

LITTLE **Big** Maths

Activities



Step
5Ordering Numbers:
1 to 101, 2, 3, 4, 5,
6, 7, 8, 9, 10Use
PlayTeaching
Resource

Children who have already shown that they can order numbers to 10 using flashcards are now encouraged to:

Stop the CROC!

One of the play choices the children can make on this day is to place number stepping stones in order so they can cross the river safely without being eaten by the croc.

The crocodile is very hungry and likes to eat children who splash in the river.



Step
2Saying Numbers:
1 to 10

1, 2, 3

**Sticky
Play****Teaching
Resource**

Shy Teddy

The Learning Leader introduces the children to a Shy Teddy who hides his face away from the children. He will only respond if the children say:

**1, 2, 3 look
at me**

at which point teddy looks up and gives the children a wave.

The Learning Leader observes the children carefully to see who is joining in saying the numbers.

If children are confident to do so they could be supported in taking turns to say the phrase and encourage teddy to look at them individually.



Step
5Saying Numbers:
1 to 101, 2, 3, 4, 5,
6, 7, 8, 9, 10Sticky
PlayTeaching
Resource

MONSTER COUNT

The Learning Leader encourages the children to join in counting from 1 to 10 at various points throughout the day.

Every time the chant reaches the number 10 the children are encouraged to say 10 in a different type of voice.

“ This time we are going to count to 10 and when we reach 10 we’re going to say it in a monster/witchy/high/low voice ”



All Steps

Saying Numbers: 1 to 20

All Steps

Use
PlayTeaching
Resource

The NUMBER TROLL

Children who have already shown that they can join in saying numbers in order in rhymes, songs and chants led by the Learning Leader are introduced to the concept of The Number Troll.

The Number Troll lives outdoors (preferably under a bridge or some play equipment). As children cross the bridge The Number Troll

Who's that trip trapping over my bridge?

**jumps out and asks
The only way the child may continue to cross is if they say numbers in order to 10 or 20.**



Step
2Saying Numbers:
Counting Backwards

10 ... 0

Sticky
PlayTeaching
Resource

Zoom Zoom Zoom

At least once a day the Learning Leader leads the children in singing the following song, which provides an opportunity for children to join in counting backwards from 10.

Zoom, zoom, zoom,

We're going to the moon,

Zoom, zoom, zoom,

We're going very soon.

If you want to take a trip,

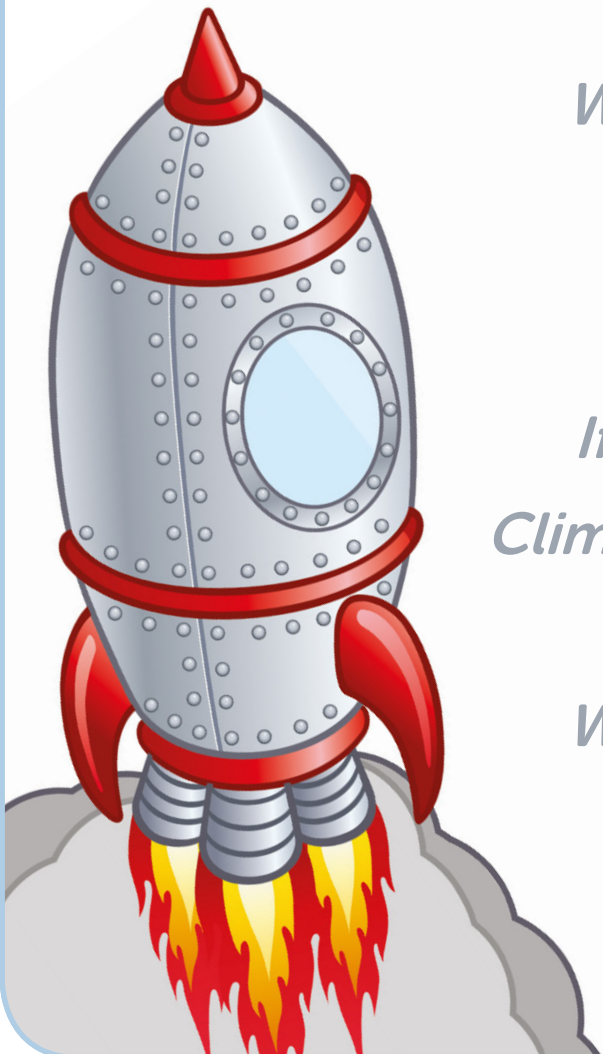
Climb on board my rocket ship,

Zoom, zoom, zoom,

We're going to the moon.

10, 9, 8, 7, 6,

5, 4, 3, 2, 1



Step
5Counting Multiples:
Multiples of 1010, 20, 30, 40, 50,
60, 70, 80, 90, 100Use
PlayTeaching
Resource

100 and OUT!

Children who have already shown that they can join in saying multiples of 10 in rhymes, songs and chants led by the Learning Leader are introduced to the game '100 and out'. The children form a circle and the Learning Leader who is holding the teddy begins, saying 10.

The teddy is then passed to the next person in the circle who must respond with 20 and so on as teddy is passed around the circle with each child saying a multiple of 10.

The child who says 100 must sit down and the game continues, with the children repeating the multiples of 10 again and again until the final child standing is declared the winner.



All
StepsMy Finger Double
Learn Its

All Steps

Sticky
PlayTeaching
Resource

The Doubles Chant

A chant a day

At least once a day the Learning Leader leads the children in a doubles chant, building up the song, until over the three terms in Reception the child knows all of his/her 'Finger Doubles'.

It is important that the Learning Leader holds up the corresponding number of fingers to help the children see and feel each double.

1 add 1 is 2, Tap it on your shoe.

2 add 2 is 4, Stamp it on the floor.

3 add 3 is 6, Do some finger clicks.

4 add 4 is 8, Put your arms us straight.

5 add 5 is 10, Round we go again.

All
StepsNumber Buddy?
(Bonds to 10)

All Steps

Sticky
PlayTeaching
Resource


The Number Buddy song

At least once a day the Learning Leader leads the children in singing the Number Buddy song:

(to the tune of Frere Jacques)

9 and 1, 9 and 1;

1 and 9, 1 and 9,

When they play together,

When they play together,

They make 10,

They make 10.

The principle is the same for all of the Number Buddies, (5 + 5; 2 + 8, 3 + 7, 4 + 6), until the children can confidently join in and sing the numbers that go together to make 10.

All
Steps

Single Digit Doubles

All Steps

Sticky
PlayTeaching
Resource

Chant

At least once a day the Learning Leader leads a chant:

**"6 and 6 is 12,
dance around
like elves!"**

Encourage the children to dance around as they gradually learn to join in with the chant.



Step
3Counting Multiples:
Multiples of 2

2, 4, 6, 8, 10

**Sticky
Play****Teaching
Resource**

Chant

At least once a day the Learning Leader leads a chant:

"2, 4, 6, 8, 10..."

***clap your hands and
start again"***

encouraging the children to join in touching their eyes, ears, shoulders, knees and feet with both hands in turn as they say the numbers.



Step
3Counting Multiples:
Multiples of 2

2, 4, 6, 8, 10

Use
PlayTeaching
Resource

Chant

Children who can already say: “2, 4, 6, 8, 10... clap your hands and start again” are given some threading beads and laces. They are encouraged to say:

“2, 4, 6, 8, 10...”

make the snake hiss again”



as they add beads in 2's to a total of 10 to the lace. Children are then prompted to use their snake repeatedly to practise saying: “2, 4, 6, 8, 10... make the snake hiss again” chanting the numbers in a different context as they move around the classroom.

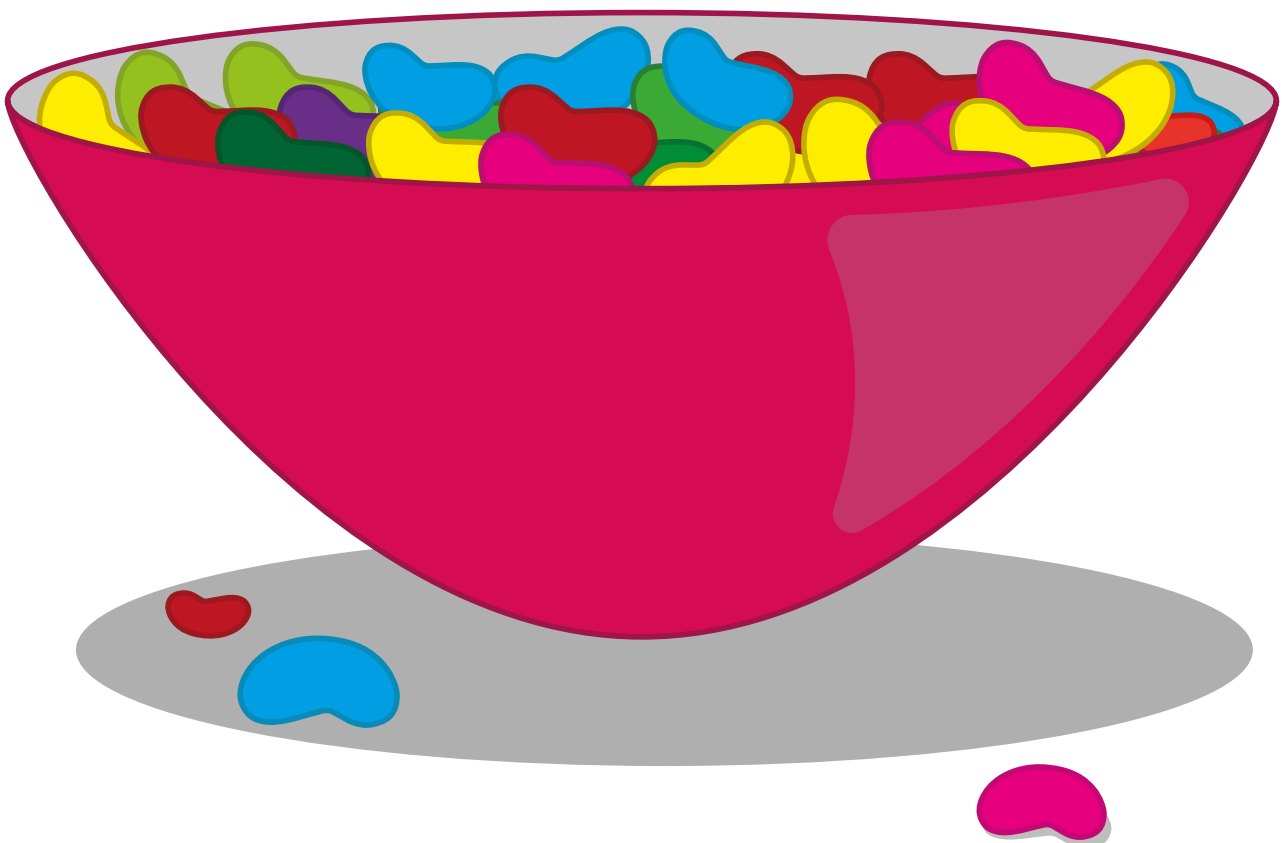
Step
5Actual Counting:
1 to 20 & From a Pile

