



Numbers

Let's practice



Child can say the number names in familiar contexts in number rhymes, songs, stories, and counting games, such as: The 3 bears; 1 potato, 2 potato, 3 potato 4; 1,2,3,4,5 once I caught a fish alive...

Using a number line child can point to different numbers and say what they are, 1 to 9, then 0 and 10, then up to 20.

Estimate how many marbles in a tin with a lid on, when you shake it and then look at them.

Estimate the number of children in your group; check by counting.

Are there enough cups for the saucers?
Eggs for the egg cups?

Count reliably a set of everyday objects such as toys, pencils, buttons, coins etc. Up to 5, 10, then 20.

Make own marks or tallies to record numbers.

Maths Star



Join in rhymes and songs such as:
5 little ducks went swimming one day
5 little speckled frogs
5 currant buns in a baker's shop
10 green bottles,

Child can recite number names in sequence, 1-5, then 1-10, then 1-20. Child to recognise none and zero.

Child to estimate how many objects they can see and check by counting, in everyday situations.

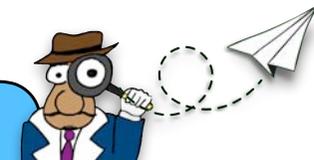
Count systematically to keep a track of the count.

Trace with a finger, cut-out numerals made from sandpaper, soft fabric, textured wallpaper etc.

Write numerals in the air following the teachers direction.

Make numerals with finger paint, dough, plasticine, clay etc

Problem Solver



Child can recite number names starting from a given number and stopping at another given number.

Child can count on several numbers from a given number, e.g. Start at 3 and count on 4.

Child can pick out numbers on the pages of favourite stories or nursery rhymes such as Goldilocks, Snow white etc..

Use a number line with only 1 and 10 marked on it. Point to different places. What number does the child think this is? Discuss why.

Count objects arranged randomly.

Begin to write numerals correctly, tracing from top to bottom in a continuous line where possible. Up to 5, 10, then 20