

Answers

- 1. 8
- 2. 8
- 3. 4
- 4. 6
- 5. 9
- 6. 5
- 7. 7
- 8. 6
- 9. 8
- 10. 5
- 11. 9
- 12. 7

Starter activity 9

Resources
A number track 1–10 (from photocopiable page 72) for each child.

Objective
Put the larger number first and count on in ones.

Strategies
● Remind the children that when adding, it is easier to count on from the larger number. Ask: *Which is the larger number, 4 or 2?* The children put a finger on 4 and count on 2. Say together: '4 add 2 equals 6.'

Number track addition

Each time, ask which is the larger number. Encourage the children to put a finger on this number and count on from it with the other hand. They should raise a hand to give the answer.

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| 1. 3 and 5 | 7. 5 and 2 |
| 2. 6 and 2 | 8. 5 and 1 |
| 3. 1 and 3 | 9. 2 and 6 |
| 4. 2 and 4 | 10. 2 and 3 |
| 5. 3 and 6 | 11. 5 and 4 |
| 6. 4 and 1 | 12. 4 and 3 |



Starter activity 10

Resources
Six cubes or other counting items per child.

Objective
Count reliably at least 10 objects.

Strategies
● Ask the children to count six cubes. Count together. Ask them to put the cubes in a straight line. *How many do you have?* Ask them to count from the other end. *How many do you have now?*
● Ask the children to put their cubes in different positions and places. Help them to see that the number stays the same.

Counting cubes

Ask the children to do the following and count the cubes each time.

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| 1. spread out the cubes on their table | 6. hide them under their hands, then close their eyes |
| 2. make a tower | 7. walk round the room and count them when they get back |
| 3. make a snake | 8. jump up and down four times, then count them again |
| 4. hide them under their hands | |
| 5. put them in a circle | |