

Phase 1

Numerals

Progress will be evident when learners can;

- read numeral sequences (to at least 10)
- sequence numerals (to at least 10)
- identify numerals (to at least 10)
- recognise numerals (to at least 10)
- work out the missing numeral on a numeral track (to at least 10)

Online Activities



Postie Sorting



T-Shirt Ordering



Caterpillar Ordering



SAS Number Sort



Whack a mole!

Considerations

- When pointing and saying numeral sequences children might initially have difficulty coordinating each point with saying the corresponding number word. In such cases the teacher should model the activity slowly for the child.
- When sequencing numerals children are likely to encounter significantly more difficulty when there are more cards, for example, ordering 1-3, is much easier than ordering 1-5.
- Observe how children put the cards in order. Some might order from top to bottom or bottom to top rather than left to right. Some might have a preference for ordering right to left.
- It is important to provide sufficient time for the child to think hard.
- In the case of sequences that do not start from 1 (for example 6-10), some children might initially appear to be confused because they expect to see the numeral 1.

Activities to develop number knowledge

Numeral Sequences forwards

Place out a numeral sequence. Here are some numbers. Watch me as I count them. Point to each numeral in turn, while counting. Now say the numbers with me. Now you do it yourself.

Numeral Sequences forwards & backwards

Place out a numeral sequence. Here are some numbers. Watch me as I count them forwards and backwards. Point to each numeral in turn, while counting forwards and then backwards. Now say the numbers with me. Now you do it yourself.

Sequencing Numerals

Place out a sequence of cards (e.g. 1-3) randomly. Put these cards in order from one. ..Now say the numbers as you point to them.

Numeral Recognition

Place out a range of cards, randomly arranged. Point to x, point to y

Numeral Identification

Place out a range of cards, randomly arranged. Point to x, what is this? Point to y, what is this?

Numeral Tracks

Place out the numeral track, with numerals uncovered. Point to each numeral in turn while counting forwards and then backwards. Cover the numerals numeral track and repeat previous activity. Uncovering the lids AFTER saying each number. Place out the numeral track with numerals covered. Uncover a numeral. What number is this? Leave that numeral uncovered. Point to another lid. So what numeral is under here? . . . Would you like to check?

Numbers on the line

Place a set of numeral cards from 0-10 face down on the floor. Ask a child to take a card and peg it on the line. Ask a child to take the next card and place it appropriately on the line. Continue until all cards are placed on the line.

Can You See Me?

Display a collection of large numeral cards. After the children have had a chance to look at the cards, place them face down in a pile. The teacher selects one of the cards and screens the numeral before gradually revealing part of it and asking; What number could this be? After several responses, the teacher displays a little more until the entire numeral is revealed.

