

Unit 1
Counting, properties of numbers
and number sequences

Three daily lessons

**Merseyside Consultants'
Cluster Group**

Year 1
Summer 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

?? **Recognise odd and even numbers to 20.**

?? **Count in steps of 5 from zero to 20 or more and then back again.**

Sec. 5 p4

Sec. 5 p6

Link Objectives

Reception

Year 2

?? **Recite the number names in order, counting on or back from a given number.**

?? **Count in twos.**

?? **Count on in steps of 3 to at least 30, from and back to zero.**

?? **Count on in steps of 4 to at least 40, from and back to zero.**

?? **Describe and extend number sequences.**

Resources needed to teach this unit:

- Numerals 1 – 30
- Socks
- Hoops
- Moneyboxes
- Rhyme: 5 Little Speckled Frogs
- Resource Sheet 1 - '25 Balloons '
- Resource Sheet 2
- Shiny Counters
- Bead Strings (in 20s)
- Gloves, flies, frogs and lily pads

Planning Sheet	Day 1	Unit 1: Counting, properties of numbers and number sequences	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
		<p>Recognise odd and even numbers to 20</p> <p>Vocabulary: Odd Even</p> <p>Resources: Numerals 1-20 Number rhyme / song – counting in twos / pairs e.g. ‘How many shoes?’ ‘Eight cakes’ from ‘Nonsense Counting Rhymes’ by Kaye Umansky and Chris Fisher (Oxford University Press). Socks Hoops Moneyboxes</p>	<p>Whole class activity: Sing or say a rhyme / song about ‘twos’. Act out the words from the rhyme using pupils and available resources. Order numerals 1-20 along a washing line. Ask pupils to come out and turn over number 1, then every other number. Look at the pattern left.</p> <p>Q: Can you say the numbers left? Can you say the numbers that you can’t see? Can you see a pattern? What is it? (Encourage responses such as, “It’s going in twos.”, “They’re all odd or even.” Ask a volunteer to choose a number from the washing line. Ask: “Is it odd or even? How can we find out?” Using a variety of socks count out the number chosen and put into pairs. Is there an odd sock? To challenge pupils ask: “Is 25 an odd or even number?” Explain how you know or can find out.</p> <p>Demonstrate the group activity using magnetic numbers etc.</p> <p>Group activity: ?? Using hoops labelled odd or even children sort cards numbered 1 to 20 into the appropriate hoop and record in their books.</p> <p>Support: Use cards with numbers on one side and dots or pictures organised into pairs on the reverse.</p> <p>Challenge: Use a selection of numbers 1-30 or 1-50</p>	<p>Use odd and even numbers in a real context.</p> <p>Show 2 money boxes labelled with amounts in each e.g. £12 and £15. Say these belong to John and Sarah. Sarah has an even number of pounds in her moneybox and John has an odd number of pounds in his.</p> <p>Q: Which is Sarah’s moneybox? (Put ‘Post-it’ on the correct moneybox)</p> <p>Q: What other amounts could be in Sarah’s moneybox?</p> <p>(Repeat with similar questions for John)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>By the end of the lesson children should be able to:</p> <p>Recognise odd and even numbers</p> <p>Say whether £12 is odd or even</p> </div>

Planning Sheet	Day 2	Unit 1: Counting, properties of numbers and number sequences	Term: Summer	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 in steps of 5 from 0 to 20 or more and then back again</p> <p>Vocabulary: Forwards Backwards Count in 5's</p> <p>Resources: Numerals 1-20 Rhyme: 5 Little Speckled Frogs Hand prints Shiny counters</p>	<p>Whole class activity:</p> <p>Sing the rhyme 5 Little Speckled Frogs.</p> <p>Using 20 frogs and 4 lily pads, ask pupils to put 5 frogs on each pad and then count how many after each pad has been filled. Continue until all the pads are full. Put up the numbers after counting each pad 5, 10, 15, 20. Chant the numbers together 5, 10, 15, 20...</p> <p>Challenge Q: Can anyone tell me what number might come next?</p> <p>Repeat activity counting backwards using the numbers as an aid. 20, 15, 10, 5, 0.</p> <p>Get pupils to close eyes as a 'naughty bird' swoops down and takes away one of the lily pads and the 5 frogs on it.</p> <p>Ask: How many frogs are there now? How can we check? (Encourage counting in 5's rather than ones)</p> <p>Repeat with the bird taking away a number – can they pupils find out which is missing?</p> <p>Paired activity:</p> <p>Using hands (from Resources Sheet 2) pupils to put a counter on each finger until they run out (each pair will have a pot containing shiny counters in a multiple of 5).</p> <p>Encourage pupils to say how many counters they have and write the number on a 'Post-it'. (To bring to the Plenary)</p> <p>Challenge:</p> <p>Extend to larger multiples of 5 up to 30.</p>	<p>Using the pupils' 'Post-it' notes put the numbers in order.</p> <p>Q: What pattern do you notice? (all end in 5 or 0)</p> <p>Using gloves with velcro on the finger tips, ask pupils to come out and stick flies onto the fingers (or stickers on pupils' fingers etc).</p> <p>Count how many there are altogether.</p> <p>Q: If we had another person out at the front using one hand how many flies/stickers will there be then?</p> <p>Count forwards and backwards pointing to the numbers along the number line.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>By the end of the lesson children should be able to:</p> <p>Count in steps of 5 from 0 to 20 and then back again.</p> </div>

