

R

NumberSense

PROMPTS, STRATEGIES & SOLUTIONS

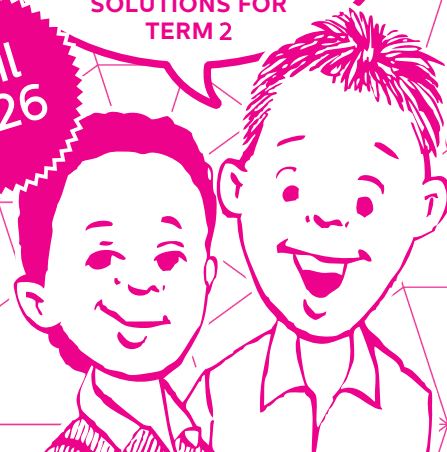
English

Teacher's Guide

**MAKING
SENSE OF
NUMBERSENSE**

PROMPTS,
STRATEGIES &
SOLUTIONS FOR
TERM 2

April
2026



Suggested pacing and focus areas for Numbers, Operations and Relationships in Grade R (Work in progress. First draft).

	Term 1 (suggested)	Term 2 (suggested)	Term 3 (Workbook 00)	Term 4 (Workbook 0)	CAPS (for the year)
Rote counting	Rote counting at least to 10	Rote counting at least to 20.	Rote counting to at least 30.	Rote counting to at least 50.	Rote count to 10 (forwards and backwards). Count objects to 10.
Object counting	Counts objects (in structured arrangements) to at least 5. Cardinality. Correct one-to-one correspondence.	Counts objects to at least 10. Starts to keep track of objects that have and haven't been counted.	Counting objects to 20. Keeps track of objects that have and haven't been counted.	Counting objects to 50. May start using grouping/skip counting strategies. Keeps track of objects that have and haven't been counted.	Count objects to 10.
Picture counting	Counting clear orderly pictures to at least 5. Cardinality. Correct one-to-one correspondence.	Counting pictures to at least 10. More visually complex pictures. Introduce counting different things on same picture.	Counting pictures to 20. Counting different things on the same picture. Optional counting in 2s/doubling. More complex pictures/figure-ground challenges. Strategies for keeping track of what has been counted.	Counting pictures to 50. Counting different things on the same picture. Optional counting in: <ul style="list-style-type: none"> • 10s and adding 1s • 2s/doubling • 5s Strategies for keeping track of what has been counted.	Not specified, assume 10.
Number symbol reading	Reading number symbols 1-5.	Reading number symbols 1-10.	Reading number symbols 1-20 (number range works up gradually). Count and circle number (up to p. 13).	Reading number symbols 1-50. (number range works up gradually).	1-10.
Number symbol writing	Fine motor; visual perceptual; visual motor integration and pencil control activities.	Start introducing number formation 1-5 with emphasis on correct formation.	Continue explicitly teaching number formation. Write numbers 1-20 (with copying support, number range works up gradually) Count and write numbers (from p.14). Trace numbers (up to p.28).	Continue explicitly teaching number formation. Count and write numbers. Write numbers 1-50 (with copying support).	Not required.

	Term 1 (suggested)	Term 2 (suggested)	Term 3 (Workbook 00)	Term 4 (Workbook 0)	CAPS (for the year)
Number ordering	Ordering quantities (dots) up to 5.	Ordering quantities (dots) to 6 and beyond. Ordering number symbols to at least 5.	Number ordering to 20. Fill in missing numbers to 20. (Number range works up gradually).	Write missing numbers to 50.	Not specified, assume 10.
Number name reading	None.	Start introducing number name reading (1-5).	Number name reading: • 1-5 (p.1-16) • 1-10 (p. 21 onwards)	Number name reading 1-10.	1-10 reading (no writing required).
Subitising	Perceptually subitise 1-5 (in different arrangements).	Perceptually subitise 1-5 (in different arrangements).	Conceptually subitise to at least 5.	Conceptually subitise to 7 (or more).	Not specified.
1 more/ 1 less	Introduce 1 more with objects and pictures.	Introduce 1 less with objects and pictures.	Draw 1 more picture (and write number from p.22). 1 less introduced on p.33.	Draw 1 more/less picture and write the number.	Which number comes before/ after/between.
Comparing collections	Compare by matching (less advanced) or counting up to 5 (more advanced) of similar sized objects. Identify more/less if differences between sets are clear.	Compare by matching (less advanced) or counting up to 10 (more advanced). Identify more/less.	Compare by counting up to 10. Identify more/less and can figure out how many more or less.	Compare sets accurately by counting (even when larger collection's objects are smaller) up to 10 and can figure out how many more or less.	Compare collections of objects.
Comparing numbers	Comparing numbers (1-5) by using concrete modelling. Exposure to ordinal numbers.	Comparing numbers (1-5) by using concrete modelling. Exposure to ordinal numbers.	Comparing numbers (1-10). Ordinal numbers.	Comparing numbers (1-10). Ordinal numbers.	Ordinal numbers (up to 6 th).
Producing numbers (pictures/ objects)	Counts out up to 5 objects when asked.	Counts out required number of objects (5-10).	Counts out required number of objects to 10. Draw pictures of quantities (up to 10).	Counts out required number of objects to at least 10.	

