04 See small amounts

Aim

Recognise small structured quantities and check by counting.

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

Place three counters as a triangle. Say three; count to confirm. Accuracy matters more than speed.

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. 2.
2. 3.
3. 4.
4. 5.
5. 4.

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

Notice small amounts in dice and everyday arrangements.

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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. Show 2 on a frame. Name the amount.

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2. Show 3 as a triangle. Name the amount.

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3. Show 4 as two pairs. Name the amount.

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4. Show 5 in one frame row. Name the amount.

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5. Show 4 in a different arrangement. Name it.

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

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