

Session Planner & Recording

Week 2: Playing with Numbers

Group _____

Date _____ Time _____

Session Staff _____

Intended Outcomes and Benefits of Sessions

- Parents/carers feel welcomed into the school and continue to get to know each other and staff in an informal setting.
- Parents/carers understand the Early Level Maths Curriculum.
- Children show their parents some ways they are taught numbers and have fun together learning through number based activities.
- Parents/carers are given a 'top tip' to try at home.

Curriculum for Excellence Links

- I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.
MNU 0-01
- I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.
MNU 0-02a
- I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.
MNU 0-03a

What does this mean for parents/carers, e.g. how does this relate to the classroom?

In Early Level Maths (usually P1 to October in P2), children will read and write number words (e.g. one/three) and numerals (e.g. 1, 3) and understand their value by learning to count (e.g. in 10s), usually up to 20. They will learn to put numbers in the correct order (sequencing) and share items into a given number of groups (ordering). Towards the end of Early Level they should be adding and subtracting sets of numbers to 20.

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Week 2: Playing with Numbers continued

Time (mins)	Method
0 – 10	<p>1. Welcome, tea/coffee, outline session, did you try last week's top tip? Looking for pattern around you, matching socks by pattern. Sign in sheet.</p> <p>Resources: tea, coffee, flipchart</p> <p>Handout: N1.1</p>
10 – 25	<p>2. True/False Numeracy Quiz (N2.1). Do in teams or individually. Use Handout N2.2 to summarise.</p> <p>Handout: Numeracy Quiz N2.1, Curriculum Summary Handout N2</p>
25 – 35	<p>3. FLO/staff collect children, parents fill in photo consent form and move to bigger room if needed.</p> <p>Handout: Photo consent form</p>
35 – 45	<p>4. Fun icebreaker – in a circle, give each parent/child one of a selection of number cards which are in the wrong order. Ask everyone to arrange themselves in a line in the correct order. Can then swap numbers or arrange themselves odd/even or in descending order.</p> <p>Handout: Number flashcards N2.3</p>
45 – 70	<p>5. Two Stations – separate into one or two groups depending on numbers.</p> <p>a) Numbers in Class – use playdough and mats to form numbers, using handout N2.4.</p> <p>b) Numbers at Home – using magazines, newspapers, flyers and supermarket brochures, cut out numbers you see from 1-10 and glue on coloured paper. Say the numbers together, point and say them in order 1-10 and 10-1.</p> <p>Resources: magazines, supermarket flyers, scissors, coloured paper, glue</p> <p>Handout: Number Mats N2.4</p>
70 – 80	<p>6. Give out Tip Sheet N1.6 and Education Scotland Handout N2.5.</p> <p>Week Two Tip: Count together as much as you can, e.g. count the stairs or count how many yellow cars you see. Throw a ball or rolled up pair of socks to each other, counting as you go. Try different ways of counting, e.g. 10,9,8,7...</p> <p>Handout: Top Tip Sheet N1.6, Education Scotland N2.5</p>
80	<p>7. Return children to class.</p>

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Session Recording

Participant Count: Adults _____ Children _____ **Total** _____

Outcomes

What were your thoughts on the session?

Were the intended outcomes achieved?

Was the session delivered according to the session planner? If not, what changed?

Evaluation

What participant impact statements did you receive?

What other evaluation methods did you use and where is this stored?

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Actions

Were there any problems / incidents / issues that require further action?

Is there any preparation required for the next session?

Progression

Did you signpost or refer any families to other services?

Are you aware of any other participant progression, e.g. college, volunteering, employment?