


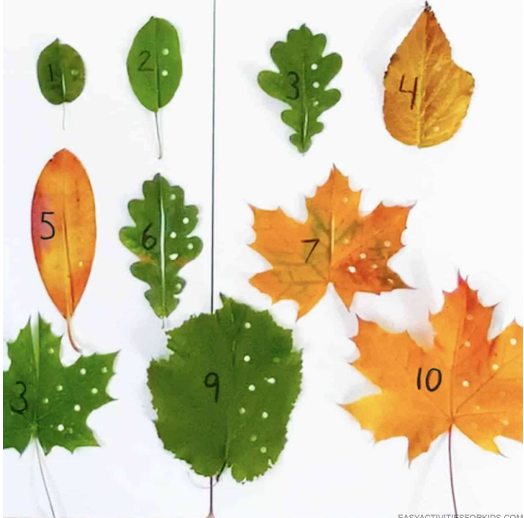


 <p>Cardinality and Counting (A)</p>	 <p>Comparison (B)</p>	 <p>Composition (C)</p>	 <p>Pattern (D)</p>	Addition	Subtraction	Multiplication	Division	
<p>Two's Provision</p>	<ul style="list-style-type: none"> • Begins to become aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things • Begins to say numbers in order, some of which are in the right order (ordinality) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. 	<ul style="list-style-type: none"> • Responds to words like lots or more • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' 		<ul style="list-style-type: none"> • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions • Becoming familiar with patterns in daily routines <i>e.g. Highlight different times of the day and talk about what comes next within the pattern of the day.</i> • Joins in with and predicts what comes next in a story or rhyme <i>e.g. Leave a space for children to do the next action or word in familiar songs and stories with repeating elements.</i> • Beginning to arrange items in their own patterns, <i>e.g. lining up toys</i> • Joins in and anticipates repeated sound and action patterns <i>e.g. Plan opportunities for children to experience pattern such as percussion, music and action games that involve repeated sounds or actions.</i> • Is interested in what happens next using the pattern of everyday routines 	<p>Throughout the suggested activities, expose children to the following manipulatives in order to support conceptual understanding.</p> <p>A range of real life objectives</p>   <p>Numicon</p> 				

Suggested Activities

- (A) During personal care, routines make a point of using numbers. **E.g. ?**
- (A) Play peek-a-boo hiding games with toys and people.
- (A) Model counting things in everyday situations and routines.
- (A) Take opportunities to say number words in order with children as they play, e.g. 1,2,3 go!
- (A) Use number words in meaningful contexts, e.g. Here is your other mitten. Now we have two.
- (A) Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality)
- (A) Use opportunities to model and encourage counting on fingers.
- (A) Point out the number of things whenever possible, e.g. rather than just chairs, say four chairs.
- (A) Encourage children to use marks to represent their mathematical ideas in role play, indoors and outdoors.
- (A) Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit.
- (A) Sing counting songs and rhymes, which help to develop children's understanding of number.
- (A) Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards.

- (B) Talk with young children about lots, more and not many and not enough as they play. *E.g. Provide varied sets of objects for playful opportunities for children to independently explore lots, more, not many and not enough.*
- (B) Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, *e.g. 1,2,3. There are 3 leaves.*

- (D) Talk about patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement.
- (D) Spot opportunities to play "back and forth" and repetitive "again" games.
- (D) Provide items for children to make repetitive sounds
- (D) Comment on what is the same and what patterns are repeated in the environment.
- (D) Plan to share stories and songs that contain repeated elements, which help children to anticipate what might come next.
- (D) Talk with children about the patterns you notice around you.
- (D) Comment on and help children to recognise the patterns they make in their mark making, loose parts and construction.
- (D) Draw children's attention to the patterns in their routines by asking what comes next.
- (D) Provide a range of natural and everyday materials, as well as blocks and shapes, with which to make patterns.

- Draw attention to contrasting differences and changes in amounts e.g. adding more bricks to a tower
- Sing number rhymes, using actions and appropriate props *E.g. five little ducks, five currant buns.*
- Draw attention to contrasting differences and changes in amounts *e.g. eating things up.*
- When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together How many now?
- Play hiding games so children notice that something has gone.