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| **Skills:** | **Learning** | What you need – a timer, bags for collecting things indoors or outdoors.  Can you collect lots of interesting things in ……. minutes ? |
| ***I am developing a sense of size and amounts.***    ***I am exploring numbers, understanding that they represent quantities, and I can use them to count put them in order.***    ***I can collect objects and ask questions to gather information, displaying my findings in different ways.***  ***I can match objects, and sort using my ideas.*** | * Use numbers to count objects * Recognise a ‘small’ or ‘large’ number of objects without counting. * Estimate how many * Check by counting * Count on from zero * Know that numbers represent an amount of something * Use maths language during play * Ask questions to help me understand * Count objects correctly * Display/record my findings in simple diagrams or charts * Recognise similarities and differences in objects * Sort objects in different ways * Explain reasons for sorting in a specific way | Questions for Challenge:   * How many things do you think we have? * Can we check by counting? * Can you put the same kinds of things together in a row? * Which row is the biggest/smallest? * Which row has the least number? * Which thing did we find most of? * How many more sticks than stones did we find? * If we add 2 more leaves how many do we have now? * Can we make an interesting design/picture with all the things we have collected on a large sheet of material/paper? |
| **Wrapping Paper Challenge**  **You need:**  A few things of different sizes to wrap e.g. empty box of chocolates, empty Pringles tube, empty toothpaste tube and a selection of different sized paper |  | Can you help me to wrap some birthday presents? I don’t have any wrapping paper ……..Can you help me to decorate some plain paper? I have different sizes of plain paper. Can you choose one of presents and the best size of paper to wrap it in? Can you design some wrapping paper using a pattern and wrap it up? |
| **Experiences and outcomes**   |  |  | | --- | --- | | ***Understanding size and amount by observing.***  ***I have experimented with everyday measure to investigate and compare sizes.***  ***I have spotted and explored patterns and can copy and continue these and create my own patterns.***  **I can *create images and objects using a variety of materials.*** |  | | * I can use mathematical language (big, small, heavy ,light) * I can estimate size * I can create a simple pattern * I can create a more detailed pattern * I can choose materials to make a pattern * I can choose materials to create | Questions for Challenge:   * Can you choose the best size of paper for the present? * What shape of present have you chosen? * Which paper will you choose and why? * How many presents are there? * Which is the biggest/ smallest/ heaviest/ lightest? * How have you made your pattern? * Can you continue the pattern? * Is there enough paper left to wrap any more presents? * What shapes / colours have you used? * Can you write a label? |

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| Counting birds in the garden  .  What do you need?  Camera or drawing materials. Pens/paper to make marks for each bird you see | | |
| **Numeracy Early Level Experiences and outcomes** | **Context**  **Counting birds in the garden** | Learning |
| Counting on and back  Collecting, organising , displaying information  Matching, sorting  I can explore digital technologies and share ideas and thoughts. | 1. How many birds can you spot at the bird feeders in the garden?   * Can you take a photograph / draw the different birds that visit? * Can you sort the photographs in different ways? * How have you sorted the photographs?   1.Big birds / small birds  2.Long beaks/ short beaks  3.Blackbirds/ other coloured birds | * I can point and count objects * I can recognise similarities and differences in objects e.g. size, shape, colour’ * I can sort objects according to different criteria ( size, colour, shape ) * I can talk about how I have sorted them. * I can ask questions to find out information. * I can take a photograph. |
| 2. Can you count how many big birds visited the garden?   * Can you count how many small birds visited the garden? * How many blackbirds? How many with big beaks? * Can you make a picture / graph to show which birds were in the garden most? * How many big birds altogether? How many small birds? How many big birds? * How many blackbirds? How many birds with long beaks? * Which kind of bird did we see most of? * Which bird is your favourite? * Can we find out more about this bird? * Can you make a picture graph together to show the information? | * I can use tally marks to record numbers * I can talk about my findings * I can make a graph to show my findings. |

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| **Experiences and Outcomes** | **Learning** | We need to hang these wet socks out to dry on the washing line. **Can you help me to hang them up?** (A pile of wet socks mixed up, pegs, washing line to sort and hang up ) |
| ***I have explored numbers, understanding that they represent quantities, and I can use them to count;***  ***I use practical materials and can ‘count on and back’ to help me understand addition and subtraction.***  ***I can match objects, and sort.*** | * to touch and count items within 10 * to count a specific quantity from a group of items * estimate how many in a group of objects * to be able to say how many I have counted * to begin to add groups of items * to use mathematical language- more and less. * to begin to understand that when we add we have more. * to begin to understand that if we take some away we will have less * to use real objects and pictures to collect information and organise by sorting (by colour, size, type and shape) | **Questions for challenge**   * Are there enough pegs? How many more pegs do we need? * How many socks altogether? How many pairs of socks are there? Are there any odd socks? * If we add another 2 pairs, how many are there now? * If we take 5 socks away, how many now? * Sort the socks into groups (by colour or size). * Which colour is there most of? * How many blue socks are there? How many more white than blue? |