	Term 1 (suggested)	Term 2 (suggested)	Term 3 (Workbook 00)	Term 4 (Workbook 0)	CAPS (for the year)
Tables	No tables.	Start introducing tables.	Simple tables.	Simple tables.	
Problem-solving (addition and subtraction)	Add (join/combine) and subtract with totals up to 5 by “counting all” with objects in context.	Add (join/combine) and subtract with totals to at least 5 by “counting all” with objects in context. Starts to make one number into another number (“make it N”).	Add (join/combine) and subtract with totals up to 10 with pictures in context. Make one number into another number (“make it N”). Combining to 10 with pictures. Adding 1 more with pictures.	Combining to 10 with pictures in context. Make one number into another number (“make it N”). Finding missing addend. Adding 1 more or making 1 less with pictures.	Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 10.
Problem-solving (multiplication/ repeated addition and division/sharing)	Informal grouping and sharing.	Sharing problems using concrete modelling with up to 10 objects and up to 3 people. Counting legs/eyes/arms using concrete modelling and pictures.	Sharing problems using concrete modelling with up to 10 objects and up to 3 people. Sharing up to 10 objects between 2 bowls using pictures (starts on p.27). Grouping legs (hidden bodies).	Sharing problems using concrete modelling with up to 20 objects and up to 5 people. Sharing up to 10 objects between 2 bowls using pictures (starts on p.27). Doubling and halving using concrete modelling. Doubling and halving using pictures. Hidden parts leading to repeated addition (only once). Hidden parts leading to sharing – grouping legs.	Solve and explain solutions to word problems in context that involve equal sharing, grouping with whole numbers up to 10 and answers that may include remainders. (No multiplication or repeated addition).

NumberSense Resources for Pattern, Space and Shape, Measurement, and Data Handling in Grade R (First draft).

NumberSense Concepts and Resources		CAPS (for the year)
Patterns	<p>Grade R activity kit: Fix, duplicate, extend, describe colour and shape patterns: AB, AAB, ABC, AABC. (20 cards of different difficulty levels). To be included in the “What do you notice?” poster book.</p>	Copy and extend simple patterns using physical objects and drawings (e.g. using colours and shapes).
Space and shape – position and orientation	<p>Workbook activities: Geometric pattern tracing Extending geometric/picture patterns Copying geometric patterns Geometric pattern tracing Extending geometric/picture patterns Copying geometric patterns Make your own geometric pattern</p> <p>Concrete activities to be included in the Teacher Guide. To be included in the “What do you notice?” poster book.</p>	Language of position: describe the position of one object in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to. Position and directions: follow directions to move around the classroom.
Space and shape – 3D objects	<p>Concrete activities to be included in the Teacher Guide. To be included in the “What do you notice?” poster book.</p>	Recognise and name 3-D objects in the classroom <ul style="list-style-type: none"> • ball shapes, • box shapes. Describe, sort and compare 3-D objects in terms of: <ul style="list-style-type: none"> • size • colour, • objects that roll, • objects that slide.
Space and shape – 2D shapes	<p>Grade R activity kit: 40 cards of different difficulty levels. Included in the “What do you notice?” poster book.</p>	Recognise, identifies and names two-dimensional shapes in the classroom and in pictures.


NumberSense Concepts and Resources		CAPS (for the year)
Space and shape - Symmetry	Body-based activities to be included in Teacher Guide . To be included in the “ What do you notice? ” poster book.	Recognise symmetry in own body
Measurement - Time	Concrete activities to be included in the Teacher Guide . To be included in the “ What do you notice? ” poster book.	Talk about the passing of time <ul style="list-style-type: none"> • Talk about things that happen during the day and things that happen during the night • Learners sequence events that happen to them during the day • Order regular events from their own lives Telling of time – not required
Measurement - Length	Concrete activities to be included in the Teacher Guide . To be included in the “ What do you notice? ” poster book.	Informal measuring Compare and order the length, height or width of two or more objects by placing them next to each other. Use language to talk about the comparison e.g. longer, shorter, taller, wider
Measurement - Mass	Concrete activities to be included in the Teacher Guide . To be included in the “ What do you notice? ” poster book.	Informal measuring Compare and order the mass of two or more objects by feeling them or using a balancing scale. Use language to talk about comparison e.g. light, heavy, lighter, heavier.
Measurement – Capacity/ Volume	Concrete activities to be included in the Teacher Guide . To be included in the “ What do you notice? ” poster book.	Informal measuring Compare and order the amount of liquid (volume) in two containers placed next to each other. Learners check by pouring into a third container if necessary. Compare and order the amount of liquid that two containers can hold if filled (capacity). Use language to talk about comparison e.g. more than, less than, full, empty.
Data handling	Concrete activities to be included in the Teacher Guide . To be included in the “ What do you notice? ” poster book.	Collect and organise objects: collect and sort everyday physical objects. Represent sorted collection of objects: draw a picture of collected objects. Discuss and report on sorted collection of objects Answer questions about: <ul style="list-style-type: none"> • How the collection was sorted • The drawing of the collection.

