

each shape. Ask: *What do you think the teacher wants the children to do with these sponges? Is the pot of paint a clue?*

- Tell the children that when they have sorted out the box they will be pretending to be the teacher and children in the school role-play area. Look through the books and CDs or tapes containing number rhymes and songs and ask the children if they know any that they could 'teach' the children when they are in the school role-play area. Encourage them to practise by teaching them to you first. Show them how to use the tape/CD player and then sing along with some of the rhymes.
- As the children pack the box, ask older children to make a checklist to record the items they put in it, using drawings or numbers. Begin the role play by choosing one child to be the teacher and the rest to be the pupils. Join in with the role play, encouraging problem solving and the development of mathematical language.

Support and extension

- Support younger children by focusing on sorting activities, number rhymes and number recognition from 1 to 5.

- During the role play, encourage older children to record numbers or drawings, or to make tallies in their notepads.

Further activities

- Using chalk, draw lines of footprints in sets of two on the hard play area to encourage the children to count the footprints in twos as they jump along.
- Encourage the children to make rows of prints using the shape sponges, counting the number of squares, triangles, circles and so on, that they make.

Play link

Provide number rhyme books, number cards and a tape recorder to encourage the children to enjoy singing, recording and playing back number rhymes. **(KUW)**

Home link

Encourage the children to learn a simple number rhyme and teach it to someone at home.

Cross-curricular links

ICT

- Know how to operate simple equipment. **(KUW)**

Early Learning Goal

- Find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning. **(KUW)**

