

# Oral and mental starters

## Number and place value

### 1 Counting to and from 10 then 20

Ask the children to sit in a circle. Count together from zero up to 10. At first you may do much of the counting. As the children become more confident, quicken the pace slightly of the counting, and ask the children to lightly tap on their knees as they count.

### 2 Take turns counting

Ask the children to count together with you from 0 to 10 and back again. When they are confident with this, count again – but this time each child takes a turn to say the next number. Carry on up to 10, then back to 0, back up to 10 and so on until everyone has had a turn. Keep the pace sharp.

### 3 Counting circle

Ask the children to sit in a circle and count together from 0 to at least 20 and back again. Now ask them to count around the circle, starting from 0. If a child falters, say the number yourself to keep the counting pace sharp. Ask: *If Paul says 5, who will say 10?*

Now, starting with any small number, ask the children to count around the circle to at least 20 and back. Ask questions, e.g. *If I count on 5 from 7, what numbers will I say? If I count on 6 from 9, on what number will I stop?*

### 4 Count objects to 10

Give each child a laminated copy of 'Work Mat' from the CD-ROM. Provide ten cubes for each child. Say: *Count out five cubes onto your mat. Check there are five by counting again. Put one back into the pot. Count how many are on your mat now. Put two more onto your mat. How many cubes are there now? (and so on.)*

Repeat this for different starting numbers, keeping the quantity of cubes to between 3 and 10. Invite various children to answer your questions. Check that the children use the 'touch, move and count' process.

### 5 Reading and ordering numerals to 10, then 20

Shuffle some 0–9 number cards. Explain that you will hold up a number card. Ask the children to put their hands up to read the number. Ask the child who answers correctly to stand at the front of the class and hold the number card. Repeat this until all the number cards are being held.

Now ask the children to help you to order the cards. Agree where zero goes. Now say: *What number comes next? Who is holding that number?* Continue until all the number cards are in order.

### 6 Writing numbers

Explain that when you say a number, you would like the children to write it on their whiteboards. When you say *Show me*, the children should hold up their boards to show you their written number. Say: *Write 3... 8... 10... 15... Show me. Write the number that is one more than \_\_\_ . Show me. Write the number that is one less than \_\_\_ . Show me.* Extend to 'teens' numbers.

## Addition and subtraction

### 7 Add facts to 5

Use the cards from photocopyable page 'Add facts to 5' from the CD-ROM. Explain that you will hold up a card and would like the children to show you the answer using their fingers. Encourage the children to respond quickly, so that they can demonstrate that they are beginning to recall these facts.