

**Unit 2**  
Ordering and counting

Five daily lessons

**Primary**  
*National Strategy*

**Year 1**  
Autumn term

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

**Unit Objectives**

**Year 1**

- ?? **Read and write numbers from 0 to at least 20.**
- ?? **Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.**
- ?? **Count on and back in ones from any small number, and in tens from and back to zero.**

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**Resources needed to teach this unit:**

- ?? Activity sheet 2.1
- ?? Bead string to 20 (and tags)
- ?? Large digit cards (0-9)
- ?? Screen
- ?? Washing line and pegs
- ?? 1-20 large cards
- ?? 1-30 number cards
- ?? 0-9 digit cards
- ?? Whiteboards
- ?? 10 plant pots, compost and seeds
- ?? Sticky labels
- ?? Counting objects
- ?? Plastic cups
- ?? 1-20 number tracks
- ?? Beanbags
- ?? Class number track/carpet tiles
- ?? Finger puppet
- ?? Tin and pennies
- ?? Large dice (preferably with removable spots)
- ?? 1-6 dice
- ?? 1-9 spinner/dice
- ?? Box covered in wrapping paper

**Link Objectives**

**Reception**

- ?? **Recognise numerals 1 to 9.**
- ?? Begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals.
- ?? **Find one more or one less than a number from 1 to 10.**
- ?? Recite the number names in order, continuing the count forwards or backwards from a given number.

**Year 2**

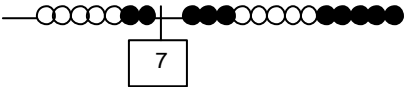
- ?? **Read and write whole numbers to at least 100.**
- ?? **Count on or back in ones or tens, starting from any two-digit number.**
- ?? Say the number that is 2 or 10 more or less than any given two-digit number.

See Models and Images Charts:

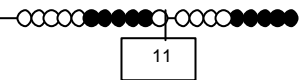
- ?? Understanding addition and subtraction;
- ?? Counting on and back in ones and tens;
- ?? Ordering numbers to 100.


(Key objectives in bold)

Planning sheet	Day One	Unit 2 <i>Ordering and counting</i>	Term: <i>Autumn</i>	Year Group: 1
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities/ Focus Questions</b>
<p>Count reliably at least 20 objects.</p> <p>Know the number names and recite them in order to at least 20.</p> <p>Recognise numerals 0-9.</p> <p>VOCABULARY number names to 20</p> <p>RESOURCES Bead string (20 beads in two colours, arranged in fives) A set of large digit cards Screen</p>	<p>?? Using a bead string, count from 1 to 20 with the class, moving one bead at a time. Count back from 20 moving beads back again one at a time.</p> <p>?? Show 10 beads</p> <p><b>Q</b> How many can you see? Did you need to count them?</p> <p>?? Show an extra bead</p> <p><b>Q</b> How many are there now? Did you need to count them?</p> <p>?? Play 'Behind the wall'. Slowly reveal a large digit card from behind a screen.</p> <p><b>Q</b> What number do you think this could be? It's got a curve, could it be a 7?</p> <p>Ask children to respond using fingers.</p> <p><b>Q</b> What else could it be? Could it be a...? Why not?</p> <p>?? Show a little more of the digit.</p> <p><b>Q</b> Have you changed your mind? What can't it be now?</p> <p>?? Reveal to establish identity.</p> <p>?? Repeat with other numbers.</p>	<p>Read numbers from 1 to at least 20.</p> <p>Write numbers from 1 to 10.</p> <p>VOCABULARY number names to 20 before after between</p> <p>RESOURCES A set of large number cards (1-20) Washing line and pegs A set of number cards (1-30) A class set of digit cards Whiteboards</p>	<p>?? Seat the children in a circle. Place a set of large number cards 1-20 in random order where all the children can see them.</p> <p>?? Invite one pair of children at a time to select a card, show it to the class and read the number (with help if necessary).</p> <p>Ask the pair of children to peg the card in the right place on the empty washing line.</p> <p><b>Q</b> Where will you put it? Does it go near the beginning/end? The middle?</p> <p>Encourage explanations such as: 'it goes next to the 10' 'it goes between 15 and 20' 'it's more than 6'</p> <p>?? Complete the activity by discussing which numbers are missing from the line.</p> <p>?? Give each child a number card (1-30). Distribute the cards, in order, around the circle. Ask each child, in turn, to hold up and say the number on their card.</p> <p>?? Ask some children to swap places (taking their card with them). Repeat previous activity; children hold up and read cards in order starting from 1.</p> <p>?? Ask the children to work in pairs. Each pair needs one set of 0-9 digit cards and a whiteboard. One child closes his/her eyes and chooses a number, reads it to their partner who writes it on their whiteboard. The first child checks the written numeral. They then swap roles.</p> <p>?? Encourage children who are ready to make two-digit numbers rather than single digits.</p>	<p>?? Hold up a digit card. Ask a child to choose an action (clap/jump/blink etc). Ask the whole class to perform the correct number of actions shown on the card.</p> <p><b>Q</b> How many jumps do we need to do? <b>Q</b> How many times did we clap?</p> <p>?? Ask the children to record the number on their whiteboards.</p> <p><b>Q</b> Which number did you write?</p> <p>?? Repeat with other numbers and actions.</p> <p>HOMEWORK – Ask the children to find a number 8 on their way home, and tell you tomorrow where they saw it.</p> <p><b>By the end of the lesson children should be able to:</b></p> <p>??read numbers from 1 to 20; ??write numerals from 1 to 9.</p> <p>(Refer to supplement of examples, section 5, page 8.)</p>

