06 Number check and practice

Aim

Consolidate 0-5 and complete midpoint check.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check C before teaching today; replace part of practice.

Model - make the thinking visible

Choose the hardest earlier skill and model with a new arrangement; do not rehearse check items.

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. 5.
2. 3.
3. 4.
4. 2.
5. Valid pair totalling 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

Teacher notes whether counting remains one-to-one in class.

06 Number check and practice

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. Count 5 scattered counters.

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2. Give 3 from a pile.

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3. Make numeral 4 with counters.

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4. Compare 2 and 5: fewer?

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5. Split 4 into two groups; say both parts.

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

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