

**Collect 5**

CAPS

*Level 1 Blank Class 1 – 5 number track, class 1,2 spinner, large counters*

**Whole class:**

- Spin the spinner. Ask children to say many counters to take, 1 or 2?
- Start to fill the number track – eg if 2 is spun, cover squares 1 and 2 on the track.
- Spin again. Ask children how many counters to take.
- Before adding counters to the track, can children say how many counters will be on the track altogether?
- Play until all five squares are covered.

**Pairs:**

- Children play the game in pairs on their individual blank tracks.

**What to look for:**

- Children can **say** the number of counters on the track.
- Children can **show** a correct ‘quantity’ on their fingers (without counting in ones) that matches a number of counters.
- Children can **say** what is 1 or 2 more than a given number in the 1-5 range.

TERM 1

(Identify symbols is TERM 2)

*Level 2 Two blank class 1 – 5 number track, class 1,2 spinner, large counters*

**Whole class:**

- Split the class into two teams. Each team has one number track.
- Spin the spinner. Ask children to say many counters to take, 1 or 2?
- Start to fill the number track – eg if 2 is spun, cover 1 and 2 on the track.
- Spin again. Ask children how many counters to take.
- Before adding counters to the track, ask how many counters will there be in total?
- Play until all five numbers are covered.

**Pairs:**

- Children play the game in pairs on their individual blank tracks.

**What to look for:**

- Children **say** the number of counters on the track.
- Children can **show** a correct ‘quantity’ on their fingers (without counting in ones) that matches a number of counters.
- Children can **say** what is 1 or 2 more than a given number in the 1-5 range.

TERM 1

(Identify symbols is TERM 2)