Planning sheet	Day Two	Unit 2 <i>Ordering and counting</i>	Term: <i>Autumn</i>	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
<p>Count reliably at least 20 objects.</p> <p>Know the number names and recite them in order to at least 20.</p> <p>Write numerals from 1 to 9.</p> <p>VOCABULARY count number names to 20</p> <p>RESOURCES Bead string to 20 Finger puppet</p>	<p>?? Using a bead string, count with the class from 1 to 20 and back from 20.</p> <p>?? Slide ten beads to one side (so that there are five of one colour and one of the other colour).</p> <p><b>Q</b> How many beads are there? Did you have to count them all?</p> <p>?? Slide one bead back so that there are nine at one side.</p> <p><b>Q</b> How many beads are there now? Did you have to count them?</p> <p>?? Ask the children to close their eyes and imagine the number 6. Ask them to open their eyes and watch you draw the number in the air using a finger puppet.</p> <p><b>Q</b> Is this the picture you saw in your head? Can anyone come out and write the number on the board?</p> <p>Demonstrate how to write the number on the board. Ask the children to follow your movements by writing in the air and then on a partner's back.</p> <p>?? Repeat with numbers 7 and 8.</p>	<p>Read numbers 1-20.</p> <p>Write numbers from 1-10.</p> <p>VOCABULARY order most least first last</p> <p>RESOURCES 10 plant pots filled with compost Seeds Plastic cups Sticky notes/labels Counting objects Bead string to 20 and labels on paper clips</p>	<p>?? Follow up the homework task.</p> <p><b>Q</b> Where did you see a number 8? Why was it there?</p> <p>?? Explain that you are going to plant a different number of seeds in each pot, and see how many come up.</p> <p>Plant one seed in the first pot, two in the second, three in the third and then stop.</p> <p><b>Q</b> How will we remember how many seeds we planted in each pot?</p> <p>Encourage the children to suggest labelling each pot with the number of seeds planted in it.</p> <p>Ask the children to help you label each of the ten pots and plant the right number of seeds in them.</p> <p>?? Muddle the pots up and ask the children to help you to put them in order starting with the smallest.</p> <p><b>Q</b> Which pot has the least number of seeds in it?</p> <p><b>Q</b> Which pot will be first?</p> <p><b>Q</b> Which pot will be last?</p> <p>?? Give each pair of children a plastic cup to take to their table where there are sticky notes/labels and a container of small objects for counting.</p> <p>?? Ask one child from each pair to put a handful of objects into a pot, count them and label the pot with the number of objects. Ask the other child to check. Repeat as time allows.</p>	<p>?? Use the bead string to count to 20. Ask the children to count in a whisper whilst you move the beads. Stop at various points. Establish the number of beads up to this point and hang a label on the string.</p> <p><b>Q</b> Where would I put this label? (7) <b>Q</b> How do you know?</p>  <p><b>By the end of the lesson children should be able to:</b></p> <p>??read numbers from 1-20; ??write numerals from 0-9; ??understand numbers as labels.</p> <p>(Refer to supplement of examples, section 5, page 8.)</p>

