

that the stall-holder knows how many flowers there are. They can paint or draw numbers for labels or make play dough number outlines. Leave the laminated numbers on the table to help the children remember the shapes of the numbers. As the children complete a number they should put it next to the correct vase, counting the flowers again. Give them time to enjoy smelling the painted flowers and numbers.

Support and extension

- Help younger children count up to five flowers and make marks on paper or paint pictures to represent numbers.
- Challenge older children to make play dough numbers and use these to create their own number line.

Further activities

- Provide a set of 1 to 9 numerals and a variety of materials for the children to manipulate to make their own numerals. These might include assorted pipe cleaners, plastic modelling material or clay. Remind the children to take care when using the sharp points of pipe cleaners.
- Make sure the children wash their hands

and you have a hygienic food preparation area. Make up a bread mix and give each child a piece of dough. Encourage them to choose a number that is significant to them (for example, their age) and mould the dough into that number shape. When the bread is cooking ask the children if they can smell it. When it is cool, enjoy the smell, texture and taste of the bread.

Play link

Encourage the children to participate in role play, using the flowers they made for the market stall. Introduce a till, money, purses and wrapping paper so that they can take on the roles of stall-holder and customers. **(CD)**

Home link

Suggest that parents or carers encourage their children to look for numbers they recognise when out shopping – for example, on a birthday card display or on the till display at the checkout.

Cross-curricular links

Exploration and Investigation

- Show curiosity and interest in the features of objects and living things.

(KUW)

Early Learning Goal

- Investigate objects and materials by using all of their senses as appropriate. **(KUW)**

