

## Supporting learning

Where appropriate, take on a suitable role and engage in role-play alongside the children. In role, use comments and prompts to develop awareness of examples of numbers in everyday contexts.

- *I need some stamps, please, one for each of these letters. How much does each stamp cost?*
- *I want to watch my favourite TV programme. Have I got time before dinner? What time is it now?*

Model appropriate language and strategies in role-play where counting forms a useful everyday tool.

- *How many sausages do you want for your dinner? I would like two. I wonder if we have enough... One, two for me and one, two (pointing) for you. We have one left over.*
- *Can you lay the table? There are four of us eating. Here are four forks...one, two, three, four (counting out onto table). Can you get the knives and spoons ready?*

Refer to examples of numerals in the role-play environment and encourage children to use equipment that involves number:

- *My favourite TV programme is on Channel 4. Can you use the remote to change to the right channel?*
- *Jack's phone number is 837465. Can you phone him to check what time he will be home for dinner?*

## Role-play

### Illustrated learning outcomes

- Show an awareness of numbers in their environment (NWN Phase 1)
- Use some number names and number language accurately (NWN Phase 1)
- Appreciate that numbers can identify how many objects are in a set (CS Phase 2)
- Count up to five objects by touching each object and saying one number name for each item (CS Phase 2)
- Know that the last number in the count gives the total (CS Phase 2)
- Recognise, say and identify numerals 1 to 9 (NWN Phase 3)

### Look, listen and note:

- the number language that children use spontaneously
- instances where children choose to count objects to find how many there are in a set and the strategies they use to do this accurately
- the numerals from 1 to 9 that children recognise and refer to in their play

## Resources and suggested activities

- Play equipment for everyday items, such as:
 

cups	cutlery	foodstuff
clothing	bags	magazines
- Everyday equipment that involves numbers, including:
 

clock	calendar	calculator
telephone	timers	remote control
scales	till	money

Interact with the children, in role, to draw out instances where number and counting play an important part in everyday life, such as, when shopping, for example:

- demonstrate how reading a shopping list can help you to remember what you need to buy;
- model how to count out, for example, five apples by moving them one at a time into your basket as you count;
- encourage the assistant to help you to count out other items on your list.
- Provide examples of numbers or lists, as appropriate to the setting, for example, price lists in a shop or a TV guide and house numbers for houses.
- Ensure that children have access to mark-making equipment, including notebooks and a memo board.