

**Preparation**

**Lesson 2:** copy and enlarge 'Ordering'; copy 'Ordering' for each child to A3

**Lesson 3:** prepare the transparent containers of items to be estimated; copy 'Estimate and count' per child

**Lesson 4:** prepare number cards 0–30, one set of all cards per group; copy the appropriate version of 'Number monsters' for each child

**Lesson 5:** prepare number cards 0–20, one set of all cards per pair; prepare number cards 21–30 for more confident children; draw a blank number line onto an A3 sheet of paper, one per group

**You will need****Photocopiable sheets**

'Ordering'; 'Estimate and count'; 'Number monsters'

**General resources**

'Work mat'; 'Number cards 0–20'; interactive teaching resource 'Number line'

**Equipment**

Blank number lines; a big book or poster; reading book for each child; interlocking cubes; set of about eight transparent containers that contain, for example, 20 cubes, 15 counters, 10 dice, 26 marbles, 18 pieces of pasta, 14 conkers, 30 beads and 23 buttons; picture (from a big book or poster) of items that can be counted; about 30 counters for each pair of children; about 20 cubes for each child; washing line and pegs

**Further practice****Photocopiable sheets**

'Counting pictures'; 'Ordinal numbers'

**Oral and mental starters for week 1**

See bank of starters on pages 84 to 85. Oral and mental starters are also on the CD-ROM.

**16** Counting to 50

**17** Counting pictures

**19** Write that number

**Overview of progression**

Children begin the week with counting to 50 and back. They use ordinal numbers to describe the position of a person or an object, in a line. They count objects to 20, using the coordinated touch, count, and move method, and count pictures by pointing. They place numbers to 20 on a number line, and read and write number digits to 20.

**Watch out for**

Check that children count each object just once, and recognise that the last number in the count represents how many there are. If children are unsure about the placement of numbers on a number line, work with numbers to 10, then gradually extend this to up to 20.

**Creative context**

Children can use their counting skills in, for example, science, counting in topics such as minibeasts.

**Vocabulary**

add, altogether, answer, compare, count, explain, leaves, makes, minus (–), number sentence, operation, order, **pattern**, plus (+), read, record, show me, sign, subtract, sum, take away, total, write