10 objects from a pile

Use
PlayTeaching
Resource

MIX UP

Place an assorted bowl of sweets in the middle of the circle.



Give each child a bag of their own and ask them to count out 10 sweets for their own sweet bag.

All Steps

Counting Skills:
1 to 1 Correspondence

All Steps

Sticky
Play

Teaching
Resource

Pirate Pete

Introduce a bossy pirate called **Pete** and a shy parrot called **Polly** to the children.



Pirate Pete
loves to tell
people what
to do

Polly is very
quiet and
needs lots of
encouragement
to talk.

Can the children
help them both?

Step
1

Counting Skills:
1 to 1 Correspondence

Touches one body part
at a time

Sticky
Play

Teaching
Resource

Pirate Pete

Pirate Pete gives the children instructions, in his loud pirate voice.

**Touch your
head me
hearties!**

**Ahoy there,
touch your
toes!**



Step
2Counting Skills:
1 to 1 Correspondence

Can "touch and say" (e.g. "car") one object at a time (objects in a line)

**Sticky
Play****Teaching
Resource**

Pirate Pete

Polly parrot places some objects (gold coins/shells/flags) in a line, touching each one with her beak, without saying anything.

Pirate Pete asks the children for help. The children must say the name of each object as they touch it in an attempt to get **Polly** to speak.



Step
3Counting Skills:
1 to 1 Correspondence

Can “touch and say” (e.g. “car”) one object at a time (objects in a pile)

Sticky Play

Teaching Resource

Polly

This time **Polly** places the objects in a pile, again touching each one with her beak without saying anything.

The children continue to attempt to encourage **Polly** to speak as they touch each object in turn.



Step
4Counting Skills:
1 to 1 Correspondence

Can “touch and say” (e.g. “car”) one object at a time (taking objects from a pile)

Sticky Play

Teaching Resource

Polly

Polly begins with a pile of objects and arranges them carefully into a line, touching each one with her beak.

The children are encouraged to say the name of each object as they pick it out from the pile and place it into a line.



Step
5Counting Skills:
1 to 1 CorrespondencePicks out one object at a
time from a pileSticky
PlayTeaching
Resource

Pirate Pete

Pirate Pete asks the children for the objects to be placed back into his treasure chest.

Please give me one,
Please give me two

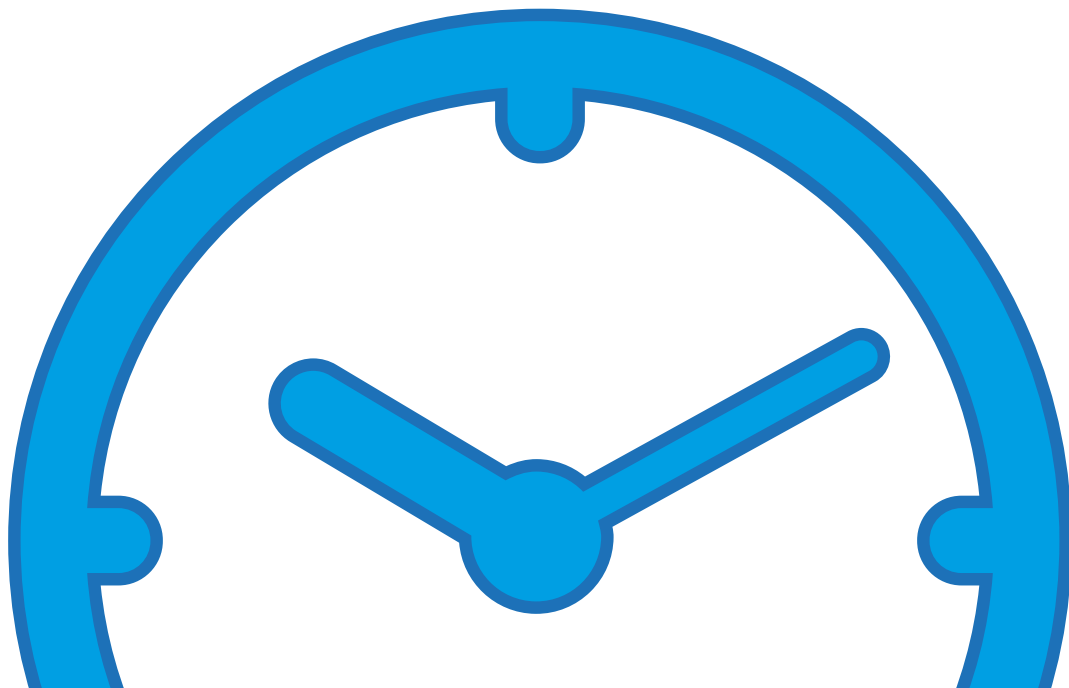


Step
4Counting Skills:
When to CountGiven context (and sees
for self)Use
PlayTeaching
Resource

TIME'S UP!

The Learning Leader provides the children with a range of one minute challenges, for example to make a tower with as many bricks as possible, to thread as many beads as possible, place pegs on a washing line etc.

When the minute has passed the Learning Leader shouts 'Time's up' and the children must count the number of bricks/beads/pegs.



Steps
1/2Reading Numbers:
1 to 10Knows numbers exist
/ Interested in familiar
numbers**Sticky
Play****Teaching
Resource**

THE NUMBER SPIES

Provide an opportunity each day when children can take on the role of number spies and look for numbers hidden in the learning environment, complete with special magnifying glasses that only spot numbers.

It is important that the Learning Leader ensures there are familiar numbers hidden in different places each day to maintain children's interest in reading numbers.



Step
3

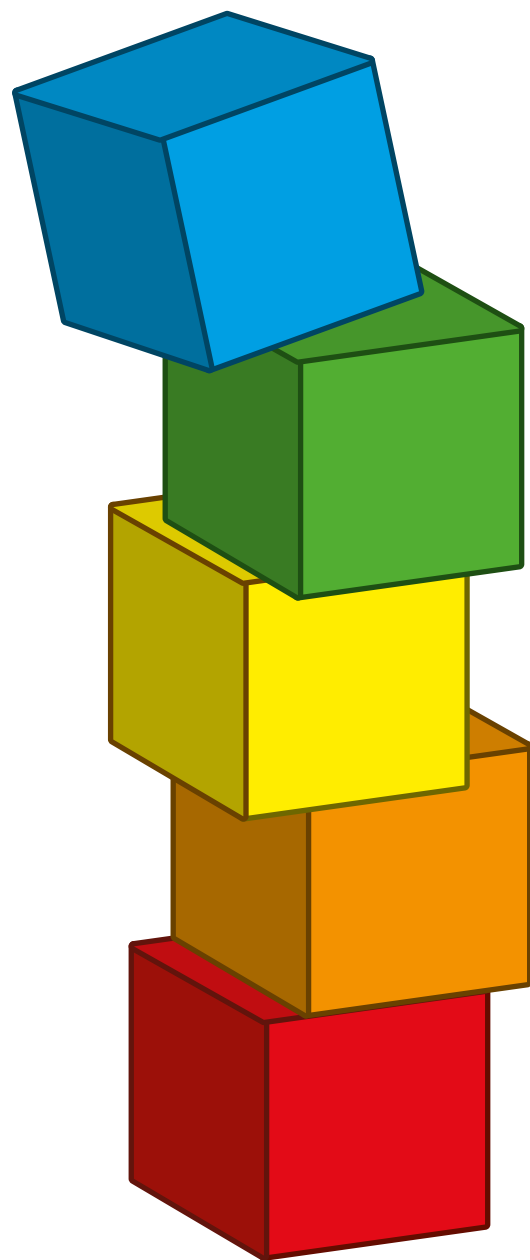
Amounts Change

Amounts in a
group increasesSticky
PlayTeaching
Resource

The CUBE Tower

The Learning Leader shows the children a tower of cubes, and invites them all to add one cube to the tower. Each time the children return to the carpet for group time throughout the day they are encouraged to add one more cube to the tower.

