

## Reception Autumn 1

**Unit 1:** Number 1

**Session 1:** Counting and Number Recognition of 1

### Session Objectives:

Recognise and form the numeral 1

Use one to one correspondence to identify 1 (item, picture, sound, action)

### Key Skills Practice (Whole Class)

Focus: Introducing Numberland

Explain to the children that every week we are going to be visiting a place called Numberland where the numbers live. Each number has their own house and garden, and we are going to help them to build these.

Each number lives in its own house which has a garden around it. Everything about the house and garden reflects the number that lives there.

- *What numbers do we know?*
- *What number do we start counting with?*
- *Whose house shall we look at first?*

### Guided Learning (Small Group Task)

Show the number 1.

Repeat together: **This is number 1.**

Model how to draw the numeral in the air using the number formation rhyme and ask children to copy, joining in with the rhyme at the same time. Repeat several times.

Using the box of random countable items, ask children to get one item.

- *What have you got?*

Ask children to respond one at a time, e.g. I have one car; I have one crayon; I have one pompom.

Practise touch counting to begin to develop one to one correspondence. Model the act of touching the item and saying **one** at the same time. Children to repeat individually then as a group.

**Scaffold:** If any child is having difficulty, gently take their wrist to model the touch and word being at the same time before letting them try again independently.

- *What is different about each child's group?*
- *What is the same about each child's group?*

You may wish to be more specific with these questions, i.e. what is different/the same about Kim's group and Tom's group?

Look for children who can identify that the object is different in each group, but the amount is the same.

Repeat together: **Each group has one object.**

Explain that when a group has one object, then each object is on its own in the group.

Ask children to put their object back and get one different object.

Again, ask children to respond one at a time, e.g. I have one car; I have one crayon; I have one pompom. Practise touch counting by touching the item and saying **one** at the same time. Children to repeat individually then as a group.

Choose an object that one of the children has and get two of those from the box (i.e. Ben has one car, so get two cars).

- *Do I have one ...?*
- *Why not?*

Ask for children's suggestions and agree that you do not have one ... because it is not on its own.

**Extension:** *How could I make my group have one ...?*

This is not about suggesting subtraction, but rather children understanding that they need to remove all other items to leave one object on its own.

Show children action cards. Choose one card, for example, clap.

- *Can you do one clap?*

Look for children who can carry out one action (this is a different skill to counting an item). Repeat with other actions.

*Leave resources in continuous provision as the 'Action Station'.*

Explain to the children that you are going to clap. If you do one clap, they should give you a thumbs up. If you don't do one clap, they should give you a thumbs down.

After each, ask:

- *Was that one ...?* Before children give thumbs up or down.

Repeat with other actions or sounds.

### **Language Development**

I have one ...

This is one.

This is not one.

One is on its own.

This is one because it is on its own.

### **Assessment Opportunities (What to Look For in the Group Session and Continuous Provision)**

Children who can:

- identify when a group has one object
- touch count one using one to one correspondence
- identify one action
- identify one sound

### **Resources**

Random countable items

Numberland blank house

Numberland circular garden

Action cards

Percussion instruments