Uphill Primary School EYFS Mathematics Plan

TERM 2 Weeks 1 and 2

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| Week 1: Comparing |
| Week 2: Comparing and ordering |

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| **Objectives:**   * Uses the language of more and fewer to compare two sets of objects * Order numbers 1-10 ( ascending and descending) | **Reasoning Opportunities/ Probing Questions**  Here are some numbers…e.g. 7, 8, 10, 11 – which one is missing?  How do you know? | **NRICH links**  [**Robot Monsters**](http://nrich.maths.org/2404) **\* I**  [**Dotty Six**](http://nrich.maths.org/7337) **\* G**  [**All Change**](http://nrich.maths.org/7514) **\* G I** |

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| **Suggested Activities:**  **DAILY COUNTING 0 -10 forwards and backwards** and Number rhymes (ten green bottles, five little ducks, ten fat sausages, five little aliens, five  speckled frogs etc.)  **Week 1:**   * *Which group has more/fewer?* * Use Early Years Maths Pack ‘ comparing numbers’. * Use the count and peg cards, give child two, they count and peg the correct number, then say which is more or fewer. * Challenge question each day on a mini whiteboard. Have two baskets with possible answers( boys/Girls, Jumpers/Cardigans) Each child puts their name in the basket they think is the right answer. *Are there more girls or boys here today? Are there more jumpers or cardigans today? Are there fewer skirts or trousers today?* * True or false? *– There are fewer girls here today. Prove it*. * Have a challenge table with 2 sets of objects. *There are fewer apples than oranges – yes or no? Prove it.* * Use a pan balance to introduce concept of balance as equal, down as more and up as less. Frame questions to include the target language e.g. place 2 cubes on one side and 5 on the other. *Which is more/which is less?* * Children find classroom / seasonal objects to place on one pan. *How many cubes are needed to balance it?* When the pans are not balanced ask the children *do you need to add more or fewer cubes to a side to make it balance?* * Roll a dice, count out that number of counters, roll a second number, count out counters. Which is more? * Use dice on SMART board, roll two dice, which is more? Use counters to prove. * Prepare a die with two colours and provide counters of same colour. Children roll the die to fill the ten frame. When filled which colour has fewer counters? Which has more? * Play ‘Grab and Count’ – children grab some counters with one hand. Count their counters (onto a tens frame?)and compare with a friend. Who has more? * Use Early Years Maths Pack ‘Domino Ordering’ children count the spots and order dominoes smallest to largest.   **Week 2**   * Give out 2 numicon pieces, count marbles on to top to find out what piece represents (if needed)Label the piece with a number card. Q. Which is biggest number? Which is smallest number? * Use Early Years Maths Pack ‘ Ordering’ children order numerals smallest to largest. * Give 3 children a numicon piece each, can rest of class order them smallest to largest? Provide counters to support. * Give 3 children numeral cards (1-10) can rest of class order them smallest to largest? Provide counters to support. * Give out 3 or 4 numicon pieces to individual children, challenge children to order them smallest to largest. Use counters to support. (Challenge use numeral cards) * Use magnetic numbers to fill the gaps          * ‘Peg the number’ – use pegs to fill the gap on the numberline: * Use the count and peg cards, give child three or four, they count and peg the correct number, then order the cards smallest to largest * Put correct number of loom bands onto lolly sticks, then order them smallest to largest. |