 96

Learning objective: **Understand division as repeated subtraction or grouping**

Vocabulary: **divide, groups of**

You will need:

multilink cubes

3 bowls

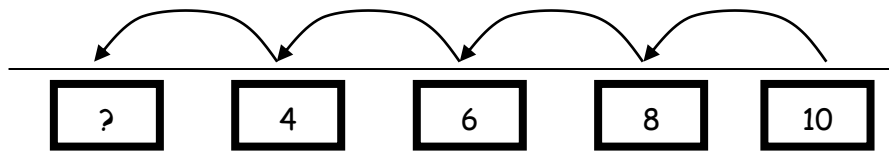
large number line

individual numberlines

Activity 1: Count backwards in 1s, 10s, 5s. from 100. Repeat daily

Activity 2: Choose from the activities below (one each day)

- Show the children 30 cubes. Take 2 cubes to make a tower. Repeat to make a second, third tower etc. Ask the children “How many towers could you make with 30 cubes?” Arrange as 15 towers of 2. Repeat making towers of 3, 5 and 6
- Give children the following problem. I have 40 dog biscuits. I have 5 dogs. How many biscuits will they each get? Model with bowls and “dog biscuits” What if I had 45, 65, 85 biscuits? (Model on a large number line)
- Give children the following problem. A class of 30 children has to be **grouped** into teams of 5. How many teams?
 Model on a large number line: Explain that each time we ‘hop back’ we subtract 5. Then we need to count how many hops we have made.
- Repeat the above but let the children do the jumps with a pen on their own numberline. Maybe suggest a class size of 27 and **groups of 3**, class of 30 and **groups of 6** etc
- Repeat but record as $35 \div 5$ etc



Unit 97

Learning objective: **Begin to find remainders after division**

Vocabulary: **divide, equal groups, left over, remainder**

You will need:

multilink cubes.

10-20 number cards

Numberlines

1-6 dice

Activity 1

- Count in 3s starting at zero. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Grab a handful of multilink cubes. See if they can be **divided** into 2s. If not then there will be 1 **left over**. Tell the children that we call this a **remainder**. Repeat with other handfuls. Record as number sentences e.g. $15 \div 2 = 7 \text{ r } 1$
- Repeat above looking for remainders when dividing by 3
- Get the children to grab a handful of cubes and see if their number can be **divided** into 2s, 3s, 4s and 5s
 E.g. $10 \div 2 = 5$
 $10 \div 3 = 3 \text{ remainder } 1$
 $10 \div 4 = 2 \text{ remainder } 2$
 $10 \div 5 = 2$
- Play **Leftovers**. Give each child a number between 2 and 5. Turn over a number between 2 and 20 and the children have to collect that many cubes. They then have to find out if there will be any **leftover i.e. remainder** when they **divide** the number by the number on their card. However many **leftovers** there are is their score. E.g. 18.

The child with 2 scores 0 because $18 \div 2 = 9$
The child with 3 scores 0 because $18 \div 3 = 6$
The child with 4 scores 2 because $18 \div 4 = 4$ **remainder 2**
The child with 5 scores 3 because $18 \div 5 = 3$ **remainder 3**

- Using a pack of 10-20 cards. Turn over a number and circle it on a numberline. Throw a 1-6 dice to see what size jumps to make. Jumps backwards from the number in that size jumps and see if there is a **remainder**.

Unit 98

Learning objective: Use a number line to record division including remainders

Vocabulary: **divide, equal groups, left over, remainder**

You will need:

multilink cubes.
10-20 number cards
Numberlines
1-6 dice

Activity 1

- Count in 4s starting at zero. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Grab a handful of multilink cubes. See if they can be **divided** into 5s. Record as number sentences e.g. $17 \div 5 = 3 \text{ r } 2$. Show this on a number line, jumping backwards from 17 in jumps of 5. Point out that there is also 2 **left over**.
- Using a pack of 10-20 cards. Turn over a number and circle it on a numberline. Throw a 1-6 dice to see what size jumps to make. Jumps backwards from the number in that size jumps and see if there is a **remainder**
- Get the children to grab a handful of cubes and see if their number can be **divided** into 2s, 3s, 4s and 5s
Record on number lines

E.g. $10 \div 2 = 5$
 $10 \div 3 = 3$ **remainder 1**
 $10 \div 4 = 2$ **remainder 2**
 $10 \div 5 = 2$

- Give children the following problem. A class of 27 children has to be

grouped into teams of 5. How many teams? How many will be left over?
Model on a large number line. Ask other similar questions.

- Repeat the above but let the children do the jumps with a pen on their own numberline.
Maybe suggest a class size of 28 and **groups of 3**, class of 30 and **groups of 4** etc

Unit 99

Learning objective: **Use known facts and place value to carry out mentally simple multiplication and division**

Vocabulary: **Multiply, divide, double, halve**

You will need:

large piece of paper
countstick

Activity 1

- Count in 4s starting at zero. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Write out the 2x table as a number caterpillar. **Double** each number. Draw below...this will make a caterpillar showing the 4x table.
- Repeat for 10x and **halve** to make the 5x table.
- Write $2 \times 5 = 10$ in the centre of a large piece of paper. Ask the children what else they know because they know that one piece of information

$$5 \times 2 = 10$$

$$2 \times 5 = 10$$

$$10 \div 2 = 5$$

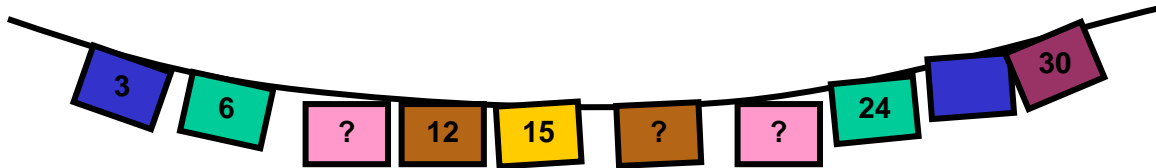
$$10 \div 5 = 2$$

$$20 \times 5 = 100$$

- Show the children how they can learn the 3x table using facts that the children already know. Demo using a countstick.

We know 1x3 2x3 4x3 5x3 8x3 10x3
This leaves only 3x3 6x3 7x3 9x3 to learn

- Repeat for 4x table



Unit 100

Learning objective: **Understand and use £.p notation**

Vocabulary: **pounds, pence, How much?**

You will need:

1p, 2p, 5p, 10p, 20p, 50p £1 coins
Argos Catalogues
variety of price tickets (under £10.00)

Activity 1

- Count in 1ps, 2ps, 5ps, 10ps. **Repeat daily**

Activity 2 Choose from the activities below (one each day)

- Put out a variety of coins and ask the children to make various amounts e.g. £1. 25 etc
- Put out an amount such as £2.40. **How much** is this?
- Find the cost of various items in the Argos Catalogue. Record as £.p Find 4 items under £5.00.
- You have £10.00 to spend on a birthday present. What would you buy?
- Arrange a variety of price tickets (under £10.00) in order from cheapest to the most expensive.

