

## How to use Foundation Maths.



Click this icon to print what you see on the board or screen.



Click this icon for instructions for each activity.



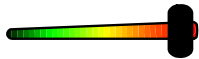
Click this icon to minimise Foundation Maths.



Click this icon to exit.



Click this icon to mute all sounds. Click again to turn sounds back on.



Click and drag the slider to control the volume.



Click this icon to go to the Counting activities menu.



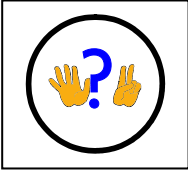
Click this icon to go to the Calculating activities menu.



Click this icon to go to the Shape, Space and Measures activities menu.



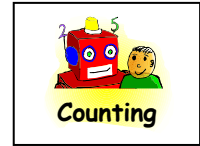
Click this icon to go to the Tools activities menu.



All day to play

## Teacher's notes

Counting – Unit 1 of 13



# 1 Finger Count

## 1.1 Learning Outcome

- Count reliably up to 10 everyday objects.

## 1.2 Curriculum Guidance Links – Mathematical Development

### 1.2.1 Early Learning Goals

- Recognise numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- Count reliably up to 10 everyday objects (*Numbers as labels and for counting:- 2,3 and 6*).
- Say and use the number names in order in familiar contexts (*Numbers as labels and for counting:- 4*).
- The text in *red italics* relates to statements in the Foundation Profile.

### 1.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Say and use the number names in order in familiar contexts;
  - Recite the number names in order;
  - Count reliably up to 10 everyday objects;
  - Begin to recognise 'none' and 'zero' when counting.

## 1.3 How it Works

- Naz is learning to count. He holds up a number of his fingers and thumbs.
- Count the fingers and click the right numeral on the number line.
- The robot will then count the fingers to see if you are right.
- If you are right a smiley face will appear.
- If you are wrong a sad face will appear.
- The count will appear in the numeral box next to the robot.
- Click the 'New number' button on the robot's chest for a new set of fingers. This can be clicked at anytime.

- Click the 'up' button to see a demonstration of how Naz counts up to 10.
- Click the 'down' button to see a demonstration of how Naz counts down from 10.

#### 1.4 **Vocabulary**

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, how many...?, count.

#### 1.5 **Other Activities**

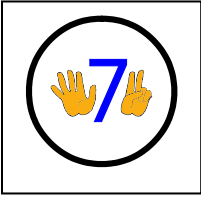
- Print out the hands pages from the Counting Pupil Resources PDF and ask children to make totals and write in the numbers. (Pages 2 – 13)

#### 1.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 1.7 **Photocopiable masters**

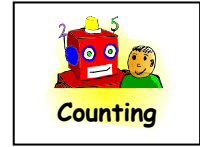
- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 2 of 13



## 2 Finger Count 2

### 2.1 Learning Outcome

- Recognise numerals 1–9.

### 2.2 Curriculum Guidance Links – Mathematical Development

#### 2.2.1 Early Learning Goals

- Recognise numerals 1–9 (*Numbers as labels and for counting:- 5*).
- Count reliably up to 10 everyday objects (*Numbers as labels and for counting:- 2,3 and 6*).
- Say and use the number names in order in familiar contexts (*Numbers as labels and for counting:- 4*).
- The text in *red italics* relates to statements in the Foundation Profile.

#### 2.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Say and use the number names in order in familiar contexts;
  - Recite the number names in order;
  - Count reliably up to 10 everyday objects;
  - Begin to recognise 'none' and 'zero' when counting.

### 2.3 How it Works

- Naz holds up a card with a number on.
- Look at the cards with combinations of fingers on along the bottom of the screen.
- Click on the card that shows the same number of fingers and thumbs as the number shown.
- The robot will then count the fingers to see if you are right.
- If you are right a smiley face will appear.

- If you are wrong a sad face will appear.
- You can have another go by clicking on one of the other cards.
- Click the 'Try another' button for a new number. This can be clicked at anytime.
- Click the 'up' button to see a demonstration of how Naz counts up to 10.
- Click the 'down' button to see a demonstration of how Naz counts down from 10.

