

Supporting learning

Observe children's play. Where appropriate, join in with their chosen context to engage them in selecting and counting objects.

- *I can see that it is feeding time. How many animals does the farmer need to feed?*
- *You have lots of cars to fix today. How many people are working in the garage? Do you think that will be enough?*

As children reorganise models during their play, use prompts to encourage them to describe how the set has been distributed.

- *I am going to put the animals into different enclosures. Can you help me decide how to do this?*
- *Can you tell me how many animals you have altogether? How many are in each field? If we put all the animals into one field, how many would there be then?*

Model the use of mathematical language to compare two sets. Ask questions to engage the children in comparison.

- *Do you have more cows or more horses on the farm? How could you check?*
- *I wonder if there are enough spaces in the car park for all of the cars. How could we find out?*
- *How many cups have you put on the table? Are there more saucers or more cups? How do you know?*

Small world

Illustrated learning outcomes

- Show awareness of one-to-one correspondence through practical everyday experience (CS Phase 1)
- Match and compare the numbers of objects in two sets, recognising when the sets contain the same number of objects (CS Phase 3)
- Recognise that the number of objects in a set does not change if they are moved around (CS Phase 4)
- Count reliably any arrangement of up to ten objects (CS Phase 4)
- Partition and recombine small groups of up to 10 objects (CS Phase 4)

Look, listen and note:

- instances where children use one-to-one correspondence to match items, such as when laying a table for a toys' tea-party
- strategies used to count the number of items in a set accurately
- the language children use to compare the numbers of objects in two sets
- situations where children split a set of objects, whether they can describe the arrangement and appreciate that the total remains the same

Resources and suggested activities

- Equipment to represent settings such as:
garages farms zoos
dolls' house vehicles play mats
- Models, including:
model people and animals
dolls toys puppets
- Sets of appropriate items to use within contexts:
cups plates cutlery
play food party hats

Model and encourage children to use the language of one-to-one correspondence in appropriate contexts, for example:

- invite children to choose toys to come to the toys' tea-party;
- model how to use the language of one-to-one correspondence to put out plates – *one plate for teddy, one for rabbit...*
- ask children to lay the table. Use prompts such as: *There are five guests, so are there enough cups? How do you know?*
- Make number cards available so that children can choose to use numbers as labels within small-world play.
- Provide equipment related to known number rhymes and stories so that children may choose to draw on these stories and rhymes in their play.