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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?
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| **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**

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| ***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 birds2.Long beaks/ short beaks3.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.
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| 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?
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