**Reception maths plan w/b 15.11.21**

**MONDAY**

#### 1: WC R.7.1 Matching numerals to a set

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| **Main Focus**  Match objects to the numbers in the count to establish how many. | **Description**   * Set up a pegged number line 1−20 in order. Practise counting to 20 together, pointing at the numbers along the pegged number line as you go along. * Show children the jar of about 40 marbles. Tip about 15 marbles into a bowl. Ask children how many they think are in the bowl. * Prompt sensible suggestions by asking, *Are there more than 5? More or less than 10? More or less than 15? More or less than 20?* * When children have had a chance to make their estimates, explain that we will count to find out. * Choose a child to come and stand at the front. Count five marbles from the bowl into their hands: *one, two, three, four, five* . Choose another child and count the next five marbles into their hands: *six, seven, eight, nine, ten* . Keep going with a third child, and a fourth if necessary. Agree the total, for example: *There are fifteen marbles.* Ask the children to put all the marbles back into the bowl. * Choose a child to find the number on the pegged number line. Ask them to unpeg it from the line and place it next to the bowl to label the set. * Repeat the activity, this time putting about 12 marbles into another bowl. * Then ask children to estimate then count together the remaining marbles in the jar, first tipping them into a bowl. Finish by asking a child to find the matching number on the pegged number line. | **Watch out for children who:**   * chant the numbers but do not match each spoken number to an object and so are not establishing ʻhow manyʼ in the set. | **Outcomes**  Children can:   * estimate a set of objects up to 12 (and beyond if appropriate, e.g. Is it more or less than 10? Is it more or less than 5?) * count to find out how many, matching spoken numbers to objects * match written numerals to a set. |

**Physical Resources:** washing line and pegs; jar; about 40 marbles; bowls

**Key Vocabulary:** count; how many; estimate; one; two; three; four; five; six; seven; eight; nine; ten; eleven; twelve; thirteen; fourteen; fifteen; sixteen; seventeen; eighteen; nineteen; twenty

**TUESDAY**

#### 2: WC R.7.2 Writing numbers to 10

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| **Main Focus**  Count to establish how many; understand that if the objects are rearranged there are still the same number. | **Description**   * Count together along the pegged number line from 1 to 20, pointing at each number as you say it. * Show children the basket of 12 soft toys and ask them how many toys they think there are. * Prompt sensible suggestions by asking, *Are there more than 5? More or less than 10? More or less than 15? More or less than 20?* * When children have had a chance to suggest estimates, explain that we will count the toys to find out. * Count the soft toys, piling them in sets of five to make it easier. Establish that there are 12. Ask a child to unpeg the number 12 from the number line and place it beside the basket as you replace the soft toys. * Now count out six soft toys, counting in unison so the whole class knows that you have six. Line these up on a table where everyone can see them. * Ask, *How do we write six?* Choose a child to stand with their back to the class. Pin a piece of paper on their back and very clearly write the numeral 6. Say how you are doing this: *Down and round*. * Ask children to sit in pairs. The children in each pair take turns to write a 6 by tracing it on their partnerʼs back with a finger. * Replace the soft toys in the basket and repeat the activity by counting out five toys and agreeing how we write 5. * Repeat again to show children how to write 4, then 3, then 2 and finally 1. Agree that 1 is the easiest number to write. | **Watch out for children who:**   * muddle up 2 and 5; these are easily confused when reading and writing numbers. | **Outcomes**  Children can:   * count to find out how many, matching spoken numbers to objects * match written numerals to a set * match written numerals to spoken numbers * read and begin to write numbers to 6 * estimate a set of objects up to 12 (and beyond if appropriate, e.g. Is it more or less than 10? Is it more or less than 5? |

**Physical Resources:** washing line and pegs; baskets; 12 small soft toys; A4 paper; safety pin; marker pen

**Key Vocabulary:** count; how many; estimate; one; two; three; four; five; six; seven; eight; nine; ten; eleven; twelve; thirteen; fourteen; fifteen; sixteen; seventeen; eighteen; nineteen; twenty

**WEDNESDAY**

#### 3: WC R.7.3 Compare numbers to 10

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| **Main Focus**  Compare numbers up to 10. | **Description**   * Before the lesson, prepare the six tins or boxes by placing one shell in one box, two in the next, three in the next and so on up to six items in the sixth box. Put ten shells in a small bag. * Practise counting along the pegged number line from 1 to 20 matching spoken and written numbers. * Show children one of your prepared tins and shake it to show that it has some things in it. * Open the tin and show children how many shells it contains. Count them to establish the number, e.g. 4. * Replace the shells in the tin and put the lid back on. Ask children how we can remember how many shells are in this particular tin. Elicit that we can write the number on a sticky note and stick this on the lid of the tin. * Write the number on a sticky note, reminding children how we write this number. They can trace it on the floor in front of them as you write it. * Repeat with each tin in turn until they are all labelled. * Choose the tins labelled 4 and 6. Show both of these to the class. Ask them which tin has more shells inside. * Encourage children to explain how they know which has more. Then tip out each tin and line up the shells to show that six shells makes a longer line than four shells. Say, *Six is more than four.* * Repeat this with the two tins labelled 5 and 3. * Finally, show children the bag containing ten shells. Say, *There are ten shells in this bag. Is this more or less than six?* Take suggestions and agree that ten is more than six. | **Watch out for children who:**   * confuse the written numerals and so can only compare quantities and not numbers. Encourage these children to say the spoken number and to see that this matches the quantity. | **Outcomes**  Children can:   * compare two numbers up to 10 * match written numerals to spoken numbers. |

**Physical Resources:** washing line and pegs; 6 small; sticky notes; 6 small; bag

**Key Vocabulary:** count; how many; estimate; one; two; three; four; five; six; seven; eight; nine; ten; eleven; twelve; thirteen; fourteen; fifteen; sixteen; seventeen; eighteen; nineteen; twenty

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**THURSDAY**

#### 5: WC R.7.5 Comparing and ordering numbers

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| **Main Focus**  Count along the 1−10 track; compare numbers up to 10. | **Description**   * Practise counting along the pegged number line from 1 to 20, pointing at each number as you go. * Create towers of large building bricks − one tower for each number 1−10. Have copies of the large number cards 1−10 ready to use. * Show children two of the towers, one of seven bricks and one of five bricks. Ask, *Which tower is taller? Can you point to it?* * Ask, *How many bricks are in this tower.* Agree that there are seven. Choose a child to stand beside the tower holding the number card 7. * Ask, *How many bricks are in the smaller tower?* Agree that there are five. Choose a child to stand beside the tower holding the number card 5. * Write on the board: ʻ7 is larger than 5ʼ. Read this together. Stress that 7 is more than 5; show children that the tower of seven bricks is taller. * Show children the two towers of nine and six bricks and repeat the activity. * Repeat once more with two different numbers, e.g. 3 and 8. * Finally ask, *Which is the tallest tower?* Agree that it is the one with ten bricks. Ask, *What is the smallest tower I can make?* Agree that it is a tower with just one brick. | **Watch out for children who:**   * are not confident matching spoken or written numerals to sets (towers). | **Outcomes**  Children can:   * match written numerals to a set * match written numerals to spoken numbers * compare two numbers up to 10. |

**Physical Resources:** washing line and pegs; 55 large building bricks

**Key Vocabulary:** count; how many; estimate; one; two; three; four; five; six; seven; eight; nine; ten; eleven; twelve; thirteen; fourteen; fifteen; sixteen; seventeen; eighteen; nineteen; twenty