Planning sheet	Day Three	Unit 2 <i>Ordering and counting</i>	Term: <i>Autumn</i>	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
<p>Count on in ones from any small number.</p> <p>VOCABULARY count on number names to 20</p>	<p>?? Arrange the children in a circle. Count out loud from 1 to 20, you and the class saying alternate numbers.</p> <p>?? Repeat starting at various points between 1 and 10.</p> <p>?? Count round the circle, saying the number names together. As you do so each child should raise their hands when they say their number (like a 'Mexican wave').</p> <p>?? Stop at various points.</p> <p><b>Q</b> Sharanjit lifted her hands when we got to 10. Who will raise their hands when we get to 14? And 16?</p> <p>?? Repeat trying to gain speed and fluency so that the 'wave' moves smoothly.</p>	<p>Count on in ones, including beyond 10 from any single-digit number.</p> <p>Read numbers from 1 to at least 20.</p> <p>VOCABULARY count on number names to 20 keeping track next</p> <p>RESOURCES Sets of number cards 1-20 (one for each pair of children) Number tracks to 20 Washing line with numbers 1-20</p>	<p>?? Say three consecutive numbers in the range 1 to 20 e.g. 1, 2, 3 or 6, 7, 8 or 17, 18, 19. Ask children to respond by saying the next number.</p> <p>?? Repeat this time asking the children to respond with the next three numbers e.g. Teacher says '14, 15, 16' Children say '17, 18, 19'.</p> <p>Support the children by using three fingers to help them keep track of the next three numbers and encourage them to do the same.</p> <p>?? Demonstrate the following paired activity asking a child to be your partner. Each pair has a set of number cards (1-20) face up (shuffled). One person chooses a card and places it on the table. The other person continues the sequence by placing the next three cards. Ask the children to check their sequences with a number track.</p> <p><b>Q</b> What comes next? What will your last number be?</p> <p>?? Demonstrate the activity again, this time choosing 19.</p> <p><b>Q</b> What comes next? What's the problem?</p> <p>Draw out that their cards only go up to 20 but if they feel they can write the next three numbers to do so, otherwise they should just say them.</p> <p>?? Ask the children to carry out the activity taking turns to choose the card. When confident, the children should copy their sequences into their books.</p>	<p>?? Use a washing line with the numbers 1-20 turned around so the children see the backs of the cards.</p> <p>Ask a child to turn round a number.</p> <p><b>Q</b> What do you think this number is? (Point to next number.) What would be next? And after that?</p> <p>Turn round the numbers to check.</p> <p>?? Invite another child to count on from this number demonstrating how to use their fingers to keep track of the count.</p> <p><b>By the end of the lesson children should be able to:</b></p> <p>??<b>count on in ones from any single-digit number;</b> ??<b>keep track of a count by using their fingers.</b></p> <p>(Refer to supplement of examples, section 5, page 2.)</p>

