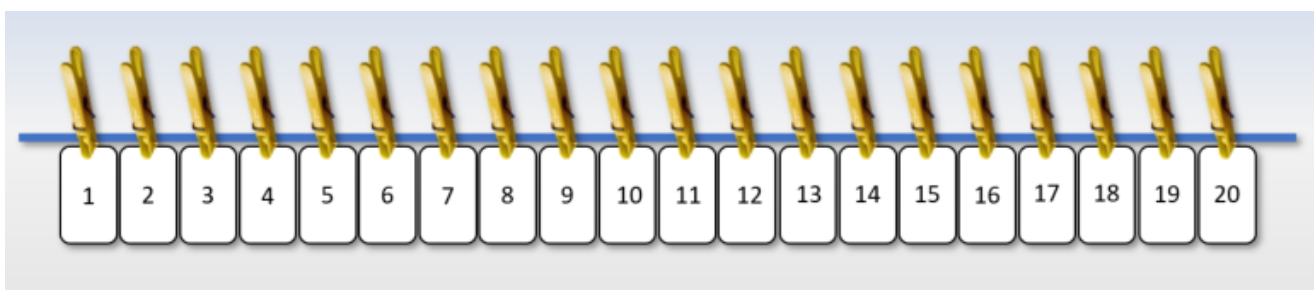
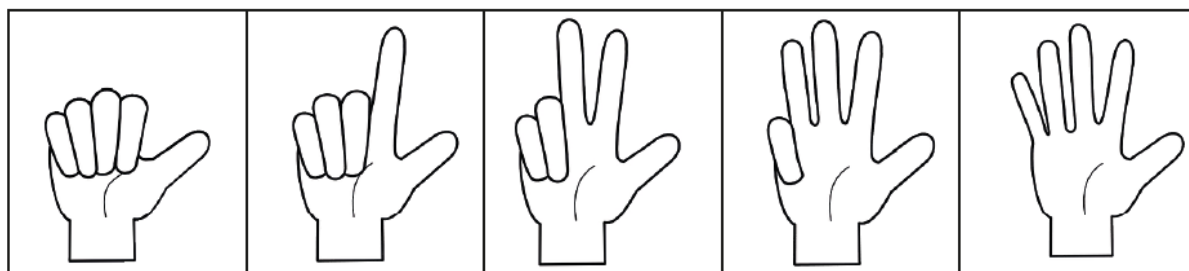


Catch-up for Year 1: Key skills from Reception

Counting Confidence

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Numbers to 10



Counting song

- Sing a really good counting song – if you don't know one try this version of 'Over in the meadow' <https://www.youtube.com/watch?v=C6ljGXMMB-g>
- Now create your own version – Over in the meadow, in the grass in the sun /lived a little baby rabbit and her little bunny one/ 'Hop' said the mother, I hop, said the one... ETC.
- How many new verses can you create?



Coin drop

- Take a cup and some coins. These must be identical but it doesn't matter what denomination they are. You need about ten.
- Ask your child to sit facing away from you and the cup.
- One at a time, drop coins into the cup.
- The child has to listen and count.
- When you stop, they must tell you how many coins are in the cup. (This is harder than it sounds!)
- Repeat several times. Can they be correct three times in a row?

Extension

- Drop coins into the cup as they count, eyes shut! Then, without showing them how many in the cup, show them that you are taking one out.
- How many now?



Action counting

- Write numbers 1 to 10 on large scraps of paper. Place them around the floor.
- Your child chooses a number to stand on.
- They must do actions to match that number.
- E.g. if they stood on 6, they may do six wing flaps!
- If they stood on 8, they might do eight bunny hops.
- Now they choose a different number to stand on.
- Then you have a turn.
- Keep taking turns and matching actions to numbers. Here are some good actions!



Wing flaps

Bunny hops

Head-over-heels

Hand claps

Tongue outs

Legs apart, legs together jumps

Extension

- They have to do one less action than the number they choose!

How many missing coins?