The Learning Leader encourages the children to discuss how the tower has changed, emphasizing that the number of cubes in the tower has increased throughout the day.



Step
3

No Amount (Zero)

Can count back,
away with supportSticky
PlayTeaching
Resource

5 Hairy Monsters

The Learning Leader chooses 5 children to be 'monsters' and pretending to be scared of the monsters leads the children in a song in an attempt to frighten them away.

5 Hairy monsters went to school one day

Boo said the teacher

And one ran away

Bong went the bell

And the children went to play

With 4 Hairy Monsters at school today

The song continues until the monsters have all ran away. At the end of the song the children are encouraged to shout 'All gone' to indicate to the frightened Learning Leader that the classroom is once again safe!



Step
1

Pim is Counting

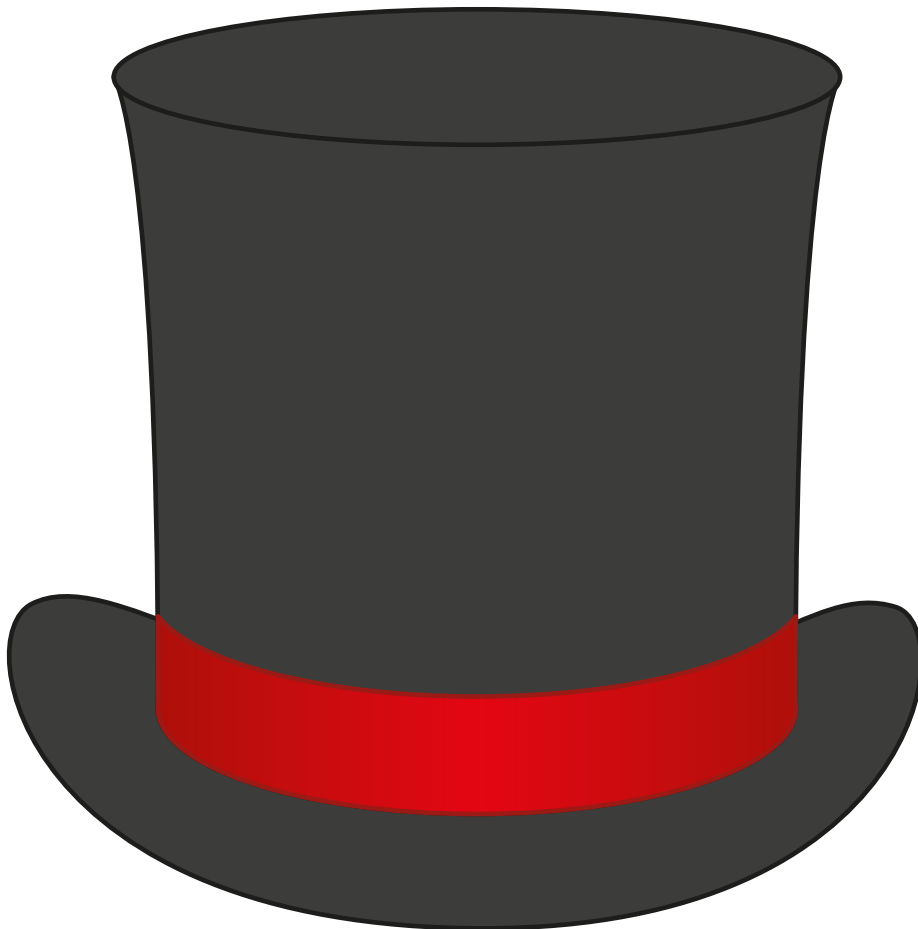
Given context (and told)

Sticky
Play

Teaching
Resource

Magic Hat

The Learning Leader introduces a Magic Hat to the children.



Throughout the day the children gather together as the Learning Leader peers inside the hat and as a group they count the different objects found in the hat, for example one shell, two shells, three shells; one dinosaur, two dinosaurs, three dinosaurs.

Step
5Counting Multiples
(10s, 5s & 2s)

All Steps

Use
PlayTeaching
Resource

Multiple Monster

Children who have already shown they can join in with chants and rhymes as they count in multiples are introduced to the Multiple Monster, a monster who only eats in 2's, 5's or 10's.

The children are invited to take it in turn to feed the monster. For example at breakfast time the monster can only eat multiples of 2 so the children must feed him 2 interlocking cubes. The Learning Leader then encourages the children to stop and find out how many cubes the monster has eaten.



Step
3Counting Skills:
When to CountGiven context (and
prompted)Use
PlayTeaching
Resource

Helping Hands

The children are supported in passing a box around the circle as music plays.



When the music stops the child holding the box is encouraged to place their hand inside the box and grab a handful of objects. The Learning Leader then has an opportunity to prompt the child to count the objects they picked up.

Step
1My First Number
Sentences $2 + 1$ **Sticky
Play****Teaching
Resource**

Chant

At least once a day the Learning Leader leads the children in the following chant, modelling how to use the fingers of one hand to illustrate the chant.

2 add 1 is 3

Count them out and see.



Step
2My First Number
Sentences

$2 + 3$

Sticky
PlayTeaching
Resource

Chant

At least one a day the Learning Leader leads the children in the following chant, modelling how to use the fingers on one hand to illustrate the chant.

2 add 3 is 5

Watch those fingers jive.



Step
4

My Body Learn Its

I have 10 fingers

**Sticky
Play****Teaching
Resource**

Each day the Learning Leader leads the children in the following song:

**1 little, 2 little,
3 little fingers,
4 little, 5 little,
6 little fingers,
7 little, 8 little,
9 little fingers,
10 fingers on my hands.**

At the end of the song the Learning Leader asks 'How Many?' and the children repeat '10 fingers on my hands' to aid instant recall that they have 10 fingers.

Step
5

My Body Learn Its

5 fingers + 5 fingers
makes 10 fingers

Sticky
Play

Teaching
Resource

Chant

Each day the Learning Leader leads the children in the following chant:

High 5 and high 5

(waving hands in the air one after the other)

Hiding in the den

(hide hands behind back)

Take them out and

shake them,

That makes 10.

Step
1

My Body Learn Its

I have 2 hands

**Sticky
Play****Teaching
Resource**

Chant

Each day the Learning Leader leads the children in the following chant:

2 hands up high

2 hands down low

2 hands behind you,

Where did they go?

2 hands wave,

2 hands clap,

2 hands together,

in your lap.

Step
2Counting Skills: Last
Number is the Total

All Steps

Sticky
PlayTeaching
Resource

Pirate Pete

Introduce a bossy pirate called **Pete** and a shy parrot called **Polly** to the children.

Pete wants Polly to repeat what he says, like other parrots do. He asks the children if they can help by pretending to be his parrot. Pete counts some coins from his treasure chest.

The children are encouraged to shout the numbers back to Pete as a parrot would. The Learning Leader continues, observing the children carefully to ensure they can all join in and repeat the total.



Let's count to see how
many we have.
One, two, three, four.
We have four!
How many do we have?

Steps
3/4

Amounts Change

Amount in a group
increases / Amount in a
group decreases

Use
Play

Teaching
Resource

The Learning Leader creates a scenario whereby children are encouraged to climb and jump from differing heights

For example, jumping off bread crates stacked together in the outdoor environment. Children are encouraged to set their own physical challenges and supported in deciding whether to jump from a higher or lower position.

The children have the opportunity to gain a practical understanding of amounts changing and are supported in using mathematical language in a play context, for example asking for crates to be taken away or added on to the 'jumping tower'.



All
Steps

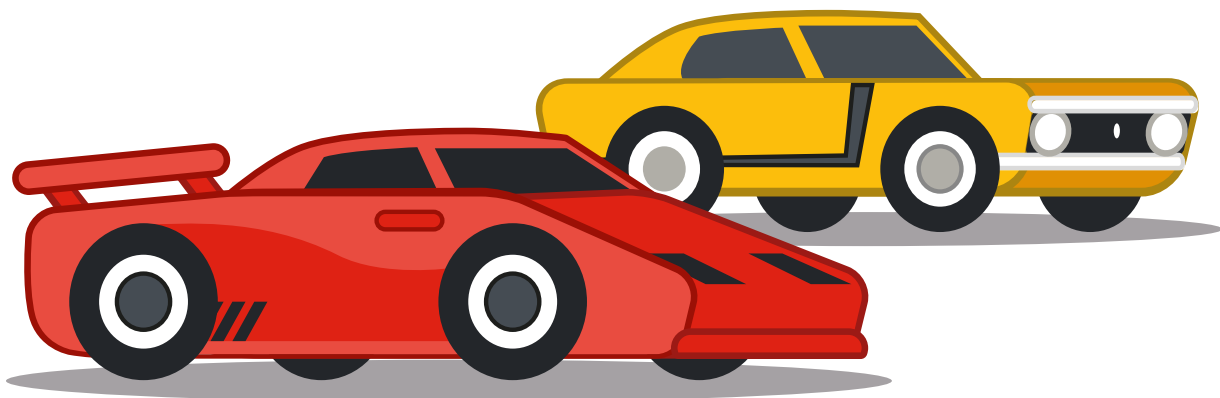
Who Won?