Planning sheet		Day Four	Unit 2 <i>Ordering and counting</i>	Term: <i>Autumn</i>	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Count on in ones, including beyond 10, from any single-digit number.</p> <p>VOCABULARY count on number names to 20 one more one less</p> <p>RESOURCES Bead string to 20 Tags (or numbered cards attached to paper clips)</p>	<p>?? Using a bead string, moving one bead at a time, ask children to count in their heads and establish how many beads have been moved. Hang a tag after the number of beads counted.</p>  <p>?? Now start from the labelled position, move one bead at a time, children count on out loud.</p> <p>?? Start again by moving five beads. Label them with a tag.</p> <p><b>Q</b> If I move one more bead along, how many will there be? If I have the bead back again, how many will there be?</p> <p>?? Say that there is 'one more' bead. Then there is 'one less' bead.</p> <p>?? Repeat, starting with a different number of beads.</p>	<p>Say the number that is 1 more or less than any given number to 20.</p> <p>VOCABULARY one more one less number names to 20</p> <p>RESOURCES Large dice Bead string/number track Tin and pennies Plastic cups, counting objects and dice for each pair of children Beanbags (or other objects), enough for one each and a large box Activity sheet 2.1</p>	<p>?? Introduce 'one more' and 'one less' using a large dice (a dice with velcro spots would be ideal). Show one face and agree how many spots there are on it. Add or remove one spot at a time, first asking children to visualise and predict the new number. Repeat several times.</p> <p><b>Q</b> Imagine one more spot, how many will there be?</p> <p><b>Q</b> Imagine one less spot, how many will there be?</p> <p>Encourage the children to talk about the spots in sentences e.g. '4 is 1 more than 3'.</p> <p>Show the children an empty tin and then ask them to close their eyes. Drop five pennies, one by one, into the tin. Encourage the children to keep count by listening to the pennies dropping in the tin. Establish the number of pennies in the tin. Confirm this by showing them the five pennies.</p> <p><b>Q</b> So, how many are in the tin?</p> <p>Put the coins back in the tin and show them one more penny.</p> <p><b>Q</b> If I drop this one in the tin, how many will there be?</p> <p>Establish that there are now six in the tin by saying: '5 in the tin, 1 more makes 6'. Continue: '6 in the tin (show children 1 more penny), 1 more makes 7.' '7 in the tin, 1 more makes 8.'</p> <p>?? Repeat, starting with a different number of pennies in the tin.</p> <p>?? Repeat this time removing one penny at a time e.g. '6 in the tin, 1 less penny (taking one out), now there are ...?'</p> <p>?? If appropriate, extend the task by putting more than 10 pennies in the tin.</p> <p>Encourage children to explain their thinking using the number track, or bead string.</p> <p>?? Support a group to play the following game in pairs. Each pair needs a plastic cup (or similar) and a collection of counting objects. Child 1 rolls a spot dice and places that number of objects, one at a time, into the cup.</p> <p><b>Q</b> Charmaine's going to put one more bead in. How many will there be? Hold up the right number of fingers behind your back.</p> <p><b>Q</b> Was she right?</p> <p>Child 2 adds 1 more object, counts on 1 and says how many altogether. Children check by counting the object. Change roles and repeat.</p> <p>?? Ask the other children to work Independently. They will need a dice and a copy of Activity sheet 2.1. They should roll the dice, draw spots in middle column and complete by drawing 1 more/ 1 less in the other columns. If they roll the same number, they should roll the dice again.</p>	<p>?? Start with an empty box in the middle of the circle of children.</p> <p>Give each child one object (such as balls, toys or beanbags). Invite one child at a time to add their object to the box, saying the total number in the box, as they do so.</p> <p>?? Now start with a box of ten objects and take one out at a time, as the children count them out e.g. 10, 9, 8, 7...</p> <p><b>Q</b> How many are left now?</p> <p>?? Reinforce vocabulary by posing questions:</p> <p><b>Q</b> 1 more than 7 is ...? <b>Q</b> 1 less than 10 is ...?</p> <p><b>By the end of the lesson, the children should be able to:</b></p> <p>?? count on in ones; ?? say the number that is one more or one less than any given number up to 20; ?? use and apply knowledge of adding and subtracting 1 in a variety of contexts.</p> <p>(Refer to supplement of examples, section 5, pages 2 and 12.)</p>	