- Take a tea-towel and some coins. These must be identical but it doesn't matter what denomination they are. You need ten.
- Lay out the coins on a table.
- Ask your child to sit facing away from you and the coins.
- Cover some of the coins with the tea towel.
- The child turns round and counts the coins they can see.
- Their aim is to tell you how many are under the tea towel.
- Repeat several times. Can they be correct three times in a row?

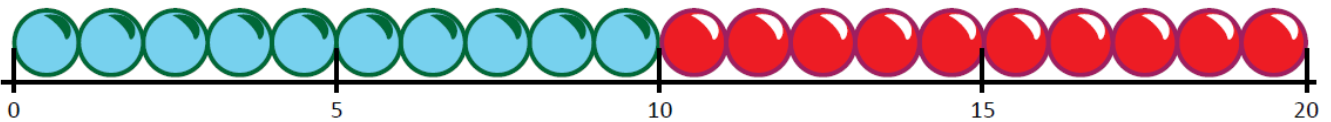
Make it easier or harder...

- Use only six coins to make this easier.
- Spread the coins out to make it harder!



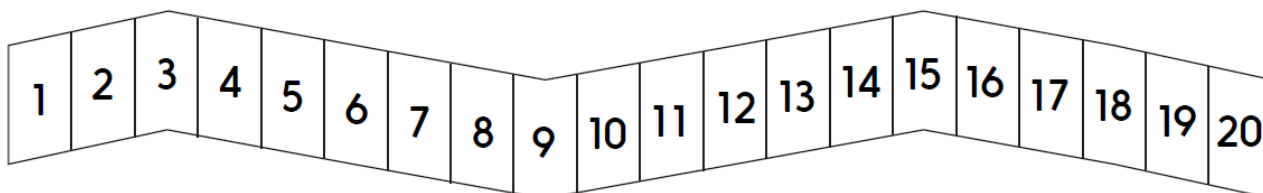
Numbers to 20

20



Number swap

- Lay cards with numbers on in a line 1 to 20
- Ask your child to turn around or else blindfold them!
- Swap two numbers, e.g. the 4 and the 14.



- Ask the child to count along the line and to tell you when they reach a number which is in the wrong place.
- Then they continue counting until they reach another mis-placed number.
- Can they then say which two numbers have been swapped?
- Repeat this, three times. They can do it for you too.

Extension

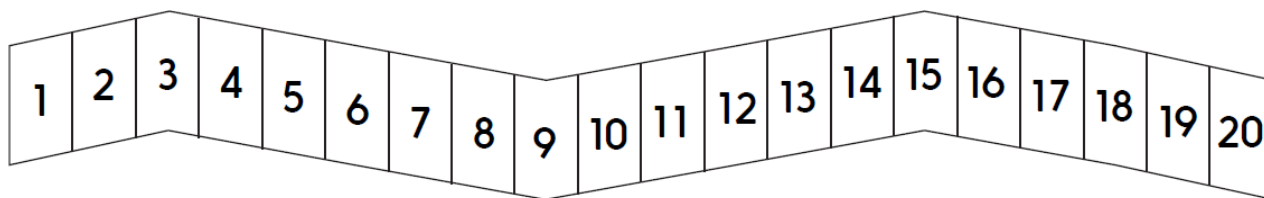
- Time them! How quickly can they identify the mis-placed numbers?

Missing number

- Lay cards with numbers on in a line 1 to 20.
- Ask your child to turn around or else blindfold them!
- Remove one number but rearrange the rest so no gap is to be seen.
- Ask the child to count along the line and to tell you when they think a number is missing. Can they identify the place it should go?
- Ask them to place a finger between the two numbers where they think the missing number belongs.
- Show the number you stole! Are they correct?
- Repeat, taking a different number.

Extension

- Lay the cards so the line counts backwards from 20 to 1. This makes it harder!