Counting

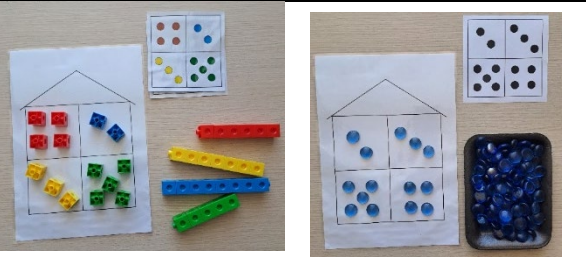
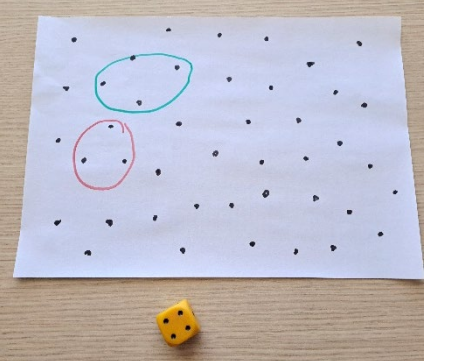
Oral counting

Try avoid rote counting on its own only serves the purpose of helping children learn the counting sequence. To maximise your time and effort, try to always combine it with:

- meaning or context (a reason to count)
- a demonstration of quantity e.g. using fingers or movements

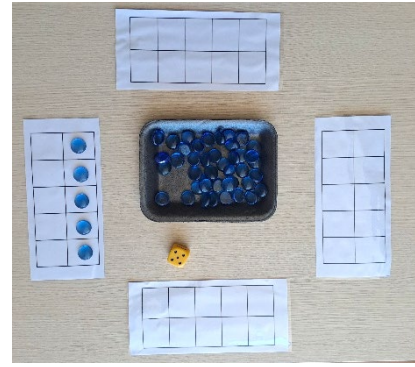
<p>Counting movements</p> <ul style="list-style-type: none"> • Combine counting with actions: • 'Let's jump five times!' • 'Clap three times!' • 'Take two giant steps.' <p>This builds coordination and connects counting to real experiences.</p>	<p>Shake the tin</p> <ul style="list-style-type: none"> • Place small objects in a tin so they make a noise when shaken. • Ask children to close their eyes and count quietly. • Shake the tin a distinct number of times. <p>Ask children how many times you shook it (they can call out or hold up fingers).</p>
<p>Simon Says (or Teacher says)</p> <p>Play the classic game but with every command involve a number e.g. 'tap your head three times'. Or, give commands that include a number of fingers on body part e.g. 'put 4 fingers on your knee'.</p>	<p>Matching fingers</p> <p>Children pair up facing each other and hold their hands in front of them. They touch fingers one finger at a time counting from 1-10 with correct correspondence.</p> 

Counting concrete objects without number symbols

<p>House grids – reproducing a collection</p> <ul style="list-style-type: none"> • This activity can be done individually or in small groups. • You will need: <ul style="list-style-type: none"> ○ Grid cards with dots (start with 4x4 grid) – see pictures ○ Large house grid template ○ Manipulatives • Children take a card and represent their number using the given manipulatives, making sure the numbers correspond to the correct space on the grid. 	
<p>Roll and circle</p> <ul style="list-style-type: none"> • This game promotes subitising but accommodates for counting as well. • You will need: <ul style="list-style-type: none"> ○ A sheet of paper with dots ○ 1 die per group ○ Pencil/crayon/marker • This game can be played in pairs or small groups. • Children take turns to roll the die, count/subitise the number of dots on the die and draw a 'circle' around the same number of dots on the paper. 	

Roll and build

- This game promotes subitising but accommodates for counting as well.
- This game works well in small groups.
- You will need:
 - A ten frame for each child
 - 1 die per group or child (depending on whether or not you want to promote turn-taking)
 - Manipulatives
- Children roll the die, count/subitise the number of dots on the die and then place that number on the ten-frame. You can decide if you want to teach them to start at the top and work from left to write or if you want them to explore different representations.



Feed the monster

- This game promotes subitising but accommodates for counting as well.
- This game works well in small groups.
- You will need:
 - A monster for each child – a container with eyes and a hole
 - 1 die per group or child (depending on whether or not you want to promote turn-taking)
 - Manipulatives e.g. pompoms

Children roll the die, count/subitise the number of dots on the die and then feed that number of pom-poms to the monster.



Hedgehog game

- You will need to set this up in advance.
- This game works well in pairs or small groups.
- You will need:
 - Playdough in a 'pear' shape with eyes added
 - Plastic beads with a hole large enough for a matchstick to fit through. Place at least 20 into the playdough (optional).
 - Matchsticks
 - Die

Children roll the die, count/subitise the number of dots on the die and then stick that number of sticks into the hedgehog, counting as they go.



Muffin tin and elastic bands

Roll the dice and put an elastic band around the corresponding number of cups.

(Check how far the elastic bands can stretch - you may need to use lower numbers of dots on the dice).



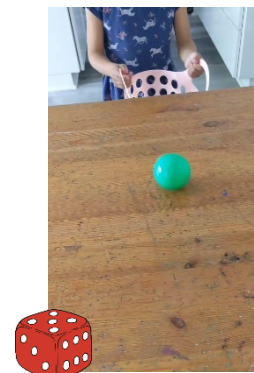
Bottle caps

Roll the dice and pick up the required number of bottle caps with a peg (used like a tweezer) from a container containing water.



