


EARLY COUNTING ACTIVITIES

<p><u>MULTI-SENSORY COUNTING</u></p> <p>Take a handful of</p> <ul style="list-style-type: none"> • Dried beans • Pasta shapes • Conkers • Buttons <p>Guess how many are there (more or less than 10?) Count (touch and move) – to know that the last number is the total</p>	<p><u>CONSERVATION OF 5</u></p> <p>When adding 2 numbers above 5 (i.e. 8) – children will usually count 5 on one hand, then 2 on the other – then start right back at the beginning to count 5 and then 2.</p>  <p>The trick is to ask them how many fingers they have? (5)</p> <p><u>Have you lost any?</u> If you know you have 5, then just count on!</p>	<p><u>PLACE VALUE</u></p> <p>Take a handful of objects, guess more or less than 10?</p> <p>Then count (touch and move)</p> <p>Count out the 10's and then the units</p> <p>Use place value cards to make the number they have made</p>	<p><u>Problems in counting</u></p> <ul style="list-style-type: none"> • Children sometimes count out of sequence (1,3,2,5) • Children may count 1 – 5 but not know that the last number is the total • 1 to 1 match - say 12345 when there are only 3 objects present (ie) skim over the objects chanting count – but not matching!
<p><u>COUNTING CARDS</u></p> <ul style="list-style-type: none"> • Match the picture total to a number • Match the number to the same total but different picture • Match picture total to a dice throw • Match the picture to graphic dice • Say one more/less • Order amounts etc. 	<p><u>DICE COUNTING</u></p> <p>Throw a dice – count out that total using multisensory objects</p> <p>Find the number on a laminated 100 square, circle with a WB pen</p> <p>Repeat a number of times (Repeat with 2 dice to make a TU number- reverse number (4 & 2 – 42 or 24 Find on a 100 square and mark</p> <p>Practise writing numbers - Order numbers on a WB</p>	<p><u>READING AND ORDERING</u></p> <p>Use place value cards (tens and units only)</p> <p>Turn over & read a ten & unit to make a 2 digit number</p> <p>Read the number and write on a WB - Repeat five times - Write them on post it's and put in order</p> <p>Count them out and put into piles</p>	<p><u>HIGHER / LOWER</u></p> <p>Use a pack of playing cards</p> <p>Decide whether an Ace is high or low</p> <p>Discuss King, Queen & Jack</p> <p>Order the pack from smallest to biggest</p> <p>Shuffle thoroughly</p> <p>Then play HIGHER – OR LOWER</p>

<p><u>Hide the number</u></p> <p>Use a number track.</p> <p>Cover the numbers with counters</p> <ul style="list-style-type: none"> - Individually or pairs, children have to say the number covered, if correct they keep. <p>Winner is the pupil with the most.</p>	<p><u>COMBINING SETS</u></p> <p>Use 2 set circles (or draw circles on paper)</p> <p>Throw a dice – put out that amount of cubes into the first set.</p> <p>Repeat for second set.</p> <p>Combine to reach a total.</p> <p>Stress terms – add, more, total etc.</p>	<p><u>MAKE A NUMBER</u></p> <p>(formation – recognition)</p> <p>Use textured paper – sandpaper, wallpaper etc)</p> <p>Cut out numbers</p> <p>Run fingers along the correct formation</p> <p>Order the numbers from smallest to biggest</p>	<p><u>NUMBER BOOK</u></p> <p>Sing number rhymes such as (ten green bottles, five little ducks, ten fat sausages etc).</p> <p>Children pick favourite to make their own pages.</p> <p>Make 5 current buns out of play-dough and take photos for each page (5, 4, 3, 2, 1) or draw picture and write the numeral to match.</p>
<p><u>RECOGNISING NUMBERS</u></p> <p>Use a small portion of a 100 square – cut into number lines (1 – 10 / 11-20)</p> <p>Turn over number card.</p> <p>Cross it off the number strip.</p> <p>Winner is the first person to cross</p>	<p><u>QUICK BINGO</u></p> <p>Write 5 numbers on a small whiteboard 0 – 10</p> <p>Use place value cards</p> <p>Ten / numbers 0 – 9</p> <p>Turn over to make numbers</p> <p>The winner is the first to cross off</p>	<p><u>YES / NO</u></p> <p>Each has a number line</p> <p>They draw a circle around one of their numbers.</p> <p>Pupils take it in turns to ask a question.</p> <p>Is it more than 5?</p> <p>Is it less than 7?</p> <p>Etc.</p>	<p><u>CLAPPING MATHS</u></p> <p>Write small numbers on post it's face down</p> <p>Pupils take it in turn to turn over and clap the numbers they have drawn.</p> <p>Other pupils in the groups have to count in their heads and write the number on a white board.</p>