## 2.4 Vocabulary

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, how many...?, count.

## 2.5 Other Activities

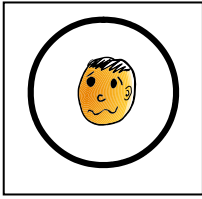
- Print out the hands pages from the Counting Pupil Resources PDF and ask children to make totals and write in the numbers. (Pages 2 – 13)

## 2.6 Tips

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

## 2.7 Photocopiable masters

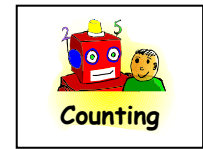
- The Counting Pupil Resources PDF available is from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 3 of 13



### 3 Counting Things

#### 3.1 Learning Outcome

- Say and use the number names in order in familiar contexts.

#### 3.2 Curriculum Guidance Links – Mathematical Development

##### 3.2.1 Early Learning Goals

- Recognise numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- Count reliably up to 10 everyday objects (*Numbers as labels and for counting:- 2,3 and 6*).
- Say and use the number names in order in familiar contexts (*Numbers as labels and for counting:- 4*).
- The text in *red italics* relates to statements in the Foundation Profile.

##### 3.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Recognise numerals 1 to 9, then 0 and 10, then beyond 10;
  - Say and use the number names in order in familiar context;
  - Recite the number names in order;
  - Count reliably up to 10 everyday objects giving just one number name to each object, then beyond 10;
  - Estimate a number in the range that can be counted reliably, then check by counting;
  - Begin to recognise 'none' and 'zero' when counting.

#### 3.3 How it Works

- Choose a number range limit from the menu page. A random number of objects up to this limit will appear on the screen.

- You can click the objects and drag them around the screen to help you count them accurately.
- Click the 'Silly counting' button to hear the boy count the objects. Listen carefully because he will make a mistake!
- Click the 'Good counting' button to hear the weasel count the objects correctly.
- Click the 'Counting box' button to see a counting box which can be used to help count the objects.
- Click and drag the objects one at a time and drop them on the counting box.
- The object will snap into place and a number will appear underneath.
- Click the Reset button to stop a silly count, clear the counting box or return all the objects to their original places.
- Click the New number button to display a new random number of objects on the screen.
- Click the 'Menu' button to choose a new number range limit.

### 3.4 Vocabulary

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, how many...?, count, guess how many, estimate.

### 3.5 Other Activities

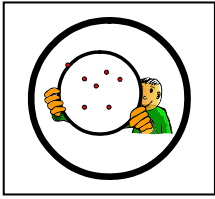
- Print out the counting box pages from the Tools Pupil Resources PDF and ask children to cut and stick the objects onto the counting box and write in the numbers. (Pages 2 – 5)

### 3.6 Tips

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

### 3.7 Photocopiable masters

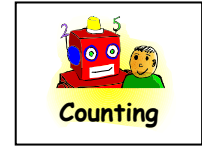
- The Tools Pupil Resources PDF is available from the Tools home page. Click on Pupil resources from the Tools home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 4 of 13



### 4 Estimating

#### 4.1 Learning Outcome

- Make simple estimates and predictions.

#### 4.2 Curriculum Guidance Links – Mathematical Development

##### 4.2.1 Early Learning Goals

- Uses developing mathematical ideas and methods to solve practical problems (*Numbers as labels and for counting:- 8*).
- The text in *red italics* relates to statements in the Foundation Profile.

##### 4.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Estimate a number in the range that can be counted reliably, then check by counting;
  - Make simple estimates and predictions.

#### 4.3 How it Works

- Choose a number limit. A random number of objects up to this limit will be displayed.
- Look at the number of objects on the card that Naz holds up.
- Make an estimate of how many objects you saw and click that number on the number line.
- The robot will tell you how well you did.
- Click the 'Show' button if you need to see the card again.
- Click the 'New card' button to see a different number.
- Click the 'Menu' button to choose a different number limit.

