

**Learning objective**

**(YR)** Estimate a number in the range that can be counted reliably, then check by counting.

**You will need**

Number fans; collections of interesting objects; a cloth.

## 21 Number spotter

**What to do**

- Place a set of up to six objects, such as shells, on the floor.
- Give the group a few seconds to look at the set of objects and then cover it up with the cloth.
- Ask the children to show how many objects they think are in the set by holding up the corresponding number on their number fan.
- Choose a child to count the objects.
- Repeat using different sets of objects.

**Target questions**

- What did you do to make sure you counted every shell?
- Do you think there are more or less than five shells?

**Learning objective**

**(Y1)** Count reliably at least 20 objects.

**You will need**

An outdoor area; a small plastic tray per child.

## 22 Outdoor counting

**What to do**

- Give each child a plastic tray. Call out a number. Tell the class that they have one minute to go and collect that many objects in their tray.
- Instruct the children to swap trays with a partner and count the objects in their partner's tray to check the accuracy of their counting.
- Discuss ways of organising counting to make it easier to count accurately (such as arranging the objects in a line).

**Target questions**

- How can you be sure that you have counted all the leaves?
- Can you check a different way?

**Learning objective**

**(Y1)** Know what each digit in a two-digit number represents.

**You will need**

A set of number cards (selected according to the ability of your class).

## 23 Number swap shop

**What to do**

- Organise the class so that they are standing in a circle with one child in the middle. Give each of the children in the circle a number card and ask them to place it on the floor in front of them, face-up.
- Give an instruction to the child in the middle, such as: *Swap places with number 75/a number which has two tens.* And so on.
- From time to time give an instruction for the whole group to follow, such as: *All the numbers with three tens swap places.*
- Make the activity competitive by having two children in the middle. The two children have to race to be the first to locate the number.

**Target questions**

- What does the 2 in 32 stand for?
- How many tens and ones are there in this number?