Counting balls – roll and catch

- This game works well in pairs.
- For each pair of children, you will need:
 - A table
 - A die
 - Plastic balls
 - A box/basket/container
- Children stand on opposite ends of the table. One child starts with the balls and the other with the box/basket.
- The child with the balls rolls the die, counts/subitises the number of dots on the die and then rolls that number of balls across the table one at a time, counting aloud.
- The child with the box/basket has to catch the balls and count them as they catch them.
- After a few rounds the children should swap places.



Counting skittles

- This game works well in small groups.
- You will need:
 - Skittles – these can be plastic bottles or toilet-rolls
 - A ball
- Children take turns to roll the ball and try knock over the skittles.
- They count how many skittles they knocked over.

Tip: Try out your resources beforehand to make sure the skittles stand easily and that it is not too difficult to knock them over. You may need to add some weight to plastic bottles. You may also need to make side walls to help the children to get the ball in the right direction.



Counting and producing objects using number symbols

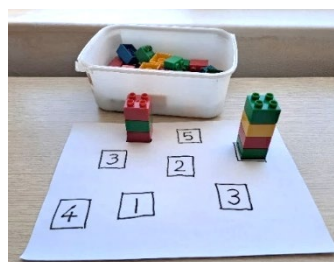
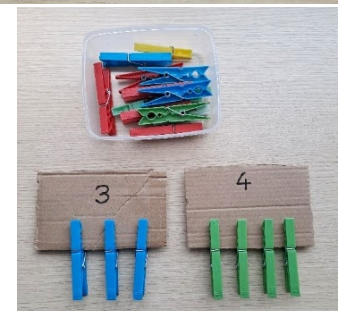
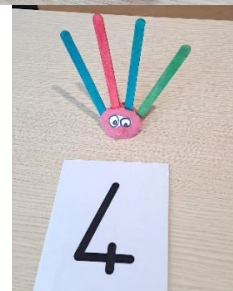
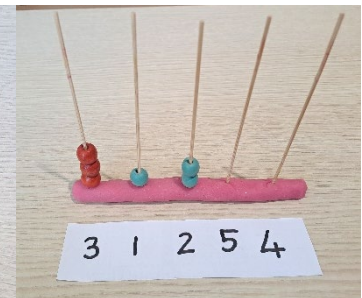
Using 'number paths' to count collections of objects

- 'Number paths' can be a helpful way to expose children to number symbols while counting but without requiring recognition.



Counting with a fine-motor element

- Children read the number symbol and place the correct number of objects.
- There are many different variations on this type of activity. Some ideas include:
 - Rolling playdough balls
 - Beads on sticks on playdough
 - Threading beads onto pipe cleaners
 - Sticking sticks into playdough
 - Pegs on cardboard
 - Building block towers
- Adaptations:
 - Use theme-related materials
 - Extension: higher number range
 - Scaffolding: provide the children with a number line, or present number prompts in order



Roll and turn

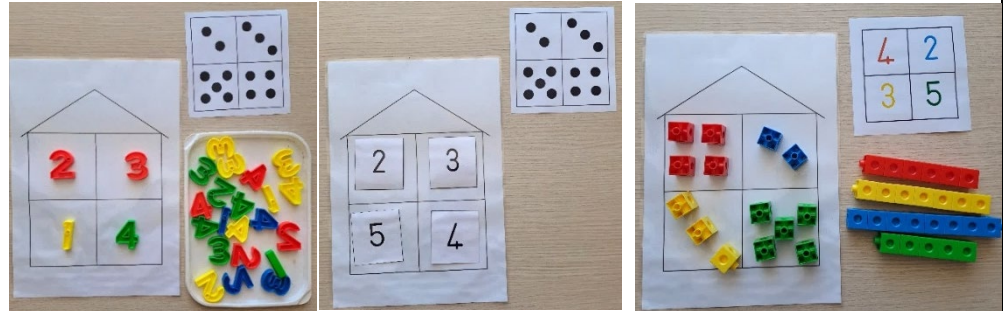
- You will need:
 - 6 Uno/number cards per player
 - 1 die per group (note: you may need to adapt your die to match the numbers used)
- This game can be played in pairs or small groups.
- Each player must have the same number of cards and lay them out in a line.

Players take turns to roll the die and then turn over the matching card. If there is no matching card they do nothing until their next turn. The winner is the child who turns over all their cards first.



House grids

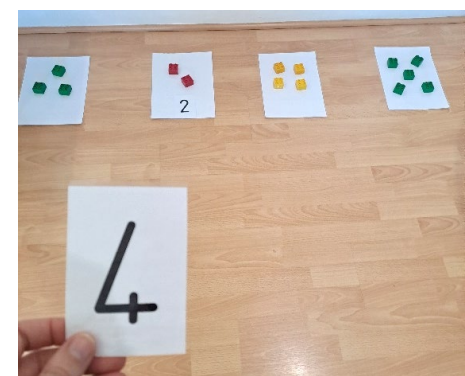
- This activity can be done individually or in small groups.
- You will need:
 - Grid cards with number symbols or dots (start with 4 x 4 grid) – see pictures
 - Large house grid template
 - Number cards or manipulatives or plastic numbers – see pictures
- Children take a card and represent their card using the given manipulatives, making sure the numbers correspond to the correct space on the grid.



