

Supporting learning

Observe how children respond to numerals in the environment. Ask questions that encourage children to recognise and discuss contexts in which numbers are useful.

- *There is a number 4 next to our sand tray. What does that tell us?*
- *How do we know when it is time to go home? What do we look at to check that it is the right time?*

Model the language and recording of one-to-one correspondence, for example, making a mark for everyone who is present when taking the register.

- *Look at our photos on the register board. How does this help us to know how many children are here today?*
- *This list is going to help us to know who has brought back their letter for our trip. When you give me your letter, we will put a tick next to your name.*

Draw children's attention to instances when you record pictures, tallies or numbers to keep track of a count. Use prompts and questions to encourage children to mark-make in appropriate situations.

- *Put up your hand if you need a lunch today. Mrs Jones needs to know this. What could we do to let her know?*
- *How many skittles did you knock down that time? What could you do to help you remember your score? What will you use?*

Mark-making

Illustrated learning outcomes

- Show awareness of one-to-one correspondence through practical everyday experience (CS Phase 1)
- Appreciate that numbers can identify how many objects are in a set (CS Phase 2)
- Know that the last number in the count gives the total (CS Phase 2)
- Recognise, say and identify numerals 0 to 9 and beyond (NWN Phase 4)
- Count forwards and backwards within the number sequence 1 to 10 (NWN Phase 3)
- Count actions or sounds (CS Phase 3)

Look, listen and note:

- situations in which children use one-to-one correspondence to support counting
- how children demonstrate their understanding that counting can tell us how many objects are in a set
- how children respond to or create numbers as labels
- contexts in which children make marks or use resources to represent numbers
- which numerals children recognise, identify or represent

Resources and suggested activities

- Display equipment and information to show how numbers support and secure everyday routines, such as:
clocks coat pegs calendars
labels for equipment such as bikes
self-registration display
- Provide appropriate resources within the role-play area that children can choose to use:
calculators forms notebooks
money phones telephone book

Model how recording numbers is useful within role-play contexts, for example:

- join in a garage role-play by taking on the role of a customer;
 - read items from a repairs list;
 - ask the mechanic to help you to find and count out some of the items you require;
 - refer to the price list;
 - provide lists, paper and pencils so that children may choose to create their own repair list and bills.
- Provide appropriate and appealing mark-making equipment in every area, for example, pens and paper, whiteboards, flipcharts, notebooks or chalk.
 - Provide children with resources they can draw on to record numbers. Include number tracks, number cards, labels and number stamps.