#### 4.4 Vocabulary

- Number, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, how many...?, count, guess how many, estimate.

#### 4.5 **Other Activities**

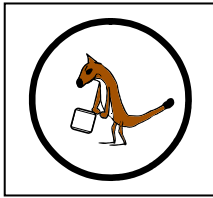
- Print out the cards of objects from the Counting Pupil Resources PDF and play your own estimating game. (Pages 15 – 36)

#### 4.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 4.7 **Photocopiable masters**

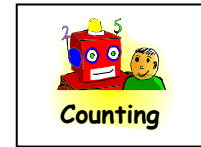
- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 5 of 13



## 5 Missing Numbers

### 5.1 Learning Outcome

- Use developing mathematical ideas and methods to solve practical problems.

### 5.2 Curriculum Guidance Links – Mathematical Development

#### 5.2.1 Early Learning Goals

- Uses developing mathematical ideas and methods to solve practical problems (*Numbers as labels and for counting:- 8*).
- Recognises, counts, orders, writes and uses numbers up to 20 (*Numbers as labels and for counting:- 9*).
- The text in *red italics* relates to statements in the Foundation Profile.

#### 5.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Say a number which lies between two given numbers;
  - Uses developing mathematical ideas and methods to solve practical problems.

### 5.3 How it Works

- Choose the type of number line you want to use.
- Choose how many numbers you want to disappear from the number line.
- Click the 'Skip intro' button to fast forward through the animation.
- Decide which numbers are missing. Click each number to hear them.
- Click the 'Reveal' button to see which numbers have been taken away.
- Click the 'Another go' button to remove some more numbers from the number line.

- Click the 'Menu' button to choose a different number line.

#### 5.4 **Vocabulary**

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, before, after, between, next.

#### 5.5 **Other Activities**

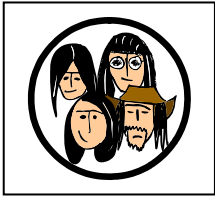
- Print out the number line pages from the Tools PDF and fill in the missing numbers. (Pages 6 – 11)

#### 5.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 5.7 **Photocopiable masters**

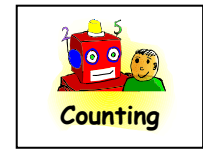
- The Tools PDF is available from the Tools home page. Click on Pupil resources from the Tool home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 6 of 13



## 6 Number Songs

### 6.1 Learning Outcome

- Say and use the number names in order in familiar contexts such as number rhymes, songs, stories, counting games and activities.

### 6.2 Curriculum Guidance Links – Mathematical Development

#### 6.2.1 Early Learning Goals

- Say some number names in familiar contexts, such as nursery rhymes (*Numbers as labels and for counting:- 1*).
- Recognises numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- The text in *red italics* relates to statements in the Foundation Profile.

#### 6.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Say and use the number names in order in familiar contexts such as number rhymes, songs, stories, counting games and activities.

### 6.3 How it Works

- Click a number at the side of the television.
- Click the 'Play' button to watch an animation and hear a number song.
- Click the 'Stop' button to pause the animation.
- If you click the 'Play' button When a song is playing the 'Play' button becomes a 'Pause' button. Click it again to continue playing the number song.

#### 6.4 **Vocabulary**

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, before, after, between, next.

#### 6.5 **Other Activities**

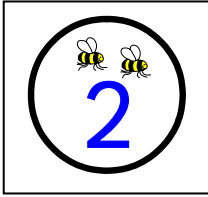
- Print out the Number Song words from the Counting Pupil Resources PDF and sing along. (Pages 37 – 47)

#### 6.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 6.7 **Photocopiable masters**

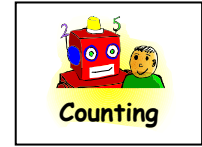
- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 7 of 13



## 7 Number Match

### 7.1 Learning Outcome

- Count reliably up to 10 everyday objects (then beyond 10).