Relay-type games

- These games can be played with the whole class or a small group.
- They will probably require teacher facilitation.
- Set up large number cards on the far side of the room.
- Children line up on the other side and can be divided into multiple lines.
- Step 1: child/children at the front of the line are presented with a number. Some ideas:
 - Child rolls a large die
 - Teacher shows/gives a number card
 - Teacher calls a number
- Step 2: child/children move to the numbers on the other end of the classroom. Some ideas:
 - Walk
 - Run
 - Hop, skip or do an animal walk
- Step 3: child/children:
 - Touch the corresponding number
 - Place a number card on the corresponding number
 - Place the correct number of objects on the corresponding number

Step 4: child/children rejoin the back of the line and it's the next child/children's turn.



Counting on or back

Roll 2 dice

- This can work for whole class oral counting practice
- You will need:
 - 2 dice – 2 dot dice or one with dots and one with numerals. (Use large dice if playing with multiple children).
- A child rolls one die. Everyone says the number (preferably by subitising).
- Another child rolls the second die and everyone shows that number of fingers.
- Now, children must start at the first number and count on using their fingers to keep track.



Variation: this activity can also be used for counting back. Maybe use a die with numerals 6 and higher as your first die.

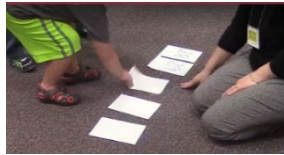
Card and dice

- This can work for whole class oral counting practice
- Similar to the previous activity, but this time invite a child to select a number card (from a pre-selected set of cards) for your first number.
- Again, use a dot dice for your second number, encouraging children to show fingers



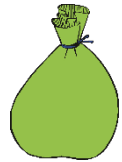
Predict and flip

- You will need:
 - Number symbol cards
- Lay out some consecutive numbers face down in a line – so that they will be in the correct left to right positions for the children when flipped over.
- Turn over the first card and say the number.
- Ask a child which number comes next
- Let them turn it over and check if they are correct. (Place card face-up in its place).
- Repeat for the other cards in sequence.
- This game can also be used to count backwards - remember to turn cards over from right to left (for the child) in sequence.



Hidden starting number

- This activity practises trusting the starting number and prevents counting all.
- Place some counters in a cup or a bag. Don't count them as you put them in. Make sure the children can't see inside.
- Tell the children how many counters are inside.
- Now add more, one at a time, as the children count on.
- Can also be used for counting back: take counters out of the cup or bag one at a time.



Clap and count on

- Select a starting number (by throwing a die, choosing a card, or teacher chooses). It is helpful to display this number for everyone to see.
- Teacher asks class to clap forward or back a certain number (suggest 1 - 4 so children can keep track of their claps).
- Children clap the given number of claps, counting forward or backward from the starting number, coordinating their claps and counting aloud.

Roll the die and count on with counters



Number Symbols

Building number symbols

Building number symbols (as opposed to writing them) is important because it:

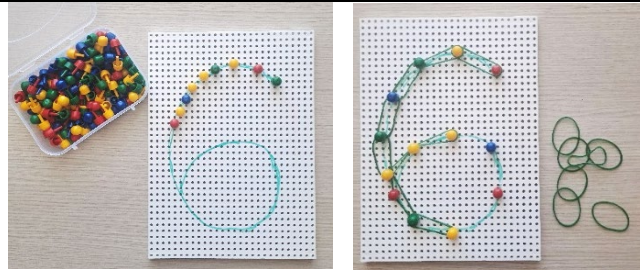
- Helps improve number symbol recognition
- Develops visual perceptual skills (which are essential for number writing)
- Provides opportunities to include fine-motor skills (which are also essential for number writing).

For activities that involve arranging manipulatives, try encourage the children to start building at the point that would be the **starting point** for number formation.

Pegs and peg boards

Either use picture cards for the children to copy or draw number symbols onto the pegboard with a whiteboard marker.

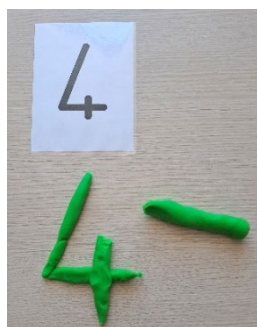
Variation: put pegs at selected points and add elastic bands



Roll playdough 'snakes'

Variations:

- Sticking sticks in the number symbol
- Making imprints on the number symbol



Roll playdough balls



Straw pieces and playdough

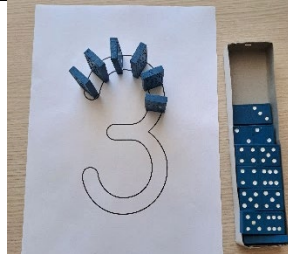


Beads and playdough





Lacing



Dominoes on a template – very exciting to knock down!



