12 Review and use number

Aim

Complete final check and explain a useful representation.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check B before teaching today; allow time for review.

Model - make the thinking visible

Model showing both the amount and how it was checked; accept pointing rather than verbal explanation.

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. 4; valid check.
2. 5.
3. 4 more/3 fewer.
4. Valid pair.
5. Specific suitable routine.

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

Teacher receives the number range and representations that are secure.

12 Review and use 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. Make 4 and check it.

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2. Give a set of 5.

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3. Compare 3 and 4.

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4. Show two parts of 5.

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5. Choose where to use counting today.

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

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