

**AT A GLANCE**

The lesson begins with the group recognising regular dice arrays and representing number rolled with an action or sound. This activity allows children to connect the counting sequence with visual number arrangements, and uses movements to help children develop and internalise 1:1 correspondence.

They then use a range of objects and drawing to represent numerals 1 – 6. This develops a visual sense of number and how numbers can be constructed in different ways.

**RESOURCES/PREPARATION**

1 – 6 dotty dice  
 1-6 number cards  
 Drum or other instruments  
 A range of objects to make numbers: stickers, lolly sticks, straws, buttons, nature collage etc.  
 Coloured paper  
 Glue  
 Felt pens/gel pens

**ADAPTING THE LESSON**

**Supporting the learning...**  
 Have some tactile numbers available for the children to feel an copy when writing numbers

**Extending the learning...**  
 What would happen if I added one more to each of your numbers?

**THINGS TO WATCH OUT FOR**

Do the children recognise regular dice dot patterns?  
 How do they use their fingers to represent numbers?  
 Do they need to look at their hands?  
 Do they ‘throw’ or ‘grow’ numbers?  
 Can they count out the correct number of objects?

**MATHEMATICAL LANGUAGE/VOCABULARY**

Number names to 6: **one , two , three , four , five , six**  
 6 is the **largest** number  
 1 is the **smallest** number

**TRAVELLING TO AND FROM THE LEARNING SPACE**

- Sing/chant familiar counting songs and rhymes that the children know ( or can teach you)
- Count the number of steps their journey will take – giant steps, baby steps, hops, side steps, jumps
- Count the number of doors, windows, display boards, tables, chairs, children, light switches, stairs
- Go on a Number Hunt – identify number s in the school environment
- Count aloud using different voices, squeaky, whispering, growling, slow, fast, etc.

**COUNTING: We are going to play an action and sound counting game.**

Give each child 1 – 6 dotty dice  
**What numbers are on the dice?**  
**What is the smallest number?**  
**How do you know this is the smallest number?**  
**Do we all agree or disagree? Why?**

**What is the largest number? How do you know?**  
**Show me the largest number? Do we all agree or disagree?**

**Ask each child in turn to roll their dice.**  
**What number have you rolled? (6)**  
**Do we all agree?**  
**Can you jump like a frog six times?** As a group count each jump until 6 is reached.  
**Can you clap your hands 6 times?**  
**Can you stamp**  
 Repeat using a variety of sounds and movements.  
*Movements could include: Frog jumping, flapping your wings, hopping, touching your head, stamping your feet.*



<p><i>Sounds could include; squeaking, clapping, banging a drum or instrument</i></p>	
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**MAIN LEARNING: We are going to make numbers using a range of objects.**

Show the children the objects they can use to make their numbers:  
Stickers, nature collage, straws, lolly sticks, dot pattern pictures.

We are going to make number posters.  
**We are all going to make a poster for the number 3**  
**Show me 3 on your fingers.**  
**Have we all made 3 on our fingers the same way?**  
**What is the most comfortable way for you to show 3 on your fingers?**

**What does the number 3 look like?**  
Lay out the number cards 1-6 to create a number track.  
**Can you point to the number 3 on this number track?**  
**Can you draw it in the air? On the palm of your hand?**

Ask the children to draw a big number 3 on their poster.  
**How can we show 3 using the stickers, lolly sticks?**  
**What patterns can you make with 3 straws? 3 stickers?**  
Children represent the number using objects, drawing pictures etc  
**Have we all made 3 the same way?**  
**What is the same? What is different?**

Repeat making a poster for the number 5 and number 1



**SHOW AND TELL:**

Using the posters they have made.  
👁️👁️ **Show me...**  
**Your favourite number poster.**  
**What number have you chosen?**  
**Why?**

💬 **Tell me something about your number?**  
**Can you see any other numbers hiding in your number?**  
**What numbers can you see?**  
**Where?**

**TO FINISH: We are going to think about our learning.**

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**NOTES**

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