

Numeral cards 0 to 10

These cards show the numerals 0 to 10. They help children connect a spoken number word, a written numeral and an actual quantity, so that when two groups are lined up one to one a child can hold up, point to or peg on the card that names each group and then talk about which is more than, fewer than or the same as the other.

How to use

- Carpet time (s1 and s4): peg or stand two numeral cards on a line at the front, for example numeral 5 and numeral 3. Build a group of 5 and a group of 4... check first, then build the matching group of 3 underneath, lining each object under its partner. Ask 'Which numeral card has more under it?' and model the sentence '5 is more than 3, 3 is fewer than 5'.
- Continuous provision: tuck a numeral card into trays, hoops or baskets around the room (small-world figures, conkers, shells) so a group's card is visible beside it. Children visiting two trays at once can lift both cards, line the objects up one to one, and decide which card's group is more than, fewer than or the same as the other.
- Adult-led small group (s2, how many more/fewer): give each pair two numeral cards, for example numeral 6 and numeral 4. They collect that many cubes for each card, line the towers up side by side, and count the 'leftover' cubes to answer how many more or how many fewer, checking it matches a known fact such as '6 is 2 more than 4'.
- Outdoor provision (s3, making two groups the same): chalk two large circles, place a numeral card by each, and ask children to fetch natural objects (pebbles, pine cones) to match each card's number. They then compare the two filled circles and add or take away objects from one group until the cards' quantities are the same.
- Self-registration or snack routines: children choose the numeral card that matches how many are in their group (for example on a table of 4) and peg it to a line, then walk along the line comparing their card with a friend's using the words more than, fewer than or the same as.
- SEND and EAL support: pair each numeral card with a matching dot or object strip so children who are not yet reading numerals can still line groups up one to one and use the comparison words; always let the child touch-count the real objects rather than relying on how spread out a group looks.
- Working wall or talk prompts: pin up two numeral cards each day with the matching built groups beside them and a model sentence underneath, for example '7 is more than 5, 5 is fewer than 7', so children revisit and repeat the vocabulary during carpet time.

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