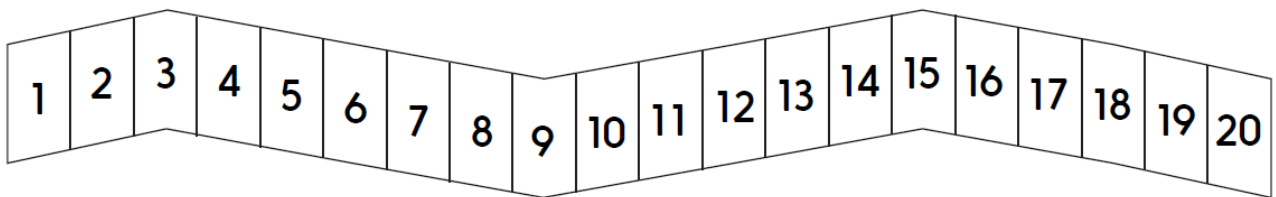


A trio of missing numbers

- Lay cards with numbers on in a line 1 to 20
- Ask your child to turn around or else blindfold them!
- Remove three numbers. Push the remaining cards together so the gaps don't show!
- Ask the child to count along the line and to tell you when they think there should be a number which has gone missing!
- Provide that number and let the child insert it in the line. Do not show them the other numbers you removed!
- They continue counting and stop when they think another number is missing.
- Repeat this, three times. They can do it for you too.

Extension

- Remove two consecutive numbers. This makes it harder!



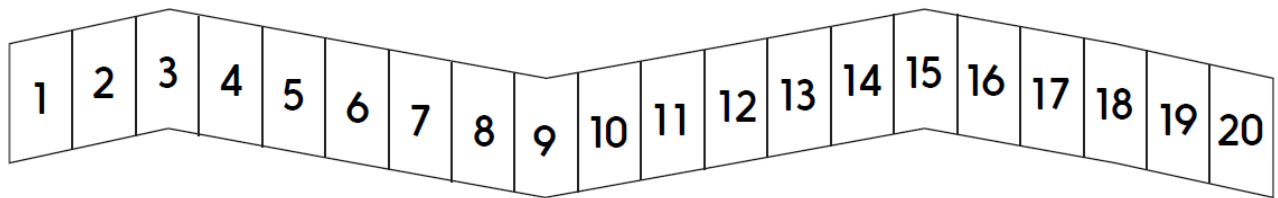
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Ordering missing numbers

- Lay cards with numbers on in a line 1 to 20.
- Ask your child to turn around or else blindfold them!
- Remove four numbers.
- Ask the child to turn around, and then to lay those four cards in order, smallest to largest.
- Check that they have done this correctly by looking at the 'gaps' in the 1-20 line.
- Repeat this, three times. They can challenge you to do it too.



????

Whispering numbers

- Ask your child to start counting to twenty slowly and clearly.
- Stop them by clapping once.



- They must whisper the number they would be saying next. Are they correct?



- Repeat this several times, stopping them at different points.

Extension

- Do as above but counting backwards from 20
- Or start at 40 and count forwards. Or start at 56... etc.

Forbidden number

- Together, count to 20.
- Now you are going to take turns to repeat this BUT you give each other a number they mustn't say. E.g. Amit tells Mum she can't say 'six'...
- Mum says, 'one, two, three, four, five, , uh-oh, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, uh-oh, seventeen...' , etc.
- Now Mum tells Amit he can't say four.
- Play several times. Do you get good at not saying one number?

Extension

- Repeat the same activity but count from 30 to 50 not saying 'six', or from 70 to 90 not saying 'five', etc.

1, 2, 3, 4, 5
6, uh oh
7, 8.....



Counting by taking turns

- Take turns to count. This is harder than you think!
- One person says 'one'.
- The second person says 'two'.
- The first person says 'three'.
- Continue like this, taking turns, until you reach 20.
- Repeat but this time speed up!
- Repeat but this time the other person starts – so you are saying different numbers.
- Repeat but count backwards from 20 to blast-off!

Extension

- Try this with three people – that's really hard, especially if you go fast!





