

I notice and can talk about numbers that are around me and are special to me

Success criteria and assessment prompts

- I am aware of and am starting to talk about numbers in the environment
 - *I wonder where you could find some numbers around us.*
- I have noticed that some things are labelled with numbers
 - *Where could you find the number? Why do you think it is there?*
- I am beginning to recognise numbers which have personal meaning
 - *Sophie says her special number is four. Why do you think four is special to her? Has anyone else got a special number?*
- I sometimes talk about larger numbers in context
 - *Who knows a really big number and where you can find one?*

Curriculum for Excellence outcomes

*I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a***

! Stop and think!

Talk aloud about numbers both indoors and outdoors so that children follow your lead.

Key development, learning and provision

- Children will have been noticing numbers all around them both at home and in the Early Years establishment. As yet, they are unlikely to be able to give the number any meaning beyond a simple label.
- Children like to talk about numbers which mean something to them, for example, their age, the number of their house, the number of the bus they catch, etc. This is an early counting skill, a stage children need to go through before they start thinking about numbers as quantities.
- At this stage they are simply talking about numbers, using them to label something, with no obvious link to quantity value.
- Early Years establishments should be number-rich environments, with photographs, posters, pictures and objects such as telephones, TV remote controls, birthday cards, etc. displayed throughout.
- Children should be playing with objects which have numbers on them to see the relevance of number in their play, for example, a microwave oven, clocks, open and closing times, real numbers.
- Parents and carers can support this stage of development by sharing the numbers they use in everyday life, for example:
 - shopping: numbers on egg cartons, multipacks of crisps and snacks, chocolate bars, etc.
 - at home: the TV remote control, clock, calendar, oven, computer, calculator, phone, etc.
 - driving: speed restrictions, distance and other signs.



Resource bank

Resource Sheet (RS) 1, 88, Teaching Tools 1

Language

number

one, two, three, ...

Play opportunities

Adult involved

Poster letter

RS1, envelope, digital camera, printer, poster-making materials

In advance, sign the letter on RS1 as from a celebrity/character children will know and put it in an envelope. Then make a big deal of opening the envelope, extracting the letter and reading it out. Show children the signature and pin it up for everyone to see. Involve children in searching out written or printed numbers, both in the setting and outside. Children can draw or photograph numbers, and make a big poster as requested in the letter. Scribe children's words explaining the images they choose.

Making birthday cards

glitter or sequins, glue, card, felt-tipped pens

When someone has a birthday, make large blank cards cut out in the shape of the relevant number. Children decorate these. Present these to the birthday person in a special ceremony – if the makers are prepared to give up ownership. You can also provide old birthday cards for children to cut up and recycle.

Invisible ink

white paper, baking soda, purple grape juice, paintbrushes

Paint large numbers, one per sheet of white paper, using invisible ink made from equal parts water and baking soda. When it is dry, children reveal the numbers by painting over the paper with purple grape juice.

That number is curved. I wonder if it's a 6 or a 3. • You are nearly six, aren't you?

Hunt the number

wooden or plastic numbers, template of same numbers in order

Hide numbers around the outside area, but not too well. Children hunt for them and return them to you. Put the numbers they find on the template as a check of what is still missing. *Look! We have the 1 and 2 and 3. But we still need the 4.*



Child initiated

Sand tray numbers

wooden numbers

Bury wooden numbers in the sand tray for children to find. *I wonder what that is sticking out of the sand. • That has a sharp corner. It can't be the zero.*

Car number plates

digital camera, printer, card, paint, marker pens, toy vehicles

Go into the car park and photograph car number plates. Display the photographs alongside materials for children to make their own number plates. Help them attach the plates to the nursery pedal car or display them alongside the photos. Make smaller plates for the toy fire engine or ambulance.

Calculators and mobile phones

calculators and/or mobile phones

Provide calculators with large keys for children to explore. Give them an old mobile phone for the same purpose. *Would you like me to read out the number you've made?*

Magnetic number board

magnetic numbers or wooden/plastic numbers backed with Velcro®, metal or felt board

Provide chunky numbers for children to move around on a board. Occasionally do something yourself with these to attract children's attention, for example, put them in order but make one mistake, make a pattern with them, arrange them all upside down, etc.

Number painting

paint or chalk, squeeze water bottles, decorator's brush, bucket of water

Use paint or chalk to make big numbers on the wall or ground outside. Children can trace over these with water or copy them, or try to obliterate them.

Squishy numbers

wooden numbers, dough, rolling pins

Children choose a favourite number to press into rolled-out dough.

Everyday opportunities

- Let children see you using a calendar to find a date, or a clock to find the time. Involve them in looking for, or reading, the relevant number.
- When children show you their new shoes, talk about shoe sizes, and encourage children to look for numbers on their own shoes or clothes.

Home learning ideas

- Children take home a sheet of paper showing the number that matches their age. Use large outline numbers. If they wish, children colour it, decorate it with glitter, cut it out, copy it, find other examples of that number. Emphasise this is all optional.
- Tell parents about the letter in RS1 and invite them to be involved, helping their child collect examples of written numbers for the poster.

Possible next steps

- Any of the Early Understanding cards could be possible next steps. Choose a route through the cards appropriate to your children. Mix and match activities from more than one card.