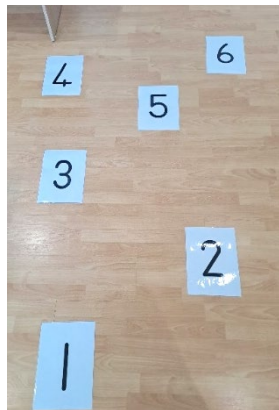
Tweezers (or a peg) and pompoms/small objects

Ordering numbers, number lines and missing numbers

<p>Learning number words ('number list'): Rote memorization of number words without understanding. Mistakes are common. (age 2-3)</p>	<p>Understanding that number words map to quantities: Know 1-4 and that later numbers correspond to larger quantities but don't fully grasp the entire number system. (age 3-4)</p>	<p>Cardinality & ordering principle: Decide which of two numbers is bigger. Place numbers in sequence meaningfully. (about age 4)</p>	<p>Mastery of ordinal concepts: Improve in comparing magnitudes (e.g., $9 > 6$), ordering sets by quantity, understanding number lines, and recognizing that order is fixed and predictable. (age 4-6)</p>	<p>Understanding number line as a mental model: Shift to a more linear view (even spacing). This transformation is key to later math achievement. (age 5-7)</p>
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Number order jumping

- You will need:
 - Large number cards
 - Attach number cards to the floor.
- Children take turns to jump from one number to the next in the correct order.



Fill in the missing numbers

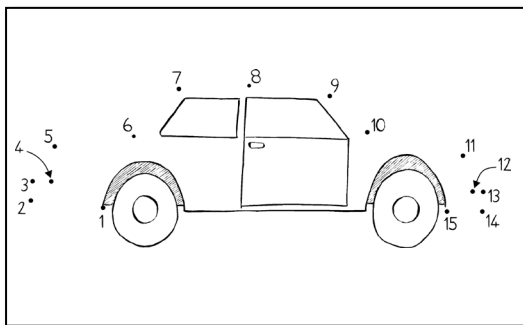
- You will need:
 - Number manipulatives
 - Number cards with missing numbers

Note: this activity is a good example of how to allow young children the opportunity to work with number symbols but not have to write them.



Dot to dot worksheets

- Children will need to be taught how to do these, but once they get the hang of it, they can do them independently to practise number ordering.
- They are easy to find on the internet.
- You could laminate some and let the children use white-board markers to fill them in.



Peg the missing number

- You will need:
 - Cardboard number strips with one number missing.
 - Pegs with missing numbers written on
 - Children must peg the missing numbers in the correct places.

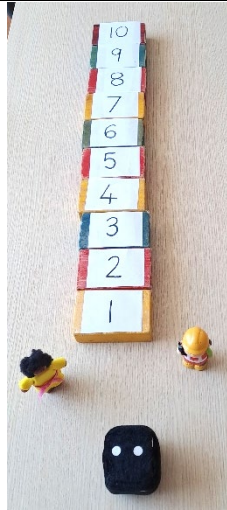


Build your own board game

- You will need:
 - Number cards/tiles/blocks (preferably with some weight so they can't be bumped easily).
 - A die
 - 2 figurines

This game works best in pairs
Children take turns to roll the dice and move the correct number in spaces forward.

Variation: children can practise counting on by counting aloud the numbers they move (from their second turn).



Add numbers to blocks. Children have to connect them in the correct order.



A simple layout children can practise on their own. Can be extended to 10 or 20.

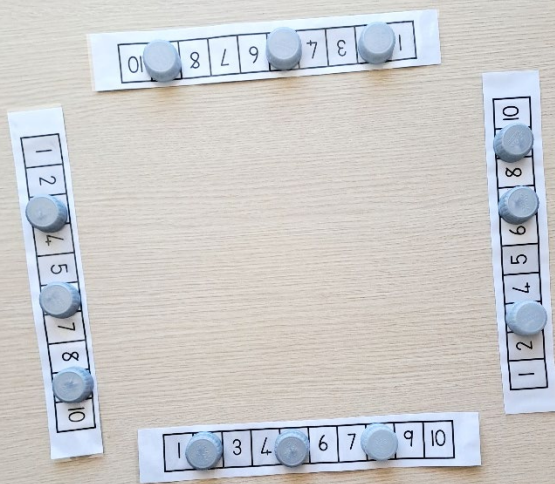


Using playdough



Say the missing numbers

- This works well as a teacher-guided small group activity.
- The teacher sets up a number line for each child with some numbers covered.
- They take turns to say what each of the covered numbers is and then take the bottle cap off to see if they are correct.

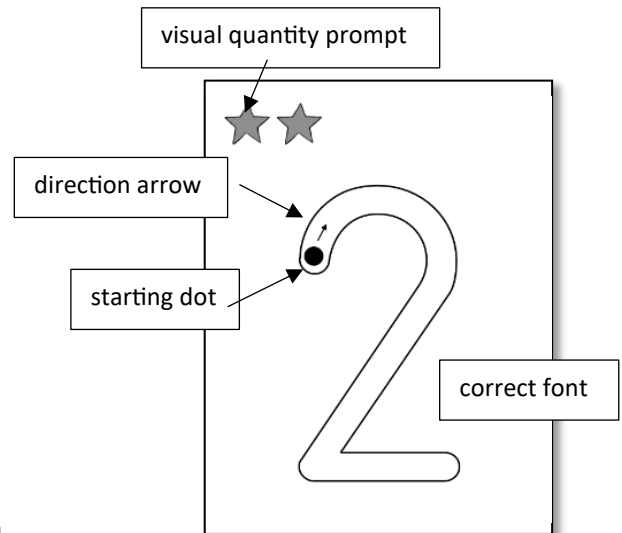


Writing/forming number symbols

Tips:

Always give number cards with **starting dots**. If they start the number in the correct place, its easy after that. Try break (or prevent) habits of starting numbers at the wrong place.