All Steps

**Sticky
Play****Teaching
Resource**

Who won?

The Learning Leader creates a series of sloping race tracks outside using guttering, and provides different colored cars for the children to race.



The children are encouraged to watch closely and identify which car appears first, second and third and so on.

Step
5

Who Won?

I can use these words in a range of contexts

Sticky Play

Teaching Resource

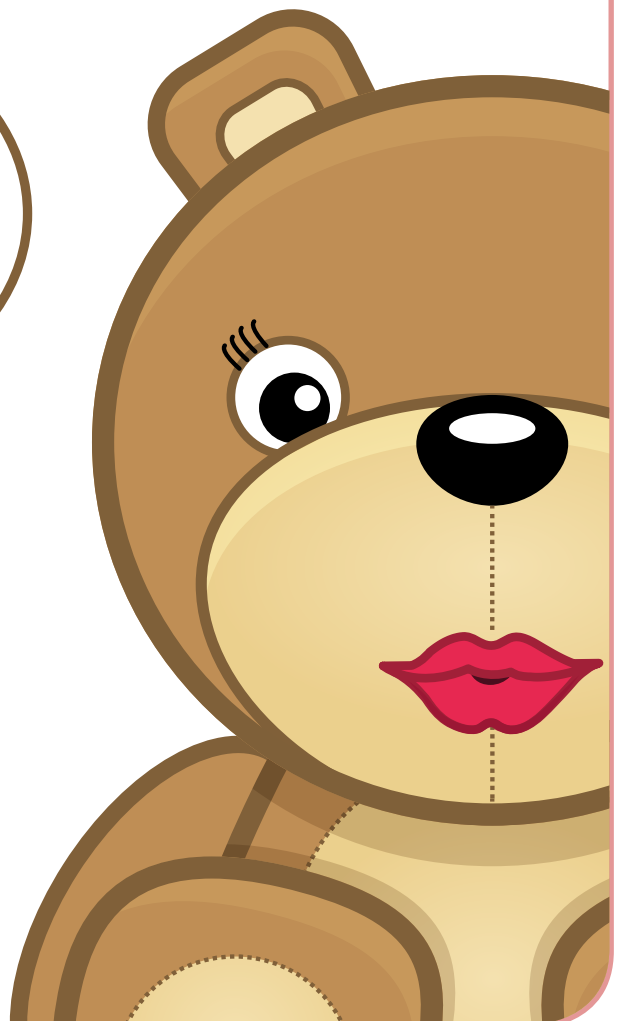
The Learning Leader introduces:

Mummy Bear & Baby Bear

Mummy bear is trying to teach Baby Bear how to get dressed for school.

Mummy Bear provides Baby Bear with instructions and the children support Baby Bear in putting on his school uniform, in the correct order.

First you put on your underwear, second put on your socks, third your trousers.



Steps
3/4/5Reading Numbers:
1 to 10

All Steps

Sticky
PlayTeaching
Resource

The Learning Leader introduces:

Captain Squiggle

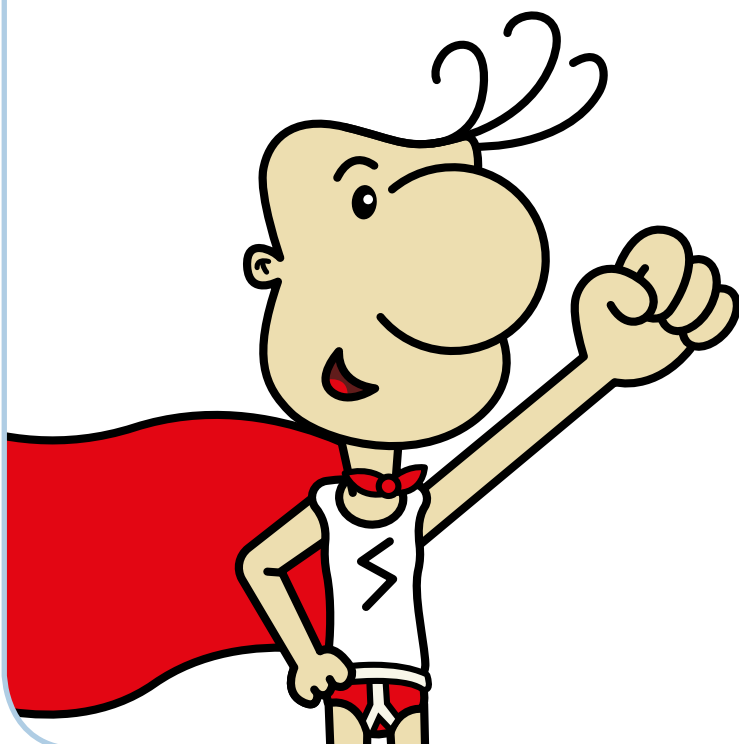
a superhero in training

Captain Squiggle is struggling to read his numbers. This makes life very difficult for him, as all of his instructions contain numbers and he is often late for his superhero training sessions as he never knows where to go.

The Learning Leader adds planets with the numerals 1, 2 and 3 to the outdoor environment. Captain Squiggle is entrusted to the care of a child in the group and the Learning Leader then holds up a flashcard showing the numeral 1, 2 or 3.

The children must run to the correct planet to ensure Captain Squiggle is not late for his training session.

Once Captain Squiggle (and the children who are helping him!) have mastered the first set of digits, the Learning Leader introduces the next digits in the progress drive to the game.



Steps
3/4/5Reading Numbers:
1 to 10

All Steps

Use
PlayTeaching
Resource

Captain Squiggle

a superhero in training

The Learning Leader creates a series of challenges that Captain Squiggle must complete in order to achieve his **'Superhero license'**

PLANET ZOG SUPERHERO LICENSE



Captain Squiggle

NAME: CAPTAIN SQUIGGLE

AGE: 8

SUPER POWERS: FLIGHT, SUPER COUNTING

ADDRESS: 4 SUPER ROAD, MEGATOWN
PLANET ZOG

Step
3Reading Numbers:
1 to 10

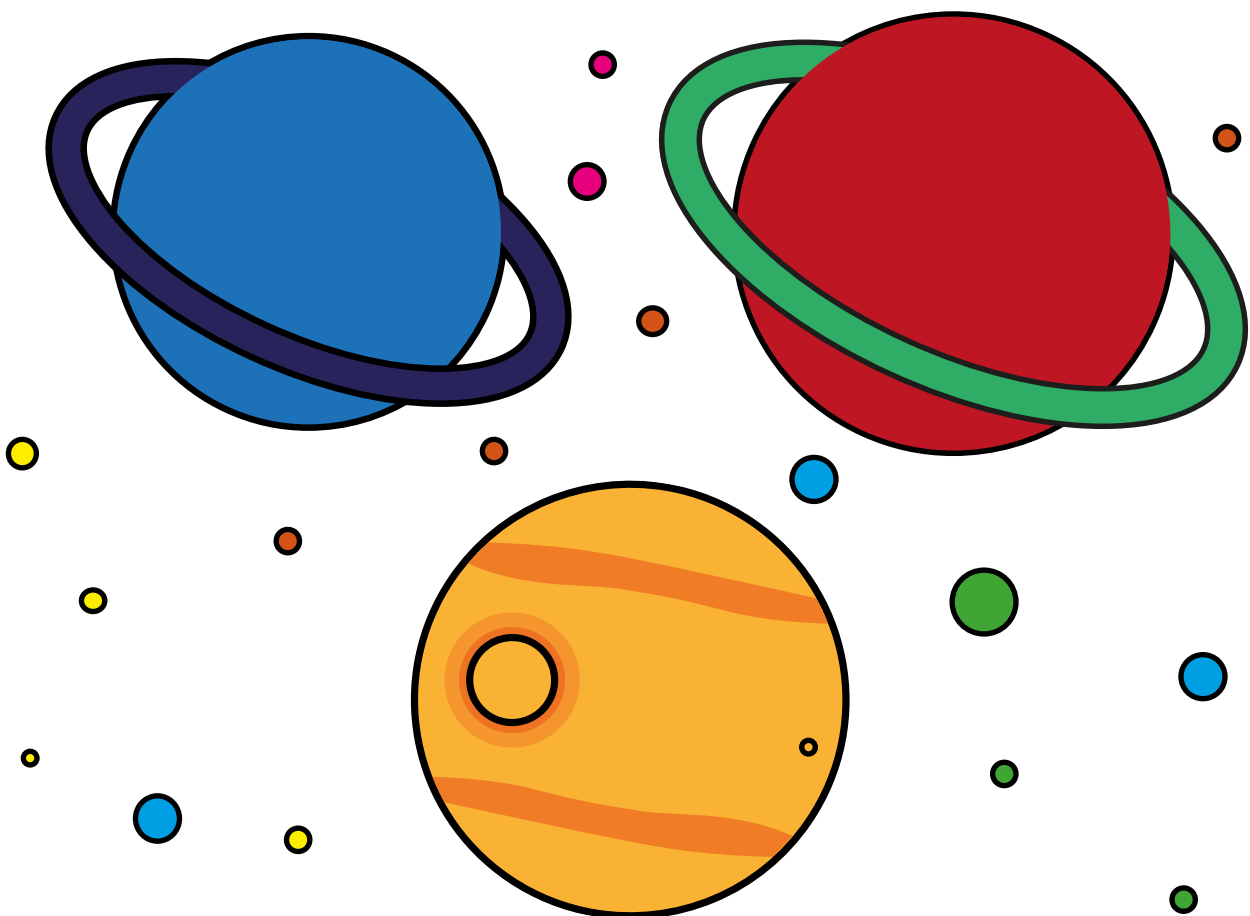
1, 2, 3

Use
PlayTeaching
Resource

Captain Squiggle

a superhero in training

Captain Squiggle has been asked to sort the most in the Superhero mail centre. One of the play choices offered to the children is to help Captain Squiggle deliver the correct letters to Planet 1, 2 and 3.



