

Reception Autumn 1

Unit 1: Number 1

Session 3: Subitising and Number Recognition of 1

Session Objectives:

Identify 1 and not 1 using different representations

Subitise a group of 1

Key Skills Practice (Whole Class)

Focus: Rote count to 5

Explain to the children that the road leading to Numberland is called Number Lane. Sit the children in a circle/horseshoe and set out the number track for Number Lane in the centre of the circle, placing numerals in order. (The numerals on each step are incidental and are not for teaching number recognition of numbers other than one at this stage. They are for helping children make a connection between each number word being represented by a different symbol).

- *Where do you think Number Lane starts?*
- *What is the first number in Number Lane?*

Ask for children's suggestions, identifying that 1 is the first number in Number Lane so this is the first step. Ask a child to come out to the start of Number Lane (in front of the number 1) and move along the numbers. The children should rote count to 5 as each number is stepped on.

Scaffold: Select a child who needs additional work on the synchronisation of one-to-one correspondence.

Repeat with additional children.

Guided Learning (Small Group Task)

- *Today we are going to see if we can recognise one without counting it.*
- *Can you show me one finger?*

Look at the children's representations and look at similarities and differences. Have some children shown the index finger, others the middle or ring finger?

- *Have we all shown one finger? How do we know?*

Encourage children to explain that one is on its own – one finger is up and the rest are down.

Explain that now you are going to show some fingers and the children have to give you a thumbs up if you show one finger and a thumbs down if you don't show one finger. Reveal a different number of fingers each time from either behind your back or a book/piece of paper. Make sure to include no fingers and show one using different fingers.

- *Now we are going to show some objects in different ways. You have to show a thumbs up if there is one object and a thumbs down if there is not.*

Show the Subitising One PowerPoint. Each slide has a number of objects on. The Subitising One Notes document will help you in knowing what images are coming each time. The object will disappear after two seconds. You could use the following questions to prompt thinking:

- *Does it matter that the object is green and not purple? Is it still one?*
- *Does it matter that the object is smaller? Is it still one?*
- *Does it matter that the object is bigger? Is it still one?*
- *Does it matter that the object is in a different place? Is it still one?*
- *Does it matter that the object is upside down? Is it still one?*

Slides 15, 18 and 20 show one cookie, one bag of crisps and one cow respectively. Children may not see one due to the representation (chocolate chips, crisps on the packet, legs on the cow) so this may need to be discussed.

The final two slides show four sets of objects on coloured backgrounds.

- Which of the coloured groups show one? How do you know?

Encourage children to use the sentence stem **The ... shows one because it is one on its own.**

Extension: For pages 18 and 20 of the PowerPoint: *Why people might think this is another number? What number might they think it could be? Why?*

Language Development

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
- explain that one is an item on its own

Resources

Number Lane cards

Subitising One PowerPoint