### 7.2 Curriculum Guidance Links - Mathematical Development

#### 7.2.1 Early Learning Goals

- Recognises numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- Counts reliably up to 10 everyday objects (*Numbers as labels and for counting:- 6*).
- Use developing mathematical ideas and methods to solve practical problems (*Numbers as labels and for counting:- 8*).
- The text in *red italics*, and brackets, relates to statements in the Foundation Profile.

#### 7.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Use developing mathematical ideas and methods to solve practical problems involving counting and comparing;
  - Recognise numerals 1 – 9, then 0 and 10, then beyond 10;
  - Count reliably up to 10 everyday objects giving just one number name to each object. Recognise small numbers without counting.

### 7.3 How it Works

- Click a number to decide on the number limit.
- The target number is displayed on the robot. Click the number to hear it. This is the number of objects that needs to be dragged onto the screen.

- Click the object in the box under the number and drag it onto the background on the screen. This can be done as many times as you like.
- Click the 'Check' button when you think you have the right number of objects to see if you have got it right.
- Click the 'Show me' button to be shown how many to count out.
- Click the 'Clear' button to clear all the objects away.
- Click the 'New number' button to see a new target number.
- Click the 'Menu' button to choose another number limit.

#### 7.4 **Vocabulary**

- Number, none, zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, how many..., too many, too few, enough, not enough, more, less, many, few, one more, one less.

#### 7.5 **Other Activities**

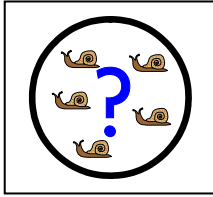
- Print out the Number Match pages from the Counting Pupil Resources PDF and draw the right number of objects to complete the activities. (Pages 48 – 52)

#### 7.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume for each activity.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 7.7 **Photocopiable masters**

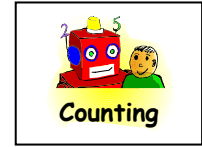
- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 8 of 13



## 8 Number Match 2

### 8.1 Learning Outcome

- Count reliably up to 10 everyday objects (then beyond 10).

### 8.2 Curriculum Guidance Links – Mathematical Development

#### 8.2.1 Early Learning Goals

- Recognises numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- Counts reliably up to 10 everyday objects (*Numbers as labels and for counting:- 6*).
- Use developing mathematical ideas and methods to solve practical problems (*Numbers as labels and for counting:- 8*).
- The text in *red italics* relates to statements in the Foundation Profile.

#### 8.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Use developing mathematical ideas and methods to solve practical problems involving counting and comparing;
  - Recognise numerals 1 to 9, then 0 and 10, then beyond 10;
  - Count reliably up to 10 everyday objects giving just one number name to each object. Recognise small numbers without counting.

### 8.3 How it Works

- Click a number to decide on the number limit.
- A number of objects is displayed on the screen.
- Count the objects and click the corresponding number on the number line.
- The robot will tell you if you are right or wrong.

- Click the 'Show Me' button to listen to the robot count the objects.
- Click the 'New objects' button to display a new set of objects. This can be pressed at any time.
- Click the 'Menu' button to choose another number limit.

#### 8.4 **Vocabulary**

- Number, none, zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, how many..., too many, too few, enough, not enough, more, less, many, few, one more, one less.

#### 8.5 **Other Activities**

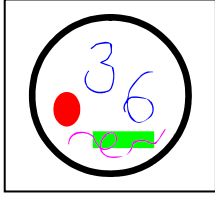
- Print out the Number Match pages from the Counting Pupil Resources PDF and write the correct numeral next to the objects to complete the activities. (Pages 53 – 54)

#### 8.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume for each activity.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 8.7 **Photocopiable masters**

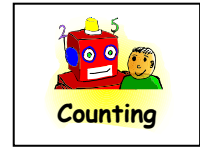
- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Unit 9 of 13



### 9 Writing

#### 9.1 Learning Outcome

- Begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals.

