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| **KS1 Easter Maths: Count using eggs** | | | |
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| Linking words and numbers | | | |
| **Subject(s):** Mathematics  **Approx. time:** 40 – 60 minutes |  | | **Key words / Topics:**   * Counting * Figures * Numbers * Words |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | | |
| **Suggested Learning Outcomes** |  | |  |
| * To know how numbers are represented by words. * To be able to count forwards and backwards in numbers and multiples up to 100. | | | |
| **Introduction** |  | |  |
| This is one of a set of resources developed to support the teaching of the primary national curriculum. They are designed to support the delivery of key topics within Mathematics and Design & Technology. This resource is aimed at learners in reception or early Key Stage 1 and focuses on developing knowledge of the words used to represent numbers. | | | |
| **Purpose of this activity**  In this activity learners will cut out eggs with numbers in words and shells with numbers in figures, then link the two ways of representing numbers. Learners will also have the opportunity to count and carry out some simple sums using the cut outs.  This activity could be used as a main lesson activity, to teach learners about numbers and counting. | | | |
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| **Activity** |  | | **Teacher notes** |
| **Introduction (5-10 minutes)**  Teacher to explain that learners are going to cut out some eggs and shells and use these to learn about numbers.  **Cutting out the eggs (20-40 minutes)**  Teacher to demonstrate the safe use of scissors, then hand out scissors and worksheets needed for the task to learners.  Learners to cut out the eggs and shells. If time permits, learners could decorate the eggs and shells. Learners match the numbers and figures on the eggs and shells, putting them in the correct sequence.  **Review (5-10 minutes)**  Peer review – learners check the sequence of a peer, providing corrections where needed. |  | | Print the activity sheet onto thin card. This could be for numbers 1-10 or 1-100, depending upon the capabilities of the learners.  The activity sheets could be laminated to facilitate reuse of the cards, although this limits opportunities for decoration.  Learners should match the eggs and shells and put them in the correct sequence, either forwards or backwards. They could also use these to count forwards or backwards in multiples.  If time permits, they could also use the eggs as number cards to carry out some sums. Cards with mathematical symbols are included at the end of the handout. These should be cut around the dotted line. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Learners sequence only the numbers 1-10. * Provide learners with pre-cut parts from the handout sheet. * Add dots to the lower values, to give a visual representation of the number. |  | | * Learners sequence the numbers 1-100, counting both forward and backwards in multiples * Learners add their own designs to the eggs and shells. * Learners could use the eggs as number cards to carry out simple sums. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Handouts printed on this card * Scissors * Implements for colouring (crayons, pencils, felt tips) |  | | icon-ppt Teacher presentation – KS1 Easter Maths: Count using eggs  icon-pdf KS1 Easter Maths: Count using eggs activity handout sheet |
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| **Additional websites** |  | |  |
| * **BBC Bitesize** – Counting back: <https://www.bbc.co.uk/bitesize/clips/zdxpvcw> * **YouTube** – Ten green bottles: <https://www.youtube.com/watch?v=T0ooQv7oHvw> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Show the video: **BBC Bitesize** – Counting back: <https://www.bbc.co.uk/bitesize/clips/zdxpvcw> * Sing a counting down song as a class (such as 10 green bottles using the link in the additional websites). | | **Extension** (Options)   * Learners sequence the numbers 1-100, counting both forward and backwards in multiples * Learners add their own designs to the eggs and shells. * Learners could use the eggs as number cards to carry out simple sums.   **Plenary**   * Peer review – learners check the sequence of a peer, providing corrections where needed. | |

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| **The Engineering Context** film |
| An understanding of numbers is vital for engineers who need to solve lots of interesting problems. For example, they need to know the sizes to make products and communicate these to other people. Electronic engineers use countdown timers to let motorists know when a traffic light will change from red to green, so that the motorists can drive off safely. |

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| **Curriculum links** | |
| **England: National Curriculum**  KS1 Maths   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. | **Northern Ireland Curriculum**  KS1 – Mathematics and Numeracy  Number:   * count, read, write and order whole numbers, initially to 10, progressing to at least 1000. |
| **Scotland: Curriculum for Excellence**  Numeracy and Mathematics  Number and number processes:   * MNU 0-02a * MNU 0-03a | **Wales: National Curriculum**  Mathematical Development  Use number facts and relationships:   * recite numbers up to 100, forwards and backwards and from different starting points. * count in 2s, 10s and 5s to 100. |
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| **Assessment opportunities** |
| * Informal teacher assessment of the number sequencing and counting. |