

## Supporting learning

Work alongside children. Use description and questions to promote the use of number language, comparison and counting.

- *You have made lots of snakes. Which do you think is the longest? How can we check?*
- *Do we have enough raisins to put two on each biscuit? How could we check?*

Suggest and scaffold activities that involve children in looking closely at the shape of numerals and using malleable materials to make their own.

- *Which number cutter will you use to make a biscuit that shows your age? Does this number have straight lines, curved lines or both?*
- *You have made a long roll of plasticine. Show me how we can turn it into the number 3?*

Explore different ways of partitioning given numbers by encouraging children to try alternative ways of organising small objects or models.

- *There are ten raisins here. How many are you going to put on your biscuit? How many will that leave on the plate? What if you chose a different number?*
- *There are five candles. How could you put these on the two cakes? Are there different ways you could do this?*

## Malleable

### Illustrated learning outcomes

- Use some number language, such as 'more' and 'a lot' (CS Phase 1)
- Count reliably up to ten objects, including those that cannot be moved (CS Phase 3)
- Match and compare the number of objects in two sets, recognising when the sets contain the same number of objects (CS Phase 3)
- Recognise, say and identify numerals 0 to 9 and beyond (NWN Phase 4)
- Partition and recombine small groups of up to ten objects (CS Phase 4)

### Look, listen and note:

- the number language that children use spontaneously
- which numerals children can recognise and recreate, using malleable materials
- the strategies children use to count objects accurately, including those they cannot move
- the language and strategies children use to compare the number of objects in two sets
- how children explore and describe different ways of arranging a number of objects into two sets

## Resources and suggested activities

- A variety of malleable materials, such as:  
dough      clay      plasticine
- Assorted modelling tools, including:  
rollers      knives      cutters
- Containers, for example:  
egg boxes      cake tins      bowls
- Small items to incorporate, such as:  
raisins      buttons      pipe cleaners

Food technology provides an ideal medium for scaffolding discussion and exploration of number and quantity, for example:

- invite children to make biscuits;
- make biscuit dough together and encourage each child to roll some out;
- invite children to choose a cutter and to say how many biscuits they think they can cut out of their dough;
- use prompts and questions such as: *How many biscuits have you made so far? That's one more, so how many now? You need a cherry for each biscuit. Can you count them out?*
- Ensure that children have access to numerals, for example, providing numeral cutters, labels and number tracks.
- Over time, provide children with a variety of stimuli for modelling, such as stories, pictures and photographs.