

Name \_\_\_\_\_

Date \_\_\_\_\_

# One, two buckle my shoe

- Say the rhyme together and do the actions.

## One, two, buckle my shoe

One, two, buckle my shoe.

*(Do up shoe.)*

Three, four, knock at the door.

*(Knock with knuckles on the floor.)*

Five, six, pick up sticks.

*(Pretend to pick up sticks from the floor.)*

Seven, eight, lay them straight.

*(Mime putting sticks into a straight line.)*

Nine, ten, a big fat hen.

*(Making a large circle shape.)*

Eleven, twelve, dig and delve.

*(Child digging.)*

Thirteen, fourteen, maids a-courting.

*(Hold hands with next-door child.)*

Fifteen, sixteen, maids in the kitchen.

*(Pretend to cook.)*

Seventeen, eighteen, maids in waiting.

*(Stand with hands behind your back.)*

Nineteen, twenty, my plate's empty.

*(Rub tummy.)*



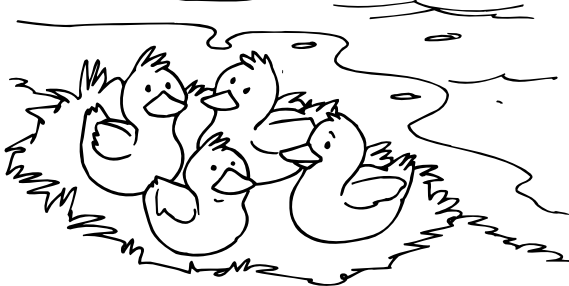
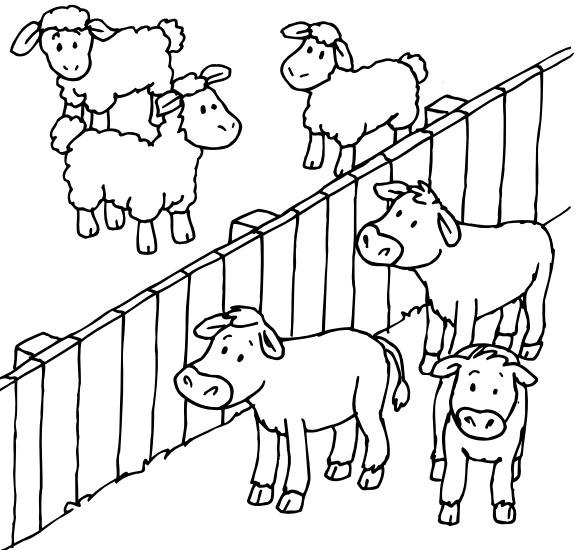
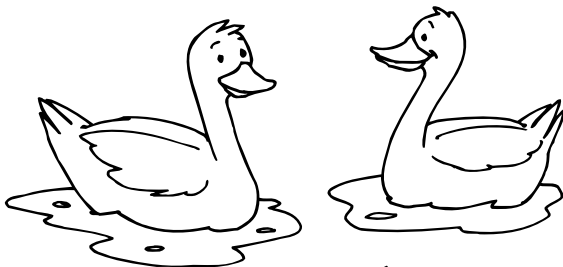
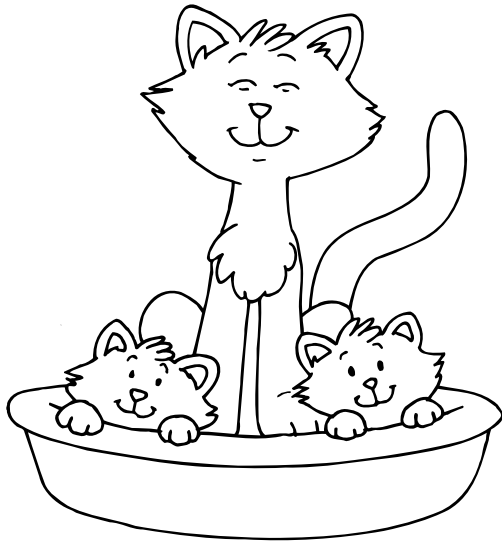
### Dear Helper

This activity helps your child to begin to learn the number names in order up to 20. Say the rhyme through together, and do the actions. Repeat this over time so that your child becomes familiar with the words and actions.

When your child knows the rhyme well, encourage them to teach it to someone else. Challenge your child to say the counting numbers from one to 20.

## Animal add

- Count the first set of animals.
- Count the second set of animals.
- Count all the animals.
- Say an addition sentence.



### Dear Helper

This activity helps your child to add by counting all. Begin by talking about the first picture. Ask: *How many kittens are there? And how many cats? Let's count them all to find how many altogether?* Then say an addition sentence together: *two add one is three*. Repeat this for the other animal sets.

Challenge your child to draw their own sets of animals and to say addition sentences for these.

# Help sheet for Recognising numerals

## You will need

– ‘Numeral cards 0–9’ (page 114).



Work with a group of three children at a table. Shuffle 1–9 numeral cards from the set and give each child a card, at random. Ask them to show the other children their cards and to read the number. Repeat this until all the cards have been given out. Now ask the children to take turns to find the cards in counting order, starting with one, and to place the cards out in a line. Say, for example: *Which card do we need first? Yes, one. Now which card do we need to put down? Who has that?*

Shuffle the cards again, and repeat the activity, so that each child has the opportunity over time to read several numerals.

Ask probing questions as the children work, such as:

- *Tell me how you know this number is a three and this a five.*
- *I'm thinking of a number with a straight line across the top. Which number could it be? Which numbers could it not be? Why not?*

Record the children's achievements. It would be helpful to record which children recognise the numerals with ease and which children had difficulties and what those difficulties were, including any confusions between two numerals.

Child's name	Demonstrated confidence	Had difficulties