#### 9.2 Curriculum Guidance Links – Mathematical Development

##### 9.2.1 Early Learning Goals

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- The text in *red italics* relates to statements in the Foundation Profile.

##### 9.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals.

#### 9.3 How it Works

- Use your finger or stylus (depending on the type of interactive whiteboard used) to draw on the board.
- Click the star, circle, rectangle or line to change the writing tool.
- Click on the coloured circles to change the colour of the writing tool.
- Click on the cloud or water button to draw clouds or in water respectively.
- Click the 'Clear' button to clear the screen.

#### 9.4 Vocabulary

- There is no target vocabulary in this open-ended writing activity.

### 9.5 **Other Activities**

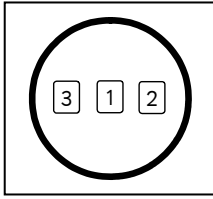
- Print out the number sheets from the Counting Pupil Resources PDF and practice writing the numerals. (Pages 55 – 58)

### 9.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume .
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

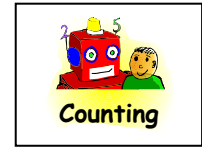
### 9.7 **Photocopiable masters**

- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



## Teacher's notes

Counting – Unit 10 of 13



## 10 Order Numbers

### 10.1 Learning Outcome

- Order numbers up to 10 and then beyond 10.

### 10.2 Curriculum Guidance Links – Mathematical Development

#### 10.2.1 Early Learning Goals

- Orders numbers, up to 10 (*Numbers as labels and for counting:- 7*).
- The text in *red italics* relates to statements in the Foundation Profile.

#### 10.2.2 NNS Learning Objectives

- Counting and recognising numbers.
- Comparing and ordering numbers.
- Order a given set of numbers.

### 10.3 How it Works

- Choose a number range.
- Click and drag the number cards to place them in order across the screen.
- Click on the 'Instruction' button to hear the instructions.
- Click and drag the coloured spots to cover up numbers.
- Click the 'Menu' button to choose a different set of cards.
- Click the 'Reset' button to return the cards and dots to their starting positions.

### 10.4 Vocabulary

- Order, before, after, first, second, third, etc, next, between, last, last but one, above, below.

### 10.5 **Other Activities**

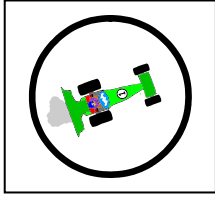
- Print out the number cards from the Counting Pupil Resources PDF and cut out to play the game with real cards. (Pages 97 – 98)

### 10.6 **Tips**

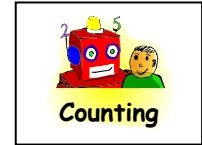
- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

### 10.7 **Photocopiable masters**

- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play



## Teacher's notes

Counting – Games Unit 11 of 13

### 11 Racing

#### 13.1 Learning Outcome

- Recognise numerals 1 – 9

#### 13.2 Curriculum Guidance Links – Mathematical Guidance

##### 13.2.1 Early Learning Goals

- Recognise numerals 1– 9 (*Numbers as labels and for counting:- 5*).
- The text in *red italics* relates to statements in the Foundation Profile.

##### 13.2.2 NNS Learning Objectives

- Counting and recognising numbers
  - Recognise numerals 1 to 9, then 0 and 10, then beyond 10;
  - Say and use the number names in order in familiar contexts.

#### 13.3 How it Works

- Decide whether to play with dots or numbers.
- Look at the large number in the middle of the screen. This is the target number.
- Click the 'Go' button to start the racing car moving.
- Click the 'Stop' button to stop the car on the correct number.
- If you stop on the correct number you will see the 'Well done' message appear. A new target number will be displayed when you click 'Go'.
- If you stop on the incorrect number you will see the 'Whoops' message appear. You must continue until you land on the correct number.
- Click the 'Reset' button to begin again.
- Click the 'Menu' button to choose dots or numbers.

#### 13.4 **Vocabulary**

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, how many...?, count.