Whisper - shout counting

- Count to 20 by whispering the odd numbers and shouting (not too loudly!) the even numbers.
 - **One** (whisper), **two** (shout), **three** (whisper), **four** (shout), **five** (whisper), **six** (shout), etc.
 - How far can you get?
 - Now ask the child whether they think 'six' will be shouted or whispered. What about 'nine'?
- Predicting whether a number will be shouted or whispered is quite hard.*

Extension

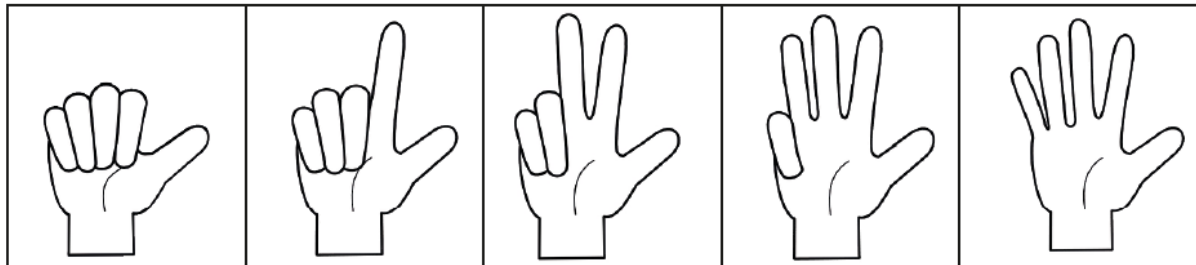
- Count on from 20 in the same way.

Counting with fingers

- Count to five holding up one finger for each number spoken.
- Continue to 10, holding up the fingers on your other hand.
- Fold the fingers down.
- Repeat this, counting to 15, holding up one finger to match the ones / units in the spoken number, e.g. 11 (1 finger standing) 12 (2 fingers standing) 13 (3 fingers standing) etc.
- Continue to 20 in the same way.
- Repeat this but choose a new starting place. E.g. hold up 6 fingers and count from there.
- Repeat again, choosing a starting place between 10 and 20.

Extension

- Count on from 20 in the same way.

