

<b>Year One: Block A: Unit 2: Counting and ordering numbers</b>	
<b>Learning Objectives</b>	<b>Resources</b>
<p>Using and applying mathematics</p> <ul style="list-style-type: none"> <li>Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change' (Year</li> </ul> <p>Counting and understanding number</p> <ul style="list-style-type: none"> <li>Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting</li> <li>Compare and order numbers, using the related vocabulary; use the equals (=) sign</li> <li>Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line</li> </ul>	<p>Card Mini-whiteboards Jar Marbles Counters Digit cards Purses Coins Arrow cards Toys</p> <hr/> <p><b>Vocabulary</b></p> <p>the same number as, as many as, equal to, equals (=), sign, more, most, less, least, greater, greatest, larger, largest, bigger, biggest, fewer, fewest, smaller, smallest, before, after, halfway</p>
<b>Success Criteria</b>	<b>Curriculum Links</b>
<p>I can estimate the number in a group of up to 20 objects I can check the number by counting I can put numbers up to 20 or more in order I know how to write numbers up to 20 I know where numbers up to 20 or more belong on a number track</p>	<p>Science/Geography/History – get the children to count sets of objects working in other subjects</p> <hr/> <p><b>ICT Activities</b></p> <p>Graphics – get the children to record the 10ps and pennies needed to make amounts up to 50p</p>

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	<b>Mental/Oral Starter</b>	<b>Shared Learning</b>	<b>Independent and Group Tasks</b>	<b>Plenary</b>
<b>Monday</b>	<p>Write the number 14 in digits on the board. Cover up the number with a piece of card. Gradually, reveal the number and get the children to call out when they recognise the value. Ask the children to identify the numbers that come before and after fourteen.</p> <p>Repeat by writing other numbers up to 20 on the board. Cover up each number with a piece of card. Gradually reveal each number for the children to name and get them to identify the numbers that come before and after.</p>	<p>Ask the children if they have got a favourite number. Get the children to give reasons for their choices. Write a list of the children's favourite numbers on the board. Discuss with the class how the numbers are the same or different. Get them to identify the biggest and smallest numbers on the board.</p> <p>Show the children a jar containing some marbles. Point to the smallest number on the board and get the children to estimate if there are more or less marbles in the jar. Repeat by getting the children to estimate the number of marbles against the biggest number.</p> <p>Choose one of the children to come out to the front of the classroom to count the number of marbles in the jar. Show the class how they could put marbles into groups of two to make them easier to count.</p>	<p>Support (activity 1a) Provide the children with numbers to ten written in words. Get them to read each word correctly and to count out sets of counters to match each number.</p> <p>Core (activity 1b) Provide the children with numbers to twenty written in words. Get them to read each word correctly and to count out sets of counters to match each number.</p> <p>Extension (activity 1c) Provide the children with numbers to thirty written in words. Get them to read each word correctly and to count out sets of counters to match each number.</p>	<p>Call out numbers to 30 and get the children to identify bigger and smaller numbers.</p>