Sand, rice and pasta can be easily dyed using food colouring.



1. Place a small quantity of sand/rice/pasta in a 'Ziplock' bag, and add food colouring.
2. Use your hands to move the sand/pasta/rice around to thoroughly coat in food colouring.
3. Spread out and leave to dry.

Sensory writing

Many different mediums can be used.:

- Sand
- Rice
- Salt
- Playdough
- Lentils
- Sequins
- Shaving cream
- Squishy bags – paint or hair gel/flour and food colouring

Variations:

- 'Write' with a paintbrush or earbud.
- Place small objects into the pathway created.



'squishy' bag - flour and food colouring



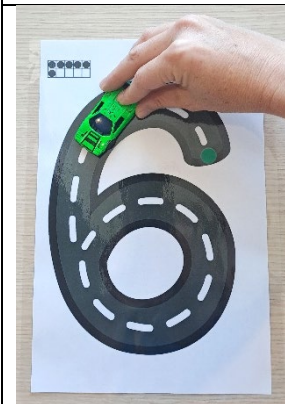
sand



beads

- Place the corresponding number of objects next to the number written.

 <p>rice</p>	 <p>lentils</p>	 <p>salt</p>	 <p>playdough and stick</p>
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Cars and road-themed numbers – many available freely online, you may need to add a starting dot.



Using movement - Build a large number symbol and children can make a ball follow the path.

Addition and subtraction

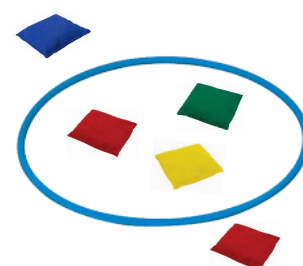
Parts and wholes – composing and decomposing

How many ways can you break a number?

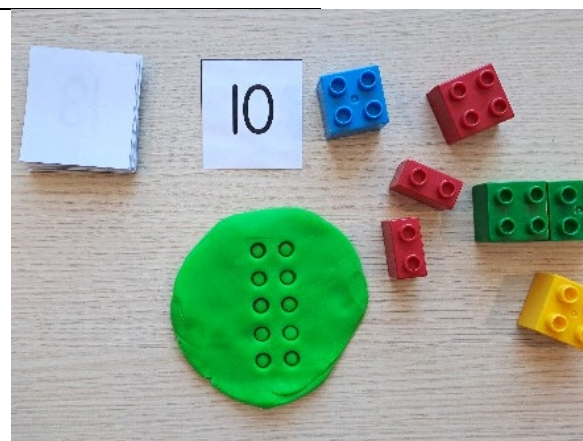


Throw the beanbag

- Let a specific number of children (e.g. 5) each try throw a beanbag into a hula hoop. Leave the beanbags after each throw.
- After all the children have thrown, ask the class 'How many beanbags are inside the hoop?' and 'How many beanbags are outside the hoop?'.
- Play several times with different children but using the same number each time.



Sorting dominoes by total dots



Stamp the number in playdough. Try give numbers that require multiple blocks.

Addition and subtraction problems

Tips:

- Focus on 'result unknown' problems initially.
- Allow for concrete modelling or acting the problem out.
- Try give a context (e.g. a story) rather than an abstract problem.
- It is not necessary for children to understand and use the +, - and = symbols or terminology, rather focus on understanding and representing the situation.
- Prepare children for the other problem types, by:
 - practising composing and decomposing activities
 - encouraging the development of 'counting on/back' strategies

BASIC PROBLEM TYPES		
<u>Result unknown</u>	<u>Change unknown</u>	<u>Start unknown</u>
5+4=	5+_=9	_+4=9
9-4=	9-_=5	_-4=5
(age 4+)	(age 5+)	(age 6-7+)

Addition and subtraction problems – result unknown

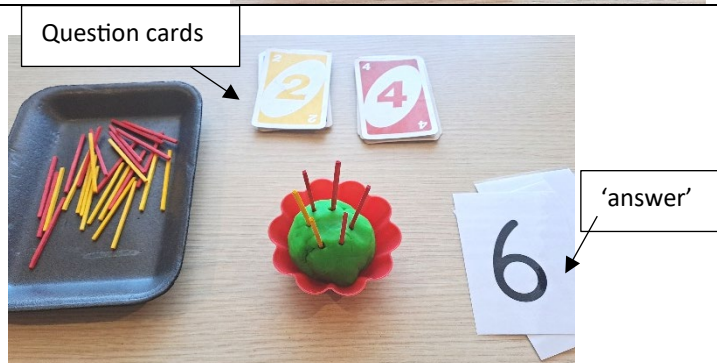
Connecting cube addition (result unknown)

1. Take 2 number cards of different colours, e.g. 4 red and 3 green.
2. Act out question card by joining the correct number and colour of cubes together.
3. Count how many cubes there are all together and say the 'answer'.