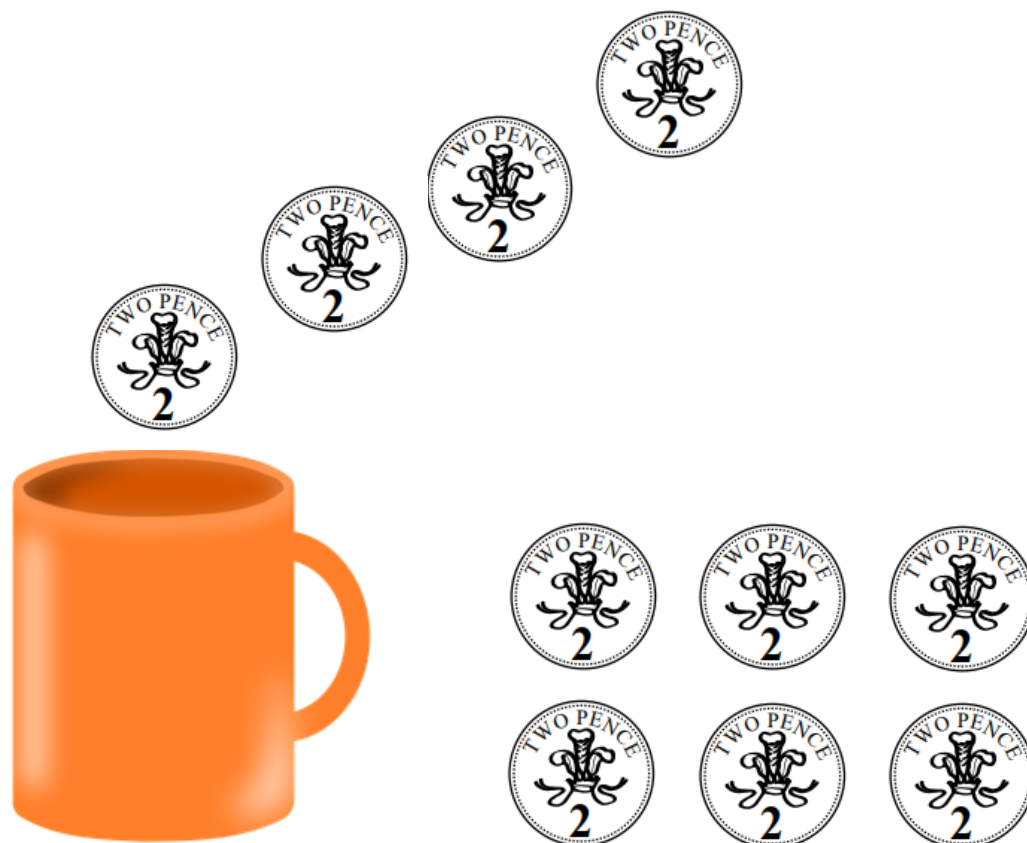


Counting in 2s

- You need ten 2p coins OR ten pairs of socks, each pair rolled into a ball.
- Count the 2ps by dropping them into a mug, or the socks by throwing the balled socks gently into a box or basket.
- As you drop or throw, count in twos – *two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty.*
- Repeat several times.

Extension

- Try continuing the count past twenty – *twenty-two, twenty-four, etc.*



Counting in 5s

- You need two pairs of gloves.
- Count the fingers on the glove hand. There are five fingers.
- Roll each glove into a ball.
- We shall throw the gloves onto a chair, counting in 5s as we do this.
- Five, ten, fifteen, twenty.
- Now unroll the gloves and count all the fingers. Are there twenty?
- Repeat several times.

Extension

- Throw one glove back and forth between you, counting in fives each time you throw it. Five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, etc.
- How far can you continue the count?

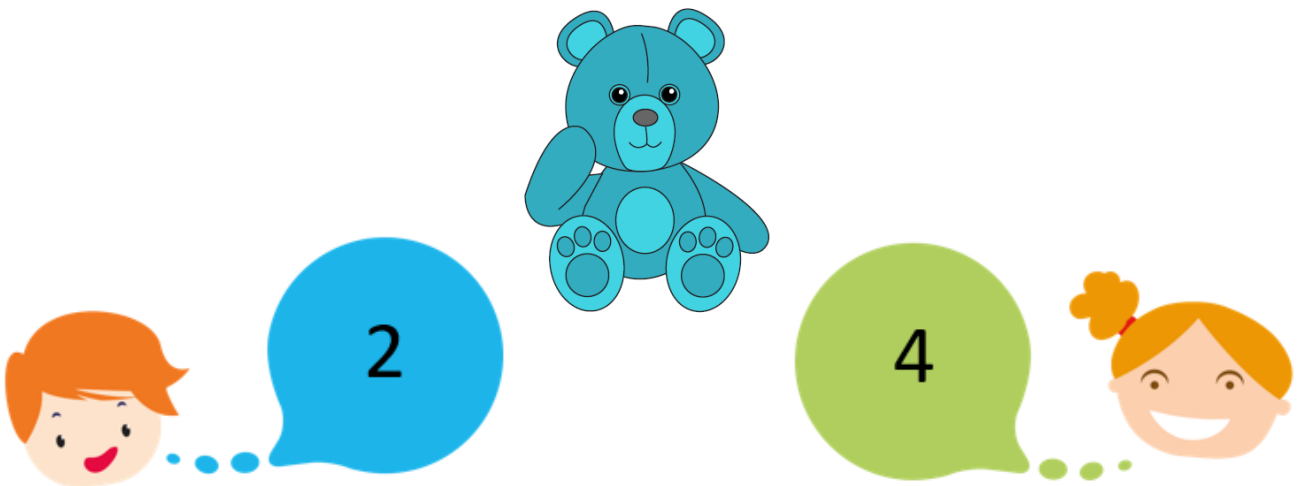


Teddy can count in 2s!

- Count 2, 4, 6, and so on to 20, with your child!
- Throw a soft toy (e.g. a teddy) to them. They say 2.
- They throw it back to you and you say 4.
- Keep up a good pace, throwing and catching and saying the next number. (This is harder than you think!)
- Keep throwing it back and forth. How far can you get?

Extension

- You can have a forfeit if you say the wrong number, e.g. you can do 10 bunny hops!



Counting pennies

- Show your child a 20p coin. Don't name it.
- They have to count the number of pennies that coin is worth.
E.g. you show 20p, and they count: one, two, three, four... twenty.
Then they stop.
- Do they count correctly? Do they stop at the right amount?
- Repeat this using a 5p, a 10p and, maybe, a 50p.