Planning sheet		Day Five	Unit 2 <i>Ordering and counting</i>	Term: <i>Autumn</i>	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>Read and write numbers from 1 to at least 20.</p> <p>Say the number that is one more or less than any given number to 10.</p> <p>VOCABULARY one more one less</p> <p>RESOURCES A large set of number cards (1-20) A screen Whiteboards</p>	<p>?? Play 'Behind the wall'. Slowly reveal a large number card from behind a screen. Initially use numbers to 10 and then numbers to 20.</p> <p><b>Q</b> What number do you think this could be?</p> <p>Ask children to respond by writing the number on their whiteboards.</p> <p><b>Q</b> What else could it be? Could it be.....? What can't it be?</p> <p>?? Repeat several times. Focus on numbers in the range of 10-20.</p> <p>?? Show the children four fingers. Ask them to make the same number behind their back.</p> <p>?? Say 'show me one more'. Children should reveal their hands to show five fingers.</p> <p>?? Repeat for numbers up to 9. Introduce one less than numbers up to 10.</p>	<p>Say the number that is 1 more or less than any given number to 20.</p> <p>VOCABULARY 1 more 1 less one to twenty</p> <p>RESOURCES Washing line with numbers 1-20 Whiteboards Spinner or dice (1-9) Shoe box covered in wrapping paper</p>	<p>?? Use a washing line with numbers 1-20 so that the children can only see the backs of the cards.</p> <p>?? Invite a child to turn over a number and read it. Invite a second child to say the number that is one more, turning over the next number to check.</p> <p><b>Q</b> What is 1 more than 7? How do you know?</p> <p>?? Repeat, ensuring numbers in the range 10-20 are included.</p> <p>?? Repeat the activity for one less.</p> <p><b>Q</b> What is 1 less than 10? How do you know?</p> <p>?? Introduce and play 'one more bingo' with the whole class. Each child (or pair of children) will need a whiteboard and marker.</p> <p>Write the numbers 2-10 on the board. Tell the children to choose any six numbers to write on their whiteboards.</p> <p>Ask the children to divide their board into six areas  and then to choose six numbers. They should write one number in each area.</p> <p>?? Either spin a 1-9 spinner or roll a 1-9 dice to generate numbers. Call out each number. Ask children to cross out the number that is one more on their whiteboard (e.g. you call 6, children cross out 7). The first child to cross out all their numbers wins.</p> <p><b>Q</b> Which number is 1 more than 8? How do you know?</p> <p>Encourage children to use their fingers to show one more/ one less.</p> <p>?? Repeat the game also using one less and numbers 0 to 9 written on the board.</p> <p>?? If the children are confident, ask them to choose six numbers from 10 to 20 to put on their boards. The number rolled gives the units digit of a teens number e.g. roll 6, say 16, the children to cross out one more than 16.</p>	<p>?? Use a function machine or 'magic box' (shoe box covered in wrapping paper). Say that this machine does something to numbers.</p> <p>?? Show the children a number card. Place the card in the box and exchange it for a card with 'one more' on it e.g. exchange 7 for 6. Repeat several times, discussing the numbers going in and out but do not tell the children the rule.</p> <p>?? Put in another card.</p> <p><b>Q</b> What will come out this time? How do you know? What is the machine doing to the numbers?</p> <p>?? Repeat for several more numbers in the range 1-20.</p> <p>?? Repeat for 'one less'.</p> <p><b>By the end of the lesson, the children should be able to:</b></p> <p>??write numbers from 1-20; ??say the number that is 1 more or less than any given number to 20.</p> <p>(Refer to supplement of examples, section 5, pages 8 and 12.)</p>	