Step
4

Reading Numbers:
1 to 10

4, 5

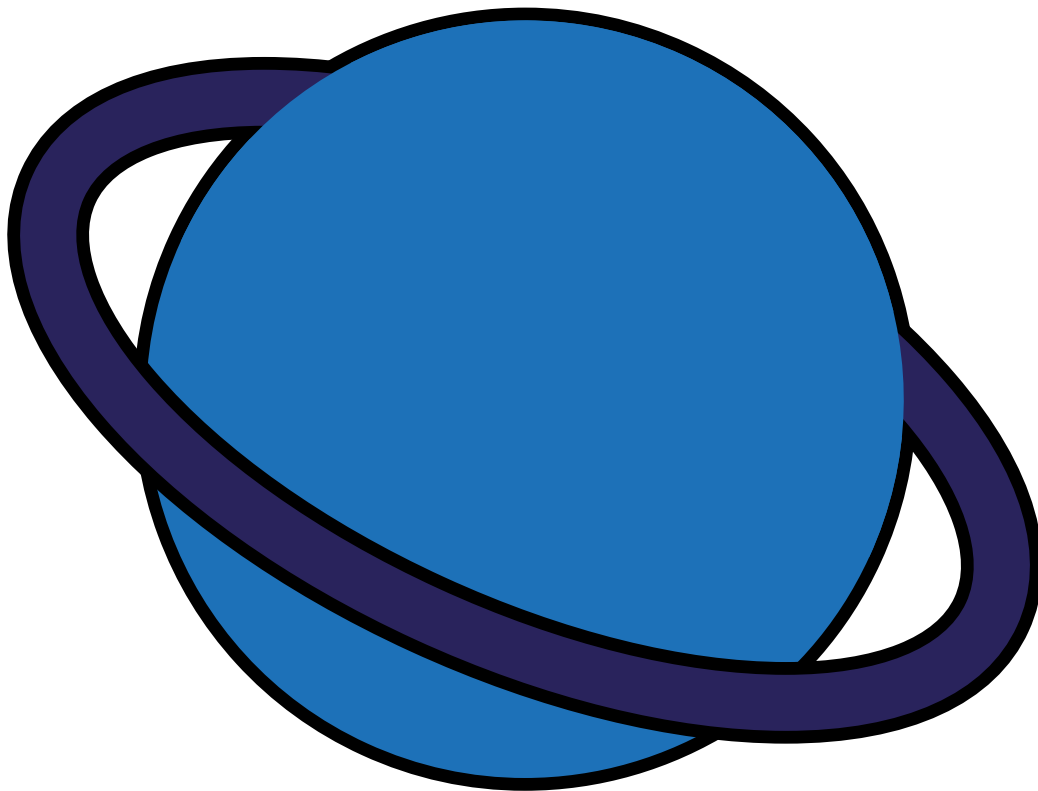
Use
Play

Teaching
Resource

Captain Squiggle

a superhero in training

Captain Squiggle is missing his family and friends on Planet Zog.



He has a list of phone numbers and the children can choose to help Captain Squiggle dial the correct numbers and phone home.

Step
5Reading Numbers:
1 to 10

6, 7, 8, 9, 10, 0

Use
PlayTeaching
Resource

Captain Squiggle

a superhero in training

Captain Squiggle has been given a final test.

He must squirt some number aliens with water, shouting out the numbers they are wearing as he does so. The children are invited to show Captain Squiggle what he must do to finally earn his **'Superhero license'**.

PLANET ZOG SUPERHERO LICENSE



Captain Squiggle

NAME: CAPTAIN SQUIGGLE

AGE: 8

SUPER POWERS: FLIGHT, SUPER COUNTING

**ADDRESS: 4 SUPER ROAD, MEGATOWN
PLANET ZOG**

All
Steps

My Halving Learn Its

All Steps

**Sticky
Play****Teaching
Resource**

Song

At least once a day the Learning Leader leads the children in the following song, until the child knows all of their halving learn its.

Half of 10 is 5,

Do the finger jive.

Half of 8 is 4,

Make them dance some more.

Half of 6 is 3,

Dance them on your knee.

Half of 4 is 2,

Not much left to do.

Half of 2 is one,

And now the dancing's done.

Step
5

Actual Counting

10 objects

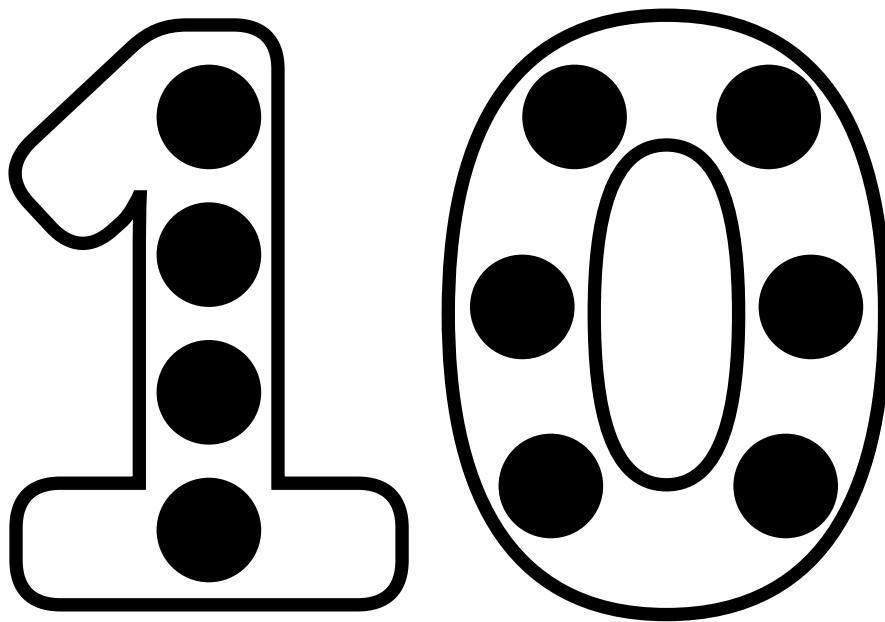
Use
PlayTeaching
Resource

Ten Black Dots

By Donald Crews

Children who have already shown that they can count objects to 10 are read the book 'Ten Black Dots' by Donald Crews. The story provides children with images containing different numbers of black dots and provides an opportunity for the Learning Leader to model 'just seeing' the amounts 1-6.

Central to the story is the question 'What can you do with 10 black dots?' and one of the play choices the children can make on this day is to create a picture of their choice using 10 black dots.



Step
4Actual Counting: 1 to
20 & From a Pile

6 objects in a pile

Use
PlayTeaching
Resource

The Learning Leader introduces the children to the character of a:

Sleeping GIANT

The giant has lots of money, but he will wake up if more than 6 pieces of gold are taken from the pile. The children must count the money carefully or risk waking the giant.

Don't wake
The Giant!

