

Two pots

CAPS

TERM 1

<p>L1 <i>Two pots; 3 counters; 0-3 digit cards</i></p> <p>Whole class:</p> <ul style="list-style-type: none"> Drop 3 counters, one by one, into one bowl. Ask children to keep track of the number of counters in the pot as they hear them fall inside. Take one counter from one pot and drop in the other pot. Ask children to say, and show, using fingers on two hands, the number in each pot now (2 and 1). Repeat transfer of one counter at a time, with children closing a finger on one hand, opening a finger on the other. Replay this activity on the board using digit cards, or writing digits, in a number bond house diagram. Include '1 more here' and '1 less there' language. 	<p>What to look for:</p> <ul style="list-style-type: none"> Children can say the number sequence as the counters are dropped in. Children can show both quantities on two hands with single opening actions. Encourage children to close a finger on one hand and open a finger on the other with each move rather than starting afresh. Children can record on bond house diagrams 	TERM 1
<p>L2 <i>Two pots; 4 counters; 0-4 digit cards</i></p> <p>Pair play:</p> <ul style="list-style-type: none"> Repeat activity above with 4 counters. Add in selection of the correct digits as labels for the number of counters in each bowl after each transfer action Encourage children to use '1 more here' and '1 less there' language. 	<p>What to look for:</p> <ul style="list-style-type: none"> Children can say the number sequence as the counters are dropped in. Children can show both quantities on two hands with single opening actions. Encourage children to close a finger on one hand and open a finger on the other with each move rather than starting afresh. Children can identify the correct digit cards for the corresponding quantity Children can record on bond house diagrams. 	TERM 1
<p>L3 <i>Two pots; empty bond house diagram; digit cards</i></p> <p>Pair play:</p> <ul style="list-style-type: none"> Give pairs two pots and some empty bond house diagrams. Ask them to imagine working with 5 or 6 or some other number of counters, and to fill in the bond house diagram for their selected number using digit cards. 	<p>What to look for:</p> <ul style="list-style-type: none"> Children can say the number sequence as the counters are dropped in. Children can show the correct digit cards for the corresponding quantity Children can record on bond house diagrams. 	TERM 1