

# Recognising numerals

**Key objective**  
Recognise numerals  
1 to 9.

**What you need**  
1 to 9 numeral cards from  
'Numeral cards 0-9'  
(page 114)  
● copies of 'Help sheet for  
Recognising numerals'  
(page 111) for adult  
Helpers  
● large teaching numeral  
cards for 1 to 9.

**Further support**  
● Where children do not yet  
recognise all of the  
numerals from one to nine,  
begin with the numeral  
cards for one to five and  
use the above activity for  
these numerals.  
● Over time, this can be  
repeated, extending the  
range of numerals to check  
which numerals children  
recognise.

## Oral and mental starter

Ask the children to sit in a circle. Begin by saying the counting numbers from one to nine forwards, then back again to one. Now ask the children to count around the circle, each child saying the next number. If a child falters, say the number to maintain the pace.

## Main assessment activity

This activity is suitable for groups of three children working with an adult. Provide the adult with a copy of 'Help sheet for Recognising numerals'.

Shuffle a set of 1-9 numeral cards 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 is 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?*

## Plenary

Ask the children to sit in front of you. Show them the large numeral cards and shuffle these. Now show the children each card in turn and ask: *Which number is this?* Give the numeral card to the child who answers correctly. When all the cards have been handed out, ask the children with the cards to stand at the front, in any order, holding out their card for the others to see. Now invite the children to help to order the children into number order. When this is done, say, for example: *Yasmin, change places with the person who is holding the number...* This will give further opportunities for assessing children's abilities to recognise the numerals 1 to 9.

Possible difficulty	Next step
Does not differentiate between numerals with similar appearance, such as three and five; six and nine, etc.	Provide further experience of recognising numerals, including opportunities to trace around textured numeral templates. Discuss the features of the numerals and compare those that are confusing so that the child begins to recognise the differences.

# 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