#### 13.5 **Other Activities**

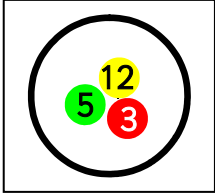
- Print out the racing track from the Counting Pupil Resources PDF and play your own racing game with the number cards. (Pages 59 – 61)

#### 13.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 13.7 **Photocopiable masters**

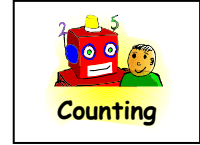
- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play

## Teacher's notes

Counting – Games Unit 12 of 13



## 12 Bingo

### 12.1 Learning Outcome

- Recognise numerals 1 – 9

### 12.2 Curriculum Guidance Links – Mathematical Development

#### 12.2.1 Early Learning Goals

- Recognise numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- The text in *red italics* relates to statements in the Foundation Profile.

#### 12.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Recognise numerals 1 to 9, then 0 and 10, then beyond 10;
  - Say and use the number names in order in familiar contexts.

### 12.3 How it Works

- This is an activity for two players.
- Player 1 clicks on the green bingo ball to see the first ball.
- Both players look at the number and check their number cards to see if they have that number.
- If the number is on their card they must click the number to cross it out.
- Player 2 clicks to see the next number.
- Play continues until all of the numbers have been crossed off the cards.

### 12.4 Vocabulary

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, how many...?, count.

### 12.5 **Other Activities**

- Print out the bingo game cards and the number cards and play your own game of bingo. (Pages 62 – 71 Bingo and Pages 97 – 98 Number cards).

- 

### 12.6 **Tips**

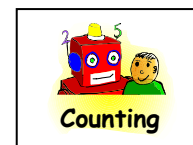
- Use the on screen 'Volume' button to adjust the volume.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

### 12.7 **Photocopiable masters**

- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.



All day to play



## Teacher's notes

Counting – Games Unit 13 of 13

### 13 Build a Monster

#### 11.1 Learning Outcome

- Recognise numerals 1 – 9.

#### 11.2 Curriculum Guidance Links - Mathematical Development

##### 11.2.1 Early Learning Goals

- Recognise numerals 1 – 9 (*Numbers as labels and for counting:- 5*).
- The text in *red italics* relates to statements in the Foundation Profile.

##### 11.2.2 NNS Learning Objectives

- Counting and recognising numbers:-
  - Recognise numerals 1 to 9, then 0 and 10, then beyond 10;
  - Say and use the number names in order in familiar contexts.

#### 11.3 How it Works

- This is an activity for two players.
- Player 1 chooses a colour by clicking a head on the left of the screen. Then player 2 chooses a colour by clicking a head on the right of the screen.
- Click the 'Go' button to start.
- Player 1 goes first and clicks on the pack of cards to see a number.
- Player 1 clicks the corresponding number on their game card to collect a monster body part.
- Player 2 clicks on the pack of cards to see a number.
- Player 2 clicks the corresponding number on their game card to collect a monster body part.
- Player 1 and 2 continue to take it in turns to turn a card over.

- Each player aims to finish their monster first.
- If a player has already clicked the number shown on the card to collect a body part that player misses a turn and the other player takes a go.
- Click the 'Reset' button to restart the game.
- Click the 'Menu' button to return to the start of the game.

#### 11.4 **Vocabulary**

- Number, zero, one, two, three, four, five, six, seven, eight, nine, ten, how many...?, count.

#### 11.5 **Other Activities**

- Print out the monster sheets and cut out and make your own monsters. (Pages 72 – 75) Use glue or split pins to join the monster parts together. Leave some extra card on the back and flame parts to allow you to attach them.

#### 11.6 **Tips**

- Use the on screen 'Volume' button to adjust the volume for each activity.
- When your computer is connected to a printer use the 'Print' button to print what appears on the board or screen.

#### 11.7 **Photocopiable masters**

- The Counting Pupil Resources PDF is available from the Counting home page. Click on Pupil resources from the Counting home page to launch a PDF containing photocopiable resources.