

Reception Autumn 1

Unit 1: Number 1

Session 2: Counting and Number Recognition of 1

Session Objectives:

Identify 1 using different representations

Select the numeral that represents a set of objects

Key Skills Practice (Whole Class)

Focus: Revisiting Numberland

Remind 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. Explain that today we will be making a place for number 1 to live.

Guided Learning (Small Group Task)

Put out a selection of five number and letter cards.

- Which of these shows number 1?

Ask children to decide together.

Introduce the character Number 1 who needs a place to live. Remind the children that everything about their house and garden should be about the number 1.



Have plots of land ready in the shapes of circle, semi-circle and triangle.

- Which of these gardens should we use for Number 1's garden? Why?

Ask for children's suggestions. Tell the children that this shape is called a **circle** and agree that the circle is the best garden as it has one side. Run your finger around one side so that they can see the one continuous side saying the number one.

Scaffold: Where needed, let children also run their finger around the garden or a smaller circle.

Show the blank house.

- How many counters do we need to put on Number 1's house so that we know who lives there?

- Where should we put it?

Ask for children's suggestions. Agree that we need one counter and place wherever is suggested (although to support early subitising, placing in the centre of the front of the house would mimic the placement on a dice).

Have towers of 1, 2 and 3 linking cubes ready (use different coloured cubes within each tower so that they can see the cube is not one in the towers for 2 and 3).

- Number 1 also needs to have a tower in their garden. Which of these towers should we use? Why?

Ask for children's suggestions and agree that we need the tower with one cube – the cube that is on its own.

- Number 1 would like a numeral in their garden. Which numeral should we put in?

Show number and letter cards from earlier in the session to identify the number 1 again and place in the garden.

- Number 1 would like a flower bed in their garden. How can we show 1 using the flower bed? Use the ten frame and flowers to make a flower bed.

- What other things can we have in our garden?

Choose an item to put in the garden and model the reasoning language, e.g. I want to put in one lolly stick because it is one on its own.

Ask children to look around the classroom to identify an object that they think could go in Number 1's garden.

- *What do you want to put in the garden for Number 1? Why?*

Ensure that children are reasoning about their choice. Encourage them to use the sentence stem:

I want to put in one ... because it is one on its own.

Repeat if time allows.

Extension: *Tom says that one person can't go in the garden because they have two arms. Do you think Tom is right? Why?*

Language Development

I have one ...

This is one.

One is on its own.

This is one because it is on its own.

I want to put in one ... because it is one 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
- explain that one is an item on its own

Resources

Number and letter cards

Number 1 character

Circular garden

Semi-circular garden

Triangular garden

House

Counter

Blu-tack

Ten frame flower beds

Flowers

Towers of 1, 2 and 3 linking cubes

Other objects from within the classroom and outdoor environments for children to collect