

Unit 1: Continuous Provision Enhancements

(Where possible, an adult should be interacting with children in provision.)

Number Formation Station

Go through the formation rhyme for the numeral one. Provide children with writing template for one along with a variety of writing implements and surfaces such as table, easel, flat wall and floor. Children to practise writing the numeral one focusing on the start point and direction of the line to create the number.

Adult prompt(s): *Where do you put your pencil to start? Which way do you move your pencil? Can you say the rhyme?*

Number Land (from session 2 onwards)

Add items to the existing plot for Number 1. Children have to justify their reasoning for inclusion.

Adult prompt(s): *Why would you like to put that in the garden for Number 1? How does this show one? What is the same about ... and the objects Number 1 already has in the garden? What is different about ... and the objects Number 1 already has in the garden? How do you know it is one? (prompt to use the stem sentence: **one is on its own**).*

My Book of Numbers (session 5 only)

Following session 5, children to complete their own pictorial representations of the number of the week.

Adult prompt(s): *How have you shown number 1? Tell me the different ways. How does this show one? (prompt to use the stem sentence: **one is on its own**). What is the same about these pictures? What is different about these pictures?*

Who's Coming to Dinner? (Role Play/Messy Kitchen)

Number 1 is coming for dinner. What should they have to eat? Children to make a meal suitable for Number 1.

Adult prompt(s): *What are you going to give Number 1 for dinner? Why? Show me one carrot / chip / apple / cake etc. Could they have two pieces of pizza? Why? (prompt to apply the stem sentence: **one is on its own or the slice of pizza is not on its own**).*

Action Station (Indoor/Outdoor)

Choose an action card. Perform one of the given action. Repeat with another action card.

This follows on from the modelling in session 1.

Adult prompt(s):

How do you know when you have done one step / hop / clap etc? Did I do one ...? How do you know?

Buried Treasure (Indoor/Outdoor)

Using the treasure map (see template), children have to find the five individual items that are buried amongst others in the dry sand tray (one bead, one cotton reel, one fish, one pine cone etc).

Adult prompt(s):

*Where will you put the treasure you find? If you find another ... will you still have one? Why not? (prompt to apply the stem sentence: **one is on its own or the ... is not on its own**). How many beads have you got?*