Extension

- Do as above but use a £1 coin.



Numbers to 100



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How many?

- Each person takes a handful of dried beans/Lego™ bricks/counters/beads.
- They hold their fist tightly closed!
- Each person estimates how many they have.
- Now count each other's, matching each brick to the spoken number.
- How many did you guess? How many were there?
- Have another turn. Were your guesses closer to the actual number?

Extensions

- Estimate and then count how many in the two handfuls together.
- Try three handfuls together.



Throwing teddy!

- Count to 20, 30, ... 100 with your child!
- Throw a soft toy (e.g. a teddy) to them. They say 1.
- They throw it back to you and you say 2.
- Keep up a good pace, throwing and catching and saying the next number. (This is harder than you think!)
- Keep throwing it back and forth. How far can you get?

Extension

- You can have a penalty or forfeit if you say the wrong number! E.g. You can do 5 star jumps!



Sixty seconds!

- Remind children that there are 60 seconds in a minute!
- Ask your child to start counting to sixty slowly and clearly.
- Stop them by clapping once.
- They must whisper the number they would be saying next. Are they correct?
- Repeat this several times, stopping them at different points.

Extension

- Do as above but counting backwards from 60.



100 - cuppa tea!

- Count to 100 in unison together.
- Match the count with fingers, standing up one digit for every number spoken.
- Every time you reach a multiple of 10, i.e. 10, 20, 30, 40, etc. clap your hands and say, "Cuppa tea!"
- Continue like this all the way to 100 – cuppa tea!



Hand waving to 100



- Count to 100 with your child!
- You can either do this alone or along with an animation <https://www.youtube.com/watch?v=bGetqbqDVaA>
- In either case, ask your child to show fingers to match the 1s digit in every number said (show ten fingers for the multiples of 10).
 - Hold up 1 finger for each number spoken to 5. Then wave the hand to show five fingers.
 - Hold up 1 finger on the second hand for each number from 6 to 10 and wave both hands to show 10 fingers.
 - Continue these actions through each set of 10, from 11 to 20, from 21 to 30, and so on.

Extensions

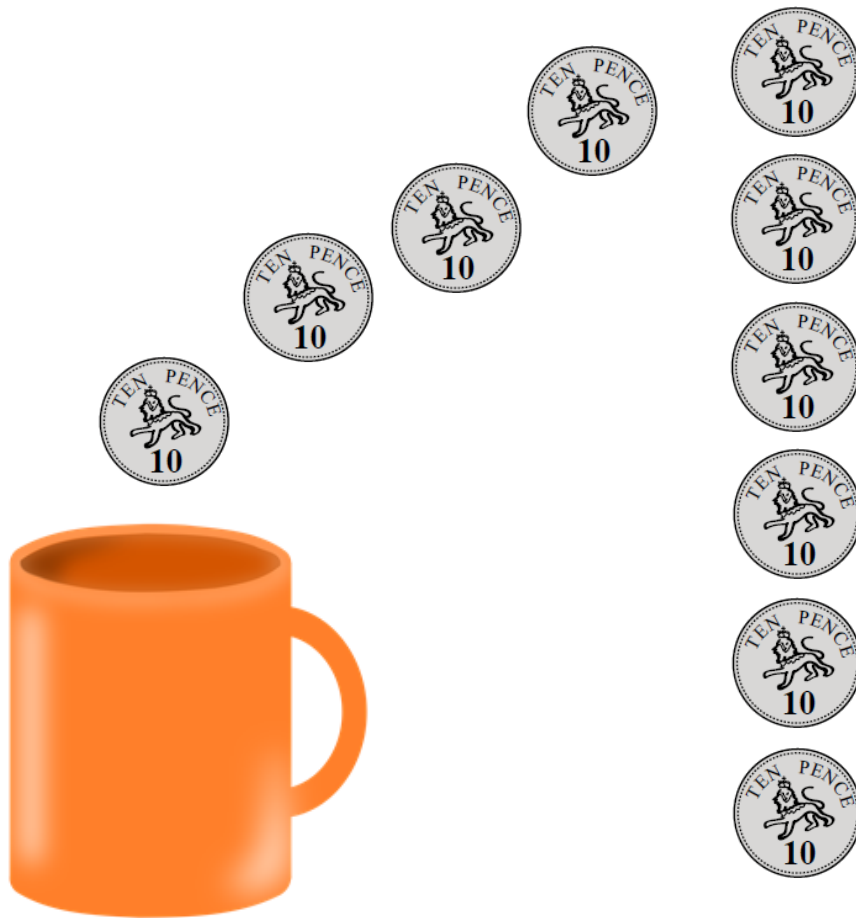
- Ask your child if they can count back from 90 to 70. This is hard!
- Start at 50. Can you still count to 100? Now start at 68....

