

## Number: Uses of number – Suggestions for children's learning

### The child has opportunities to...

#### Understand and connect

- explore non-fiction books that showcase various uses of numbers, e.g., *books about nature that explore the size/speed of animals, etc., books about daily routines that feature times on the clock.*
- explore ways in which numbers help us to organise/structure our world, e.g., *bus labelled 16A travels from A to B, the opening hours for the shop are 9 o'clock to 5 o'clock.*
- explore the use of number in sports, e.g., *keeping count in dances or stretches, describing scores or statistics, determining 1st, 2nd place, etc. on league tables, observing numbers on team jerseys.*
- engage with types of number through cooking and baking activities, e.g., *quantities of ingredients, following steps in a recipe.*
- explore numbers and number formation through a multi-sensory approach, e.g., *counting on fingers, number formation with playdough, tracing numbers in sand.*



- discuss numbers of personal significance and what they represent, e.g., *age, phone numbers, birthdays, numbers of siblings, number on front door of house, date of birth.*
- find and discuss examples of where number is used in the world around them and maintain a number journal or scrapbook with examples, e.g., *phone numbers, in print media, on clocks and watches, tv channels, phone keypads.*
- listen to, retell and create new stories and songs involving uses of number and use art, music and drama to bring these to life.
- incorporate number into conversations about daily routines, e.g., *finding the correct page of a book/ workbook, describing the sequence of their day.*
- create and discuss 'Top 5' or 'Top 10' lists in order, e.g., *favourite toys, books, foods.*



#### Communicate

#### Reason

- recognise and discuss the importance of numbers in the wider world, e.g., *numbers in weather forecasts/ thermometers, on traffic signs, on bus/train timetables.*
- use numbers in a variety of ways through playing games, e.g., *in 'Snakes and Ladders', move according to the number on the dice, and identify who is in first place, second place, etc.*
- engage with number line activities to support understanding of the order of numbers, e.g., *counting forwards and backwards, adding and subtracting.*
- engage with sequencing activities, e.g., *join the dots, sequence images from a story in a list from one to ten, creating a visual timetable.*
- explore how standard or non-standard measuring instruments (e.g., *rulers, cubes*) are used to measure objects.



- plan for a class party in which they have to consider the quantity of food needed, the number of chairs, plates, cups, etc. required.
- engage in sorting activities, e.g., *organise objects (like buttons or blocks) by size, colour, or type, and then quantify and label each category.*
- explore an 'interactive' wall or table with various numbers and corresponding pictures for children to match and discuss, e.g., *match '10:30' with a digital clock, '1st' with a trophy, '8' with a spider.*
- engage with and/or create their own 'counting stations' with opportunities to count and label various items.
- participate in design challenges where they have to use an awareness of 'how many' items they will need, e.g., *plan and make a house for the three bears.*



#### Apply and problem-solve