

Priority Learning Target (Place Value/Number Sense): Anna will orally count number sequences forwards and backwards from 100 to 500.

Counting Activities

Pupils should...

- count forwards
- count backwards
- count forwards and backwards from different starting points

(adapted from *Ready Set Go Maths* – p. 36 *PDST Mental Maths Handbook + and -*)

- **Rhythm Counting** - Pupils use actions such as clapping and tapping while they chant the numbers in time with the rhythm.
- **Live Number Line** - Pupils are given large cards with 3-digit numbers between 100 and 500 and are asked to line up in order of the number sequence. Teacher/pupil then asks other pupils to swap with those in line emphasising language: before/after, more than/less than, between, first, final, greatest/least etc.
- **Count Around** - Pupils stand in a circle and count around, each child saying the next number in the sequence. Start counting at 176 for example, pupil who says a number in the sequence ending in a 9 for example sits down. Keep going until only one child is standing. (This could be varied by using shorter/longer sequences, different starting/finishing points and doing it backwards).

- **Hand Game** - Teacher picks a starting point between 100 and 500. If teacher raises his/her hand up it means pupils count on one more digit, if the hand faces down it means one less. This can be extended by the teacher directing his or her hand to the right (add 10 more) and to the left (10 less).
- **A Calculator Machine** - Teacher shows pupils how to make a calculator machine by pressing $0+5=$. This makes the calculator a '5-more-than' machine. Now press any number for example 247. Pupils hold their finger over the = key and predict the number that is 5 more than 247. Then they press = to confirm. If they do not press any of the operations keys (+, -, x, ÷) the machine will continue to perform in this way.

(PDST Mental Maths Handbook + and – p. 36 - 39)



