

Year R Marvellous Maths—week 1

Learning objectives:

40-60 Estimates how many objects they can see and checks by counting them.

40-60 Counts an irregular arrangement of up to 10 objects.

40-60 Uses the language of more and fewer to compare two sets of objects.

40-60 I can order numbers 1-20

ELG: children count reliably with numbers from one to 20, place them in order and say which number is one more and one less than a given number.



1. Wednesday morning

Sing a song which counts back from 10 to 0, such as Ten Green Bottles or Ten Fat Sausages.

Make some number cards or use the ones on the **Numbers 1-20 numbercards PDF**. Hang 1-20 cards on the washingline in this order: 1, 2, 3, 4, 5, 6, 7, 9, 8, 10, 11, 12, 14, 13, 15, 16, 17, 18, 19, 20. Choose a teddy to help you. *Teddy is learning to order numbers. He put these on the line this morning. He's almost got it right.* Ask your child to whisper to you what is wrong. Ask your child to help Teddy put his numbers in the right order. Take them off, and repeat, each time swapping two or more numbers. Play one more/one less with numbers on the washing line.

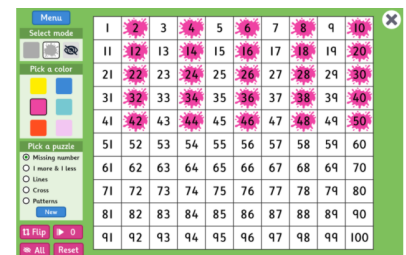
2. Thursday morning

Counting using 100 square - see [Paint the Squares - Interactive Number Charts \(topmarks.co.uk\)](https://www.topmarks.co.uk/Interactive-Number-Charts)

Show your child an empty plate, a plate with about 20 cheese snacks and a plate of about 15 different snacks. (or other small objects!!) Point to the plate with about 20 snacks and ask your child to guess how many there might be. Discuss how it is tricky to count them in a muddle on the plate like this.

Together count them as you move them one at a time to the empty plate. *Have we got enough for everyone in the class to have one?* Show the 2nd plate of snacks and ask your child if they think there are more or fewer. Together, count these onto the now empty plate. Point to the numbers on the washing line to emphasise that 15 is less than 20.

Repeat with different quantities.



3. Friday morning

Play Number Demolition—see [Number Demolition 11-20 Game | Game | Education.com](https://www.education.com/games/number-demolition)

For children still working at confidently recognising 1-10 start with this game: [Numbers 1 to 10 Balloon Pop | Game | Education.com](https://www.education.com/games/numbers-1-to-10-balloon-pop)

Show 3 bowls with different quantities and 3 different numbers. Which numbers might match which bowl? Discuss which have more and fewer. Estimate, count and then find correct numeral.