Zzzzz



Step
1Saying Numbers: 1 to
100 I'm Ready

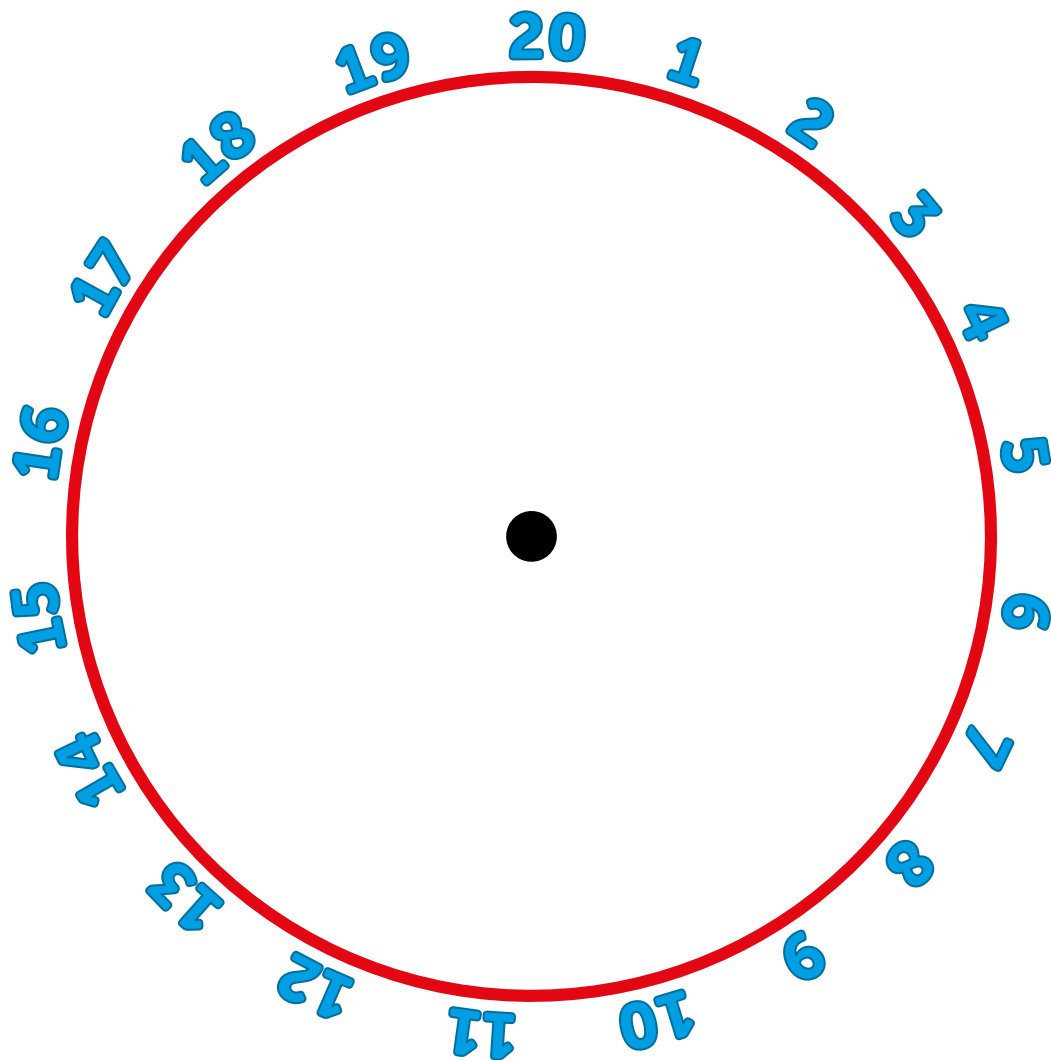
1 to 20

Use
PlayTeaching
Resource

The Learning Leader introduces the concept of a:

Counting Spot

in the outdoor area



This is a space where counting linked to chasing games/hide and seek takes place. The children know that when on the counting spot they must say numbers in order to 20.

Step
5

Amounts Exist

Knows things exist -
even out of sightSticky
PlayTeaching
Resource

The Learning Leader introduces
the children to:

Mr. Magic

a puppet who loves to play tricks

He needs lots of practice to
make things disappear. The
children close their eyes and
Mr Magic tries to make objects
disappear (for example by
placing some sparkly material



over the object).

When the children open their
eyes they can suggest to Mr
Magic where they think the
object might be.

Step
2/3

Amounts are Needed

Understands not enough /
Understands too muchSticky
PlayTeaching
Resource

Mr. Magic

The Learning Leader uses Mr Magic to communicate the concepts of not enough and too much, by explaining that Mr Magic is feeling sad because his magic spells often go wrong.

Mr Magic responds to a range of requests and wishes from a selection of his friends (for example for 2 apples, 3 bottles of milk, 1 red pencil and so on).

By making obvious errors, for example giving the teddy who has asked for one red pencil, five red pencils!

The Learning Leader illustrates to the children the mistakes Mr Magic is making 'He's given her too many! That's not enough milk and so on.



Step
3 / 4

Amounts Compared 2

Recognises "more than" /
Recognises "less than"Sticky
PlayTeaching
Resource

Mr. Magic

The Learning Leader introduces two puppets who would like to watch Mr Magic's magic show.

Mr Magic explains to the children that he needs help with a 'more than spell'. If he performs the spell can the children tell him which puppet gets more than the other?

As the children close their eyes to help with the spell the Learning Leader gives each puppet some objects, ensuring one puppet receives a number of objects that is clearly more than the other. The children are then encouraged to identify who has 'more than' the other.

The same scenario can be repeated with the Learning Leader introducing to the children the concept of **Mr Magic** needing help with a 'less than' spell.



Step
5

Amounts Compared 2

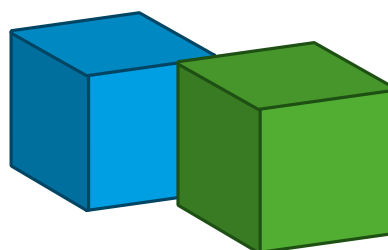
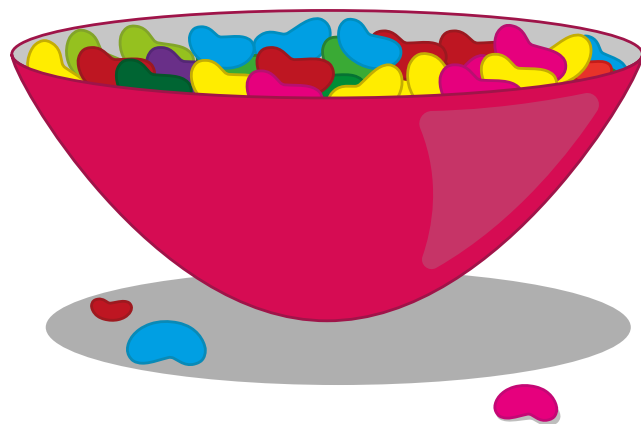
Recognises "same"

Sticky
PlayTeaching
Resource

Mr. Magic

The Learning Leader again uses Mr Magic, this time to highlight the concept of 'same'.

Mr Magic rewards the puppets who have been helping him with some sweets, giving one puppet far greater sweets than the other. The puppet with the fewest sweets becomes upset and Mr Magic wonders aloud what he might do.



He decides to practise a spell to make both puppets the same and as the children close their eyes he repeatedly practises giving the puppets the same number of sweets, cubes, cars and so on.

Step
5

No Amount (Zero)

Can count back from 10,
taking away

Sticky Play

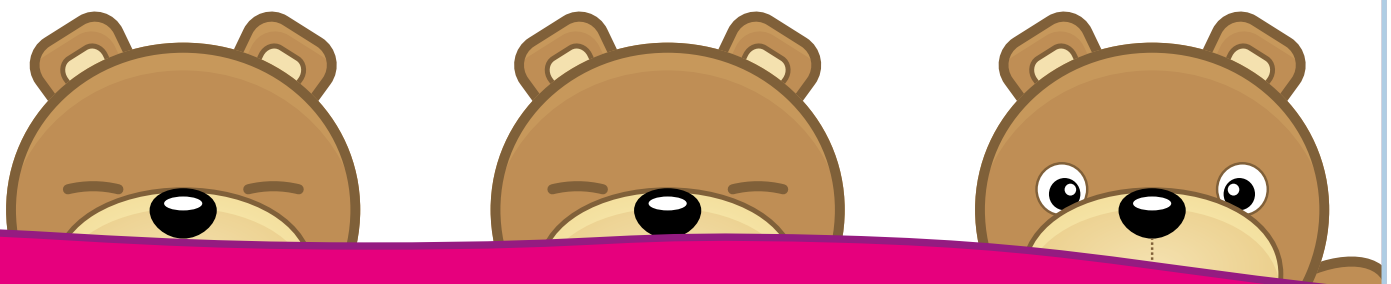
Teaching Resource

10 Teddies

The Learning Leader shows the children 10 teddies placed under a blanket.

Together the Learning Leader leads the children in singing the song 'There were 10 in the bed'.

Each time a teddy rolls over and falls out a child is asked to remove a teddy from the bed, illustrating the objects being taken away as the children count backwards in the song.

