

## Washing Line

CAPS

*Level 1: washing line, 10 pegs, 1-10 digit cards*

**Whole class:**

- Peg 6 – 10 digit cards onto the washing line in order one by one (1-5 already there). Ask children to say the number they see, show this number using their fingers, and draw the number symbol in the air then on a peer's back.
- Repeat activity, from 10 to 6.
- Ask children to predict what number will come next in both activities. Build in language of 'after' and 'before'.

**What to look for:**

- Children can **say** the number symbol they see.
- Children can **show** the correct 'quantity' on their fingers in a single action, rather than with one-by-one opening.
- Children can **record** the number in the air or on their peer's back.
- Children can **say** what comes after or before a given number in the range 1-10.

TERM 2

*Level 2: washing line, 10 pegs, 1-10 digit cards*

**Whole class:**

- Place 10 pegs on the washing line in equal intervals. Peg digit cards 2, 5 and 8 at the right position on the washing line.
- Point to 2 on the washing line, ask children to say and show the number with their fingers. Ask children for the number that is one more than 2 (learners who do not know this as a recalled fact can be told to open one more finger). Ask a learner to find 3 and peg it on the line. Teacher then leads the class to say 'she put 3 after 2'.
- Do the same for 5 and 8 (now 2, 3, 5, 6, 8, 9 should be on the washing line).
- Start again with 2 and ask children to say and show the number with their fingers. Ask children for the number that is one less than 2 (learners who do not know this as a recalled fact can be told to close one finger). Ask a learner to find 1 and peg it on the washing line. Teacher then leads the class to say that 'she put 1 before 2'.
- Do likewise for 5 and 8 (now 1 – 9 should be on the washing line).
- Teacher asks learners to guess which 'special' number has to be placed on the last peg. Ask learners to describe the number using 'after' or 'one more than'.

**What to look for:**

- Children **say** the number symbol they see.
- Children can **show** the correct 'quantity' on their fingers with a single opening action.
- Children can **say** the answer to 1 more/1 less questions in the range 1-10.
- Children can **say** /describe a number as:  
'\_\_ comes before \_\_' or  
'\_\_ comes after \_\_' or  
'\_\_ comes between \_\_ and \_\_'

TERM 2

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- Repeat activity, from 10 to 6.
- Ask children to predict what number will come next in both activities. Build in language of ‘after’ and ‘before’.

**What to look for:**

- Children can **say** the number symbol that they see.
- Children can **show** the correct ‘quantity’ on their fingers in a single action, rather than with one-by-one opening.
- Children can **say** what comes after or before a given number in the range 1-10.

TERM 2

*Level 2: washing line, 10 pegs, 1-10 digit cards*

**Whole class:**

- Place 10 pegs on the washing line in equal intervals. Peg digit cards 2, 5 and 8 at the right position on the washing line.
- Point to 2 on the washing line, ask children to say and show the number with their fingers. Ask children for the number that is one more than 2 (learners who do not know this as a recalled fact can be told to open one more finger). Ask a learner to find 3 and peg it on the line. Teacher then leads the class to say ‘she put 3 after 2’.
- Do the same for 5 and 8 (now 2, 3, 5, 6, 8, 9 should be on the washing line).
- Start again with 2 and ask children to say and show the number with their fingers. Ask children for the number that is one less than 2 (learners who do not know this as a recalled fact can be told to close one finger). Ask a learner to find 1 and peg it on the washing line. Teacher then leads the class to say that ‘she put 1 before 2’.
- Do likewise for 5 and 8 (now 1 – 9 should be on the washing line).
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- Children **say** the number symbol they see.
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- Children can **say** /describe a number as:  
 ‘\_\_ comes before \_\_’ or  
 ‘\_\_ comes after \_\_’.

TERM 2