Planning Sheet	Day 3	Unit 1: Counting, properties of numbers and number sequences	Term: Summer	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 in steps of 5 from 0 to 20 or more and then back again</p> <p>Vocabulary: Back Forward In 5's 5 more 5 less</p> <p>Resources: Numerals 1-30 Rhyme: 25 Balloons 25 balloons or balloon picture Bead strings (in 20's) from yesterday - Gloves and flies, frogs and lily pads</p>	<p>Whole class activity: Say the rhyme 25 Balloons (Resource Sheet 1). Get out the 25 balloons and count them as a class. Ask whether 25 is an odd or even number? (if necessary put balloons into twos to demonstrate). Get pupils to put balloons into sets of 5 by securing the strings together or asking pupils to hold 5. Say the rhyme again and ask pupils to let sets of 5 go after each verse. Count the sets left in 5's. Attach numbers to the bottom of the sets of 5 balloons and count forwards and backwards in 5's. Using bead strings (20 in 5's) count how many there are using different multiples of 5 each time.</p> <p>Group activity: Using all the resources used over the last few days (balloons, gloves, hands, lily pads) pupils are to make sets of 5 and count them. Pupils to record how many sets of 5 they have made and the total number. Pupils can bring findings to the plenary to investigate the patterns made in 5's.</p> <p>Challenge: Extend to larger numbers up to 35 or 40.</p>	<p>Q: What numbers did you finish with? Where they all ending in 5 or 0?</p> <p>Using ITP 100 square set out in rows of 5 (or 10) or 100 square, ask pupils to highlight all the numbers ending in 5 or 0. Read through these together counting in 5's. Using the 100 square cover some numbers using 'Post-it' notes and ask whether the number is ending in 5 or 0.</p> <p>Q: Will 23 fit into a set of 5? etc.</p> <p>(demonstrate with balloons if misconceptions arise)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>By the end of the lesson children should be able to:</p> <p>Count in steps of 5 from 0 to 20 and then back again</p> </div>

Twenty Five Balloons

Twenty five balloons floating in the sky
Along came the wind
And five said 'bye'.

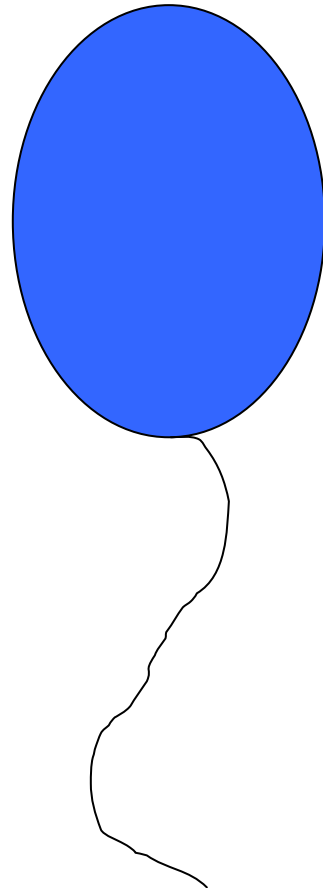
Twenty balloons floating in the sky
Along came the wind
And five said 'bye'.

Fifteen balloons floating in the sky
Along came the wind
And five said 'bye'.

Ten balloons floating in the sky
Along came the wind
And five said 'bye'.

Five balloons floating in the sky
Along came the wind
And five said 'bye'.

No balloons floating in the sky
Along came the wind
But they've all said 'bye'.



Resource Sheet 2