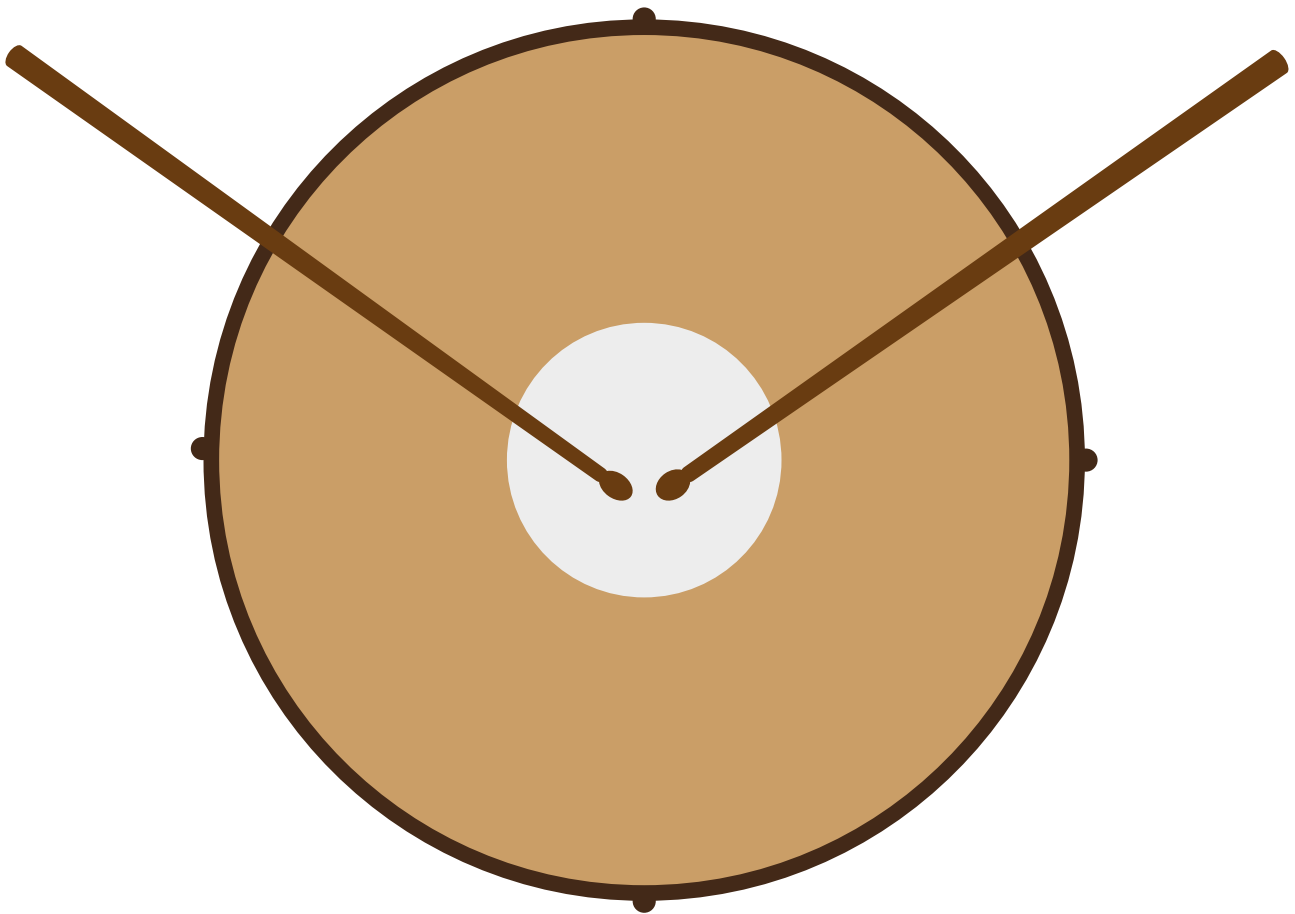


Step
5Saying Numbers:
1 to 100 Skills

57, 58... 59, 60, 61

**Sticky
Play****Teaching
Resource**

The Drum



The Learning Leader bangs a drum and begins to count; 35, 36, 37.

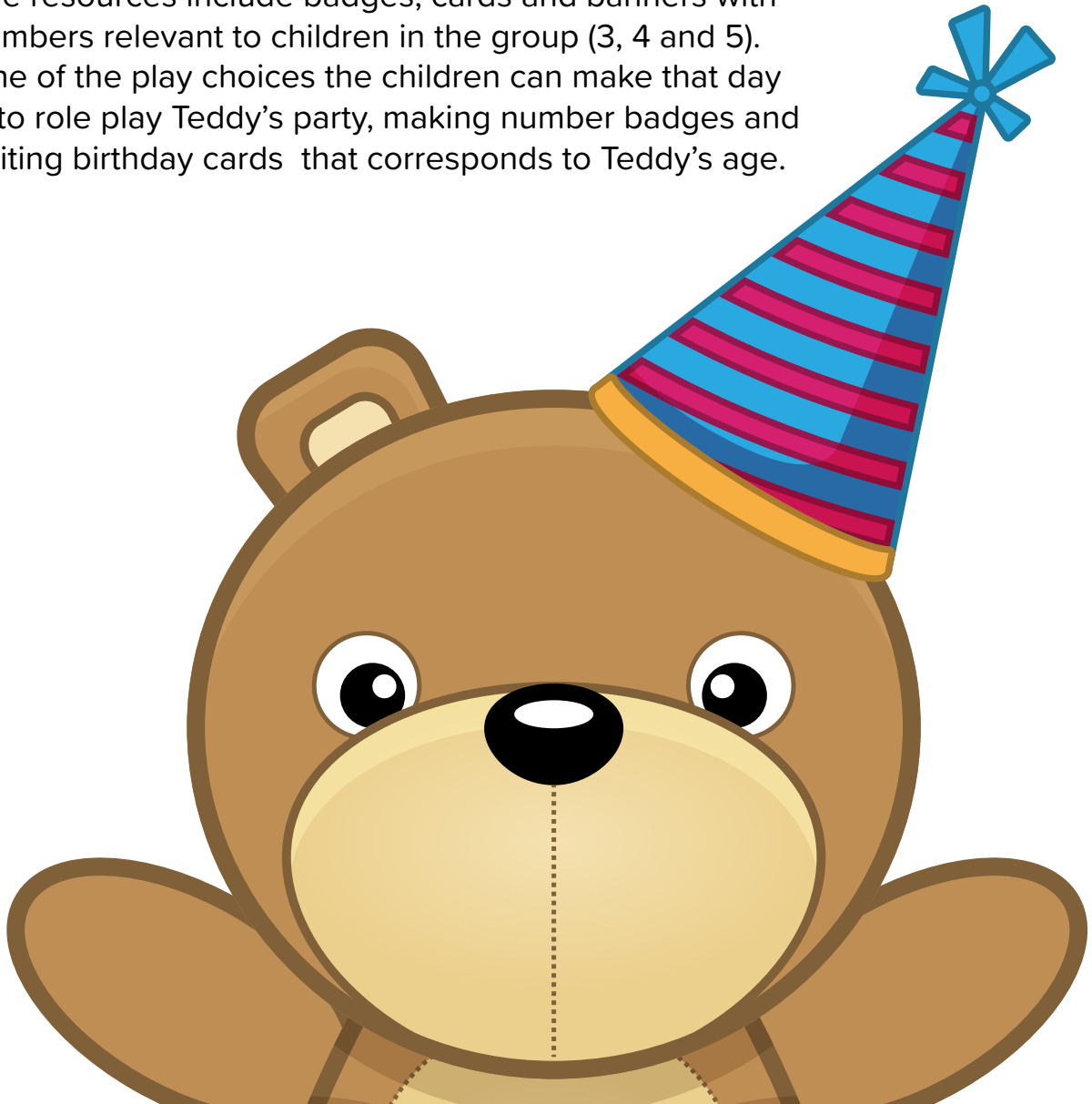
When the drum stops the children must continue counting 38, 39, 40, 41, 42. Once the children have crossed from one tens line to the next the Learning Leader shouts stop.

Step
1 / 2Reading Numbers:
1 to 10Knows numbers exist
/ Interested in familiar
numbersUse
PlayTeaching
Resource

Teddy's Birthday Party

The Learning Leader introduces some resources to the role play area to encourage the children to host a birthday party for a teddy.

The resources include badges, cards and banners with numbers relevant to children in the group (3, 4 and 5). One of the play choices the children can make that day is to role play Teddy's party, making number badges and writing birthday cards that corresponds to Teddy's age.



Step
4Actual Counting:
1 to 20 & From a Pile

6 objects from a pile

Use
PlayTeaching
Resource

Treasure Chest

The Learning Leader adds some beads and thread to a treasure chest. One of the play choices children can select that day is to make a necklace or bracelet with 6 jewels.



Step
5Counting Multiples:
Multiples of 1010, 20, 30, 40, 50,
60, 70, 80, 90, 100Sticky
PlayTeaching
Resource

Chant

The Learning leader leads the children in the following chant, to the tune of 'Lou, Lou, skip to my Lou.'

Jump, count, count by 10's

Jump, count, count by 10's

Jump, count, count by 10's

We can count to 100

Jump, 10, 20, 30

Jump, 40, 50, 60

Jump, 70, 80, 90

All the way to 100.

The chant can be repeated, each time changing the action as the children clap, hop and stamp their multiples of 10.

The song can also be adapted to support Step 5 of Counting Multiples 2 - Multiples of 5 and Counting Multiples 3 - Multiples of 2.

Step
3Saying Numbers: 1 to
100 I'm Ready

1 to 50

**Sticky
Play****Teaching
Resource**

The Learning Leader leads the children in:

'Step Counting'

walking in different ways while saying numbers in order to 50.

For example, the Learning Leader could initiate counting with baby steps to 10, followed by stomping steps to 20, giant steps to 30, jumping steps to 40 and fairy steps to 50.

The children are encouraged to think of different 'steps' they can take to reach their target whilst gaining lots of opportunities to practise saying number names in order in a physical and fun context.



Step
5Saying Numbers: 1 to
100 I'm Ready

1 to 100

**Sticky
Play****Teaching
Resource**

Chant

The Learning Leader starts off the daily counting session with a chant the children must repeat back.

***'Count to 100 everyday,
Let's get fit
and have some fun,
Count to 100,
start with 1.'***

As a group the children begin counting, performing different actions to accompany each set of numbers, for example reaching up high from 1 to 10, jumping from 10 to 20, clapping high from 20 to 30 and so on until they reach 100.

Step
5Reading Numbers:
2d Numbers

45 (just given)

Use
PlayTeaching
Resource

Objects to a Hundred

Once children have demonstrated they can read any and every 2 digit number they are offered a play opportunity that allows them to practice reading numbers to 100.

The Learning Leader provides a collection of objects labelled 1 – 100 (for example gold coins, cubes, sweets)

The children must choose one object at a time, read the number and place it in the corresponding pocket on the hundred chart.



All
StepsMy Finger Double
Learn Its

All Steps

Use
PlayTeaching
Resource

Simple Games

Once children have mastered the recall of these learn its through the context in chant the Learning Leader should provide a range of play choices which reinforce the link between the 'finger doubles' and ensure that when the child hears double 2 they immediately respond with 4.

Simple games such as memory pairs (if one card says 2 the other must say 4 to be a match) and bingo (choose a number and match its corresponding double on the bingo board) offer children the opportunity to consolidate their learn its.

They can be themed to match the interests of the children at any given time (catching number fish and placing them in the number double fish bowl or finding double superhero pairs such as Pim and Pom).