Candle addition (result unknown)

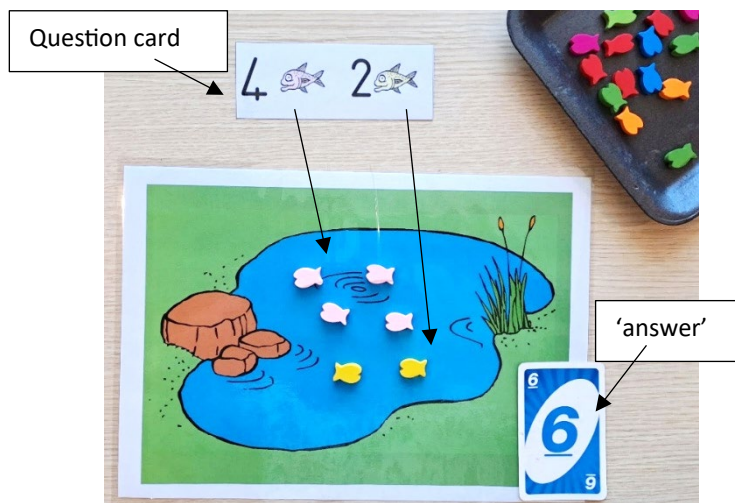
4. Take 2 number cards of different colours, e.g. 2 red and 4 green.
5. Act out question card by placing the correct number and colour of sticks on the playdough cake.
6. Count how sticks there are all together and say the 'answer'.



Initially this will need to be a guided activity, but after some practice, children might be able to complete this process independently.

Pond - addition (result unknown)

1. Take a question card: 4 pink fish, 2 yellow fish
2. Act out question card by placing the correct number of fish 'in' the pond.
3. Count how many fish there are all together and choose a number card to show the 'answer'.

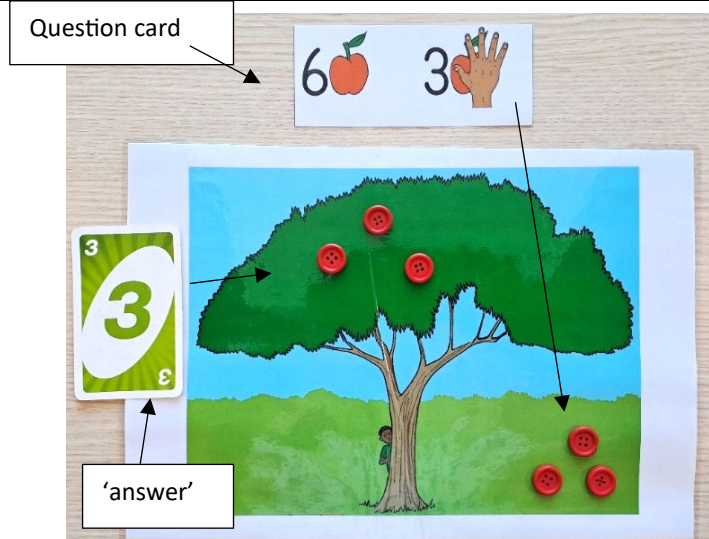


Initially this will need to be a guided activity but after some practise, children might be able to complete this process independently.

Tree - subtraction (result unknown)

1. Take a question card: 6 apples, 3 are picked
2. Act out question card by placing 6 'apples' 'in' the tree and then 'picking' 3.
3. Count how many apples are left in the tree and choose a number card to show the 'answer'.

Initially this will need to be a guided activity but after some practise, children might be able to complete this process independently.



Truck - addition (result unknown)

7. Take 2 number cards of different colours, e.g. 2 red and 4 green.
8. Act out question card by placing the correct number and colour of blocks on the truck.
9. Count how many blocks there are all together and say the 'answer'.

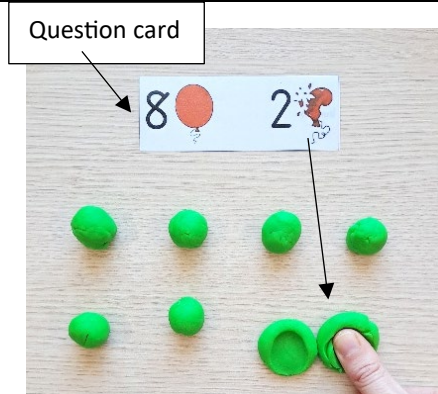
Initially this will need to be a guided activity but after some practise, children might be able to complete this process independently.



Pop the 'balloons' – subtraction (result unknown)

1. Take a question card: 8 balloons, 2 pop.
2. Act out question card by making 8 playdough balls and then squashing 2 to show the balloons 'popping'.
3. Count how many balls of playdough are left and say the 'answer'.

Initially this will need to be a guided activity but after some practise, children might be able to complete this process independently.



Addition using a ten-frame

A 30-egg egg box cut in 3 pieces makes a good ten-frame

1. Take a number card e.g. 4 and place that number of pompoms in the egg box.
2. Roll the die and add that number (e.g. 3) of pompoms in a different colour.
3. Count how many pompoms there are all together and say the 'answer'.

