

Supporting learning

Encourage children to describe patterns or numbers they have created in the sand.

- *You have used the sticks to make the number 4 in the sand. Could you make the number 8? Why not? What are you going to do next?*
- *Describe the pattern you have made with the stones. How many stones are there in your pattern?*

Use prompts and questions that encourage children to organise, count and compare objects and containers.

- *Tell me what you have found so far. How have you organised the objects?*
- *Have you found more conkers or marbles? How can you be sure?*
- *How many bowls of sand do you think you would need to fill the bucket?*
- *How many handprints do you think you can fit in the sand tray?*

Model the language of addition and subtraction and encourage children to find totals and predict how many objects are still hidden.

- *You have found five shells and three plastic fish. How many objects have you found altogether? Show me how you know.*
- *Ten stars were hidden. How many have you found so far? Try to work out how many are still hidden.*

Sand

Illustrated learning outcomes

- Begin to make comparisons between quantities (CS Phase 1)
- Recognise, say and identify numerals 1 to 9 (NWN Phase 3)
- Count reliably any arrangement of up to ten objects (CS Phase 4)
- Begin to find out how many have been removed from a larger group of objects by counting up from a number (CS Phase 5)
- Relate addition to counting on and recognise that addition can be done in any order (CS Phase 6)

Look, listen and note:

- how children organise, count and compare sets of objects that they find hidden in the sand
- how children describe and identify numerals found in the sand
- how children try to predict how many objects are still hidden if the total number of hidden objects is known
- whether children keep track of how many objects they have found altogether by counting on

Resources and suggested activities

- Containers of different shapes and sizes, such as: jugs cups measuring jugs buckets
- Objects for children to order or make patterns, including: numbered flags dominoes sticks shape tiles
- Objects to hide in the sand: natural objects, such as shells, conkers, pebbles... manufactured objects, such as large numerals, counters, coins...

Scaffold 'treasure hunt' activities to model and promote the use of number language, for example:

- ask children to hide a specific number of objects;
- discuss what children have found;
- encourage them to sort and count objects found;
- ask children to find the total number of objects found so far;
- encourage children to predict how many objects are still left to find. Model how to check by counting up.
- Place a number track by the sand tray to support children's counting.
- Make paper and pens available to allow children to choose to mark-make.