Step
3Saying Numbers:
1 to 100 I'm Ready

1 to 50

Use
PlayTeaching
Resource

Chanting to 50

Once children can join in with whole group counting and chanting to 50, introduce a challenge to children as one of the play choices available that day.

Place a range of timers on a table and challenge them to beat the timer as they count to 50.



Step
5Saying Numbers:
1 to 100 I'm Ready

1 to 100

Use
PlayTeaching
Resource

The 100 Dance!

Once children can join in with whole group counting and chanting to 100, create a play scenario which allows children to practice their counting independently.



Introduce '100 crowns' that children can wear to dance on the stage to music, counting to 100 as they boogie.

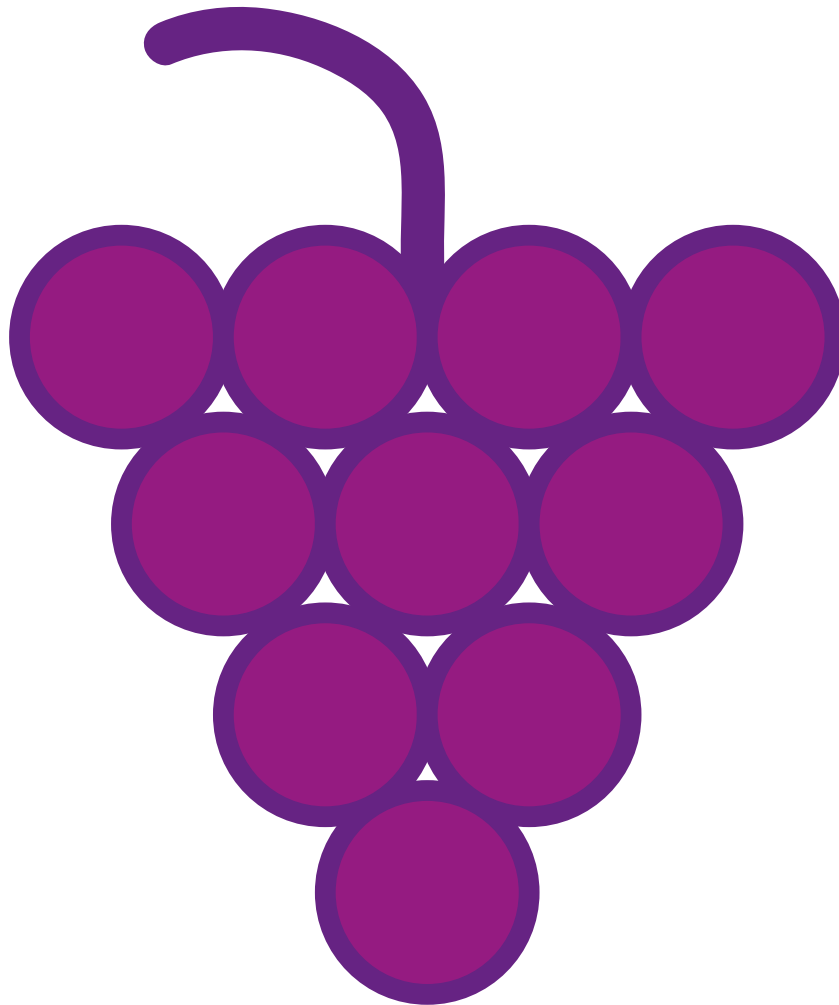
Step
3Saying Numbers:
Counting Backwards

20... 0

Use
PlayTeaching
Resource

The Backwards Snack

The Learning Leader provides children with a healthy snack, for example 20 grapes. The children eat one grape at a time, counting backwards until all of the snack is gone.



Step
1Ordering Numbers:
Different Amounts & 1 to 20

3 of 1 - 10

Sticky
PlayTeaching
Resource

The Learning Leader introduces:

The Three Bears

of different sizes, to the children and encourages them to recall what they know about the story of the three bears.

The children are reminded that Baby bear liked small things and Daddy bear liked big things as a context to introduce ordering three different numbers from 1-10. The Learning Leader explains that the smallest bear, Baby bear likes small numbers,

Daddy bear likes big numbers and Mummy bear likes the number that is in the middle. The children are then shown three numbers, giving the smallest number to baby bear and so on.



Step
3Ordering Numbers:
Different Amounts & 1 to 20

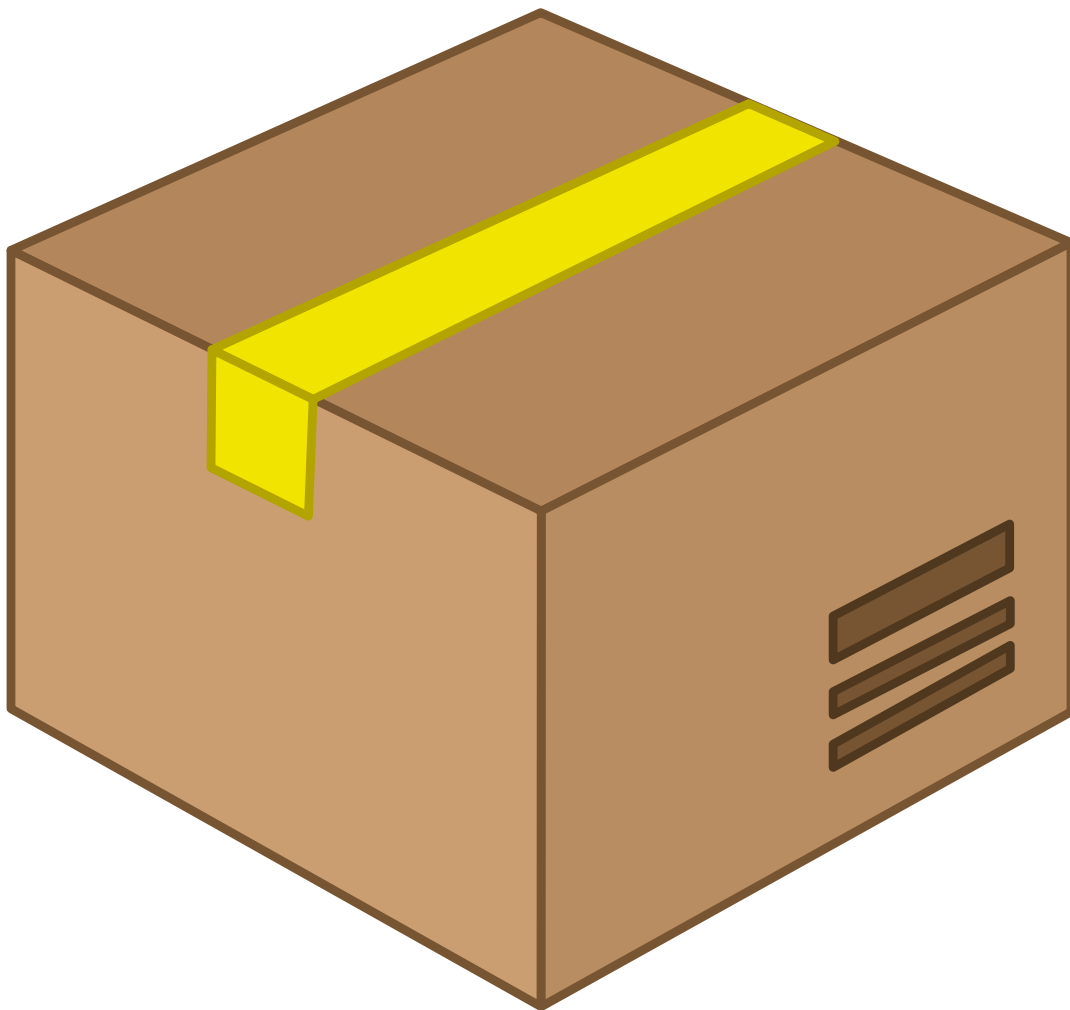
7 of 1 - 10

Use
PlayTeaching
Resource

The Learning Leader introduces a game of:

Pass The Parcel

As each number is unwrapped, the children peg it onto a blank number line, and the game continues until all 7 of the numbers are in the correct order.



All Steps

Counting Multiples:
Multiples of 2

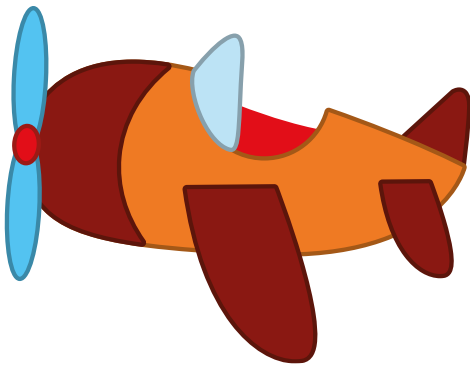
All Steps

Use
PlayTeaching
Resource

Outdoor Games

The Learning Leader creates a game outdoors where 'scoring' is worth 2 points.

This might be throwing a basketball into a hoop, bean bags into a box or a paper aeroplane into a bucket.



The Learning Leader can manipulate the game to provide the children with practise at their personal step on the ladder.

For example: for children at step 1, a rule might be introduced that each child has 3 attempts to throw the ball/bean bag/aeroplane in an attempt to encourage repeated use of the count 2,4,6.

Children at step 5 may be encouraged to have repeated turns and to keep a running record of their score, necessitating counting in 2's all the way to 20.