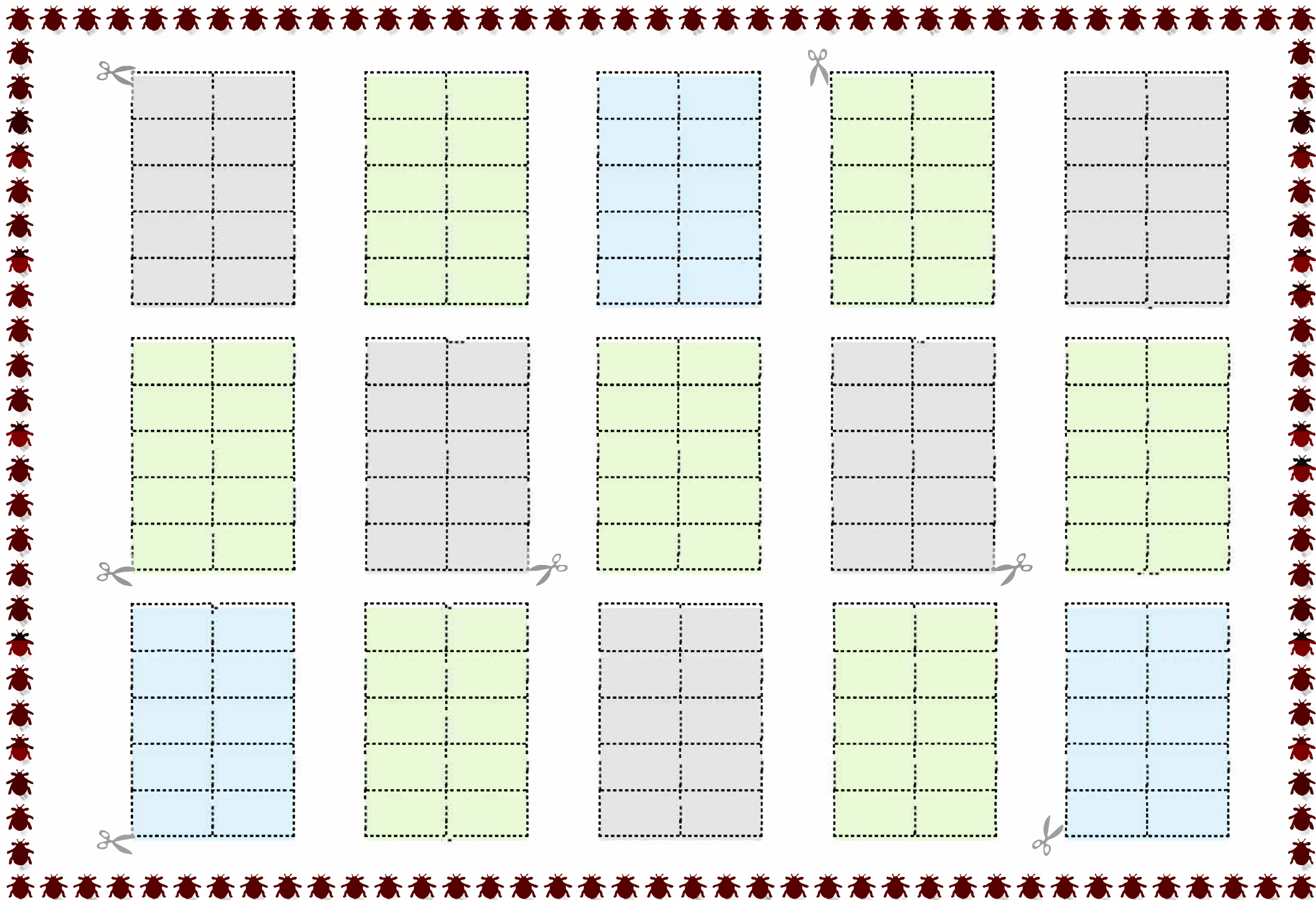
Counting in tens using 10ps

- You need ten 10p coins – this is ideal. If you haven't got these, you can use ten grids, each ten spaces in area. *See below for a sheet of these to copy.*
- Count the 10ps by dropping them into a mug, or the grids by placing them in a line along the table.
- As you drop or place, count in tens – *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.*
- If you have been using 10p coins, now show your child a £1 coin and say that this is one hundred pennies or ten 10p coins.
- Repeat several times.

Extension

- Try continuing the count past one hundred, *one hundred and ten*, etc.

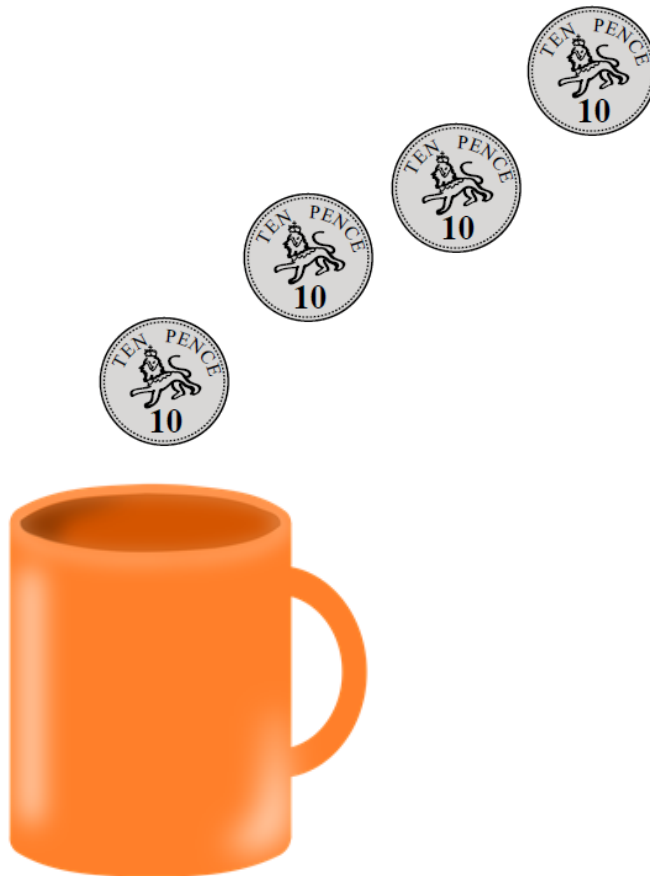




Blind counting in 10s



- You need a mug and a number of 10p coins.
- Rehearse counting in tens to 100. Ten, twenty, thirty, etc.
- With each number you say, throw out ten fingers!
- Now ask your child to shut their eyes or turn their back.
- Drop 10p coins into the mug, one at a time, so that the child can hear the 'clink' as each coin lands.
- Pause when you have dropped in four 10p coins.
- Ask how much is in the mug. The child should have been counting the clinks. *Ten, twenty, thirty, forty.* They tell you.
- Repeat several times, dropping different numbers of coins each time.





Missing tens

- Lay cards (see below) with numbers on in a line 10, 20, 30, 40, 50 ... 100.
- Count along the line together.
- Ask your child to turn around or else blindfold them!
- Remove three numbers. Push the remaining cards together so the gaps don't show!
- Ask the child to count in tens along the line and to tell you when they think there should be a number which has gone missing.
- Provide that number and let the child insert it in the line. Do not show them the other numbers you removed!
- They continue counting and stop when they think another number is missing.
- Repeat this, three times. They can do it for you too.

Extension

- Remove two consecutive numbers. This makes it harder!

