

AT A GLANCE

The lesson begins with the group recognising regular dice patterns and representing numbers with actions or sounds. This allows children to connect the counting sequence with visual number arrangements, and uses movements to help them develop and internalise 1:1 correspondence.

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

RESOURCES/PREPARATION

1-6 spot dice (x 4)
 1-6 Number Cards (x 1 set)
Drum or other musical instruments
A range of objects to represent numbers (stickers, buttons, lolly-sticks, straws, nature collage, etc.)
Coloured paper
Glue sticks / glue / sticky tape
Felt / gel pens
Tactile numbers (for supporting the learning only)

ADAPTING THE LESSON

Supporting the learning
 Have some tactile numbers available for the children to feel and 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 numbers in the school environment.
- Count aloud using different voices: squeaky, whispering, growling, slow, fast, etc.

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

Give each child a die.

What numbers are on the die?
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 die.

What number have you rolled? 6
Do we all agree or disagree? Why?
Can you jump like a frog 6 times? As a group, count each jump until 6 is reached.
Can you clap your hands 6 times?
Can you stamp 6 times?
 Repeat, using a variety of sounds and movements.

Movements could include: frog-jumping, flapping your wings, hopping, touching your head, stamping your feet.
Sounds could include: squeaking, clapping, banging a drum or instrument.



MAIN LEARNING: We are going to represent numbers using a range of objects.

Show the children the objects they can use to represent numbers.

We are going to make number posters.
Let's start by making one together 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 to create a 1-6 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?

How can we show 3 using the stickers? Lolly-sticks?
What patterns can you make with 3 straws? 3 stickers?
 Ask each child to stick their objects on the poster.
Have we all made 3?
Who has made 3 with big things? Small things?

Give each child a different number between 1 and 6 for them to make a poster.

How do you write your number?
How can you show your number using the stickers? Lolly-sticks?
What patterns can you make?
 Children represent their numbers using objects, drawing pictures, etc.



SHOW AND TELL: Practising / extending what we have learnt



Use 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 now going to think about our learning.

Celebrate the learning and successes within the lesson.
 Complete a 1stClass postcard to share with other adults and/or display within the classroom.