02 Give me a number

Aim

Stop counting at the requested amount.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

From ten counters, give three to a puppet; stop at three and check the set.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Exactly 2.
2. Exactly 4.
3. Exactly 1.
4. Exactly 5.
5. Exactly 3.

If pupils struggle

Reduce to two choices, demonstrate a different example and allow pointing or adult scribing. Keep the same target skill.

Next challenge

Ask for a reason or a second example, then try the skill with less prompting.

Classroom link

Give one item to each pupil at snack or equipment time.

02 Give me a number

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Give 2 counters.

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2. Give 4 counters.

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3. Give 1 counter.

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4. Give 5 counters.

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5. Give 3 counters from a larger pile.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____