

Subitising to 5

4 to 6 children · 10 to 15 minutes

Objective: Children recognise small amounts up to 5 without counting and say how they see them.

eyfs.ma.number.2 Subitise (recognise quantities without counting) up to 5.

Resources

- Dot pattern cards 1 to 5 (from this pack)
- A small cloth to cover cards
- Large dice
- Small world animals in a tray

Set-up

Sit in a small circle on the carpet. Keep the dot cards face down under the cloth.

Key questions

- How many did you see?
- How did you see them so quickly?
- Is this the same number? How do you know?

Vocabulary

how many, the same, pattern, group

What to do

1. Show a dot card for two seconds, then cover it.
2. Ask: how many did you see? How did you see them?
3. Show the card again so children can check.
4. Show the same number in a different pattern and talk about what is the same.
5. Finish with animals in the tray: show a small group, cover it, ask how many.

Misconceptions

Counting each dot aloud.

Shorten the look time so counting is not possible, then ask what they noticed.

Thinking a new pattern is a new number.

Put the two cards side by side and count both together.

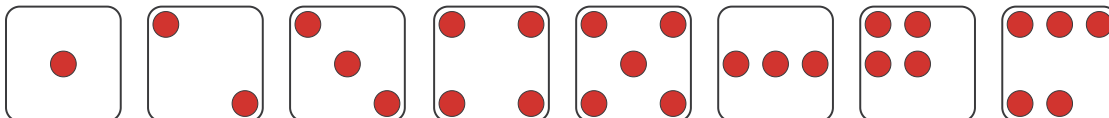
Adapting

- **Support:** Use 1 to 3 only, with real objects before cards.
- **Challenge:** Show two cards at once: how many altogether?
- **SEND and EAL:** Use fingers and gesture alongside number names; pair with a talk partner.

Look for

- Says how many without counting for 1 to 3
- Describes the pattern, for example 2 and 2
- Recognises the same number in different arrangements

Picture cards for this session





Five frames: how many, and how many more to make 5

4 to 6 children · 15 minutes

Objective: Children use a five frame to show amounts to 5 and say how many more are needed to make 5.

eyfs.ma.number.1 Have a deep understanding of numbers to 10, including the composition of each number.

eyfs.ma.number.2 Subitise (recognise quantities without counting) up to 5.

Resources

- Five frame cards 0 to 5 (from this pack)
- Large five frame drawn on a tray or mat
- Counters, conkers or pebbles

Key questions

- How many are on the frame?
- How many spaces are empty?
- How many more do we need to make 5?

Set-up

Place the large five frame where all children can reach it, with a pot of counters.

Vocabulary

five frame, full, empty, how many more

What to do

1. Fill the frame from the left, one in each space, saying the numbers together.
2. Show a five frame card and ask a child to make the same on the big frame.
3. Ask how many spaces are empty.
4. Ask how many more we need to make 5, then fill the spaces to check.
5. Children take turns to show a number and ask a friend how many more.

Misconceptions

Placing counters anywhere on the frame.

Model filling from the left; show how it makes the amount easy to see.

Counting the empty spaces as counters.

Point to each empty space and say 'no counter here'.

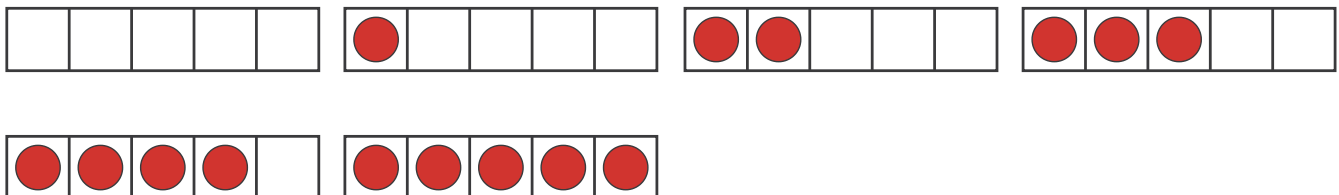
Adapting

- **Support:** Work with 3 and 4 only, filling the frame together.
- **Challenge:** Hide the frame: I have 2, how many more to make 5?
- **SEND and EAL:** Use the words full and empty with gesture; let children show answers with counters.

Look for

- Fills the frame from the left
- Says how many without counting when the frame shows 4 or 5
- Knows how many more to make 5

Picture cards for this session



Part-whole: composition of 3 and 4

4 to 6 children · 15 minutes

Objective: Children explore how 3 and 4 can be split into two parts using a part-whole model.

eyfs.ma.number.1 Have a deep understanding of numbers to 10, including the composition of each number.

Resources

- Part-whole mats for 3 and 4 (from this pack)
- Two-colour counters or toy cars
- A small basket

Key questions

- What is the whole?
- What are the parts?
- Is there another way?

Set-up

Put a part-whole mat in front of each pair of children with 4 counters in the basket.

Vocabulary

part, whole, altogether, another way

What to do

1. Put 3 counters in the whole circle and count them together.
2. Move some counters into each part and say what you see.
3. Say the sentence together: 1 and 2 make 3.
4. Return the counters to the whole and find a different way.
5. Repeat with 4, recording each way children find.

Misconceptions

Thinking the whole changes when it is split.

Move the parts back into the whole and count again together.

Thinking 1 and 2 is different from 2 and 1.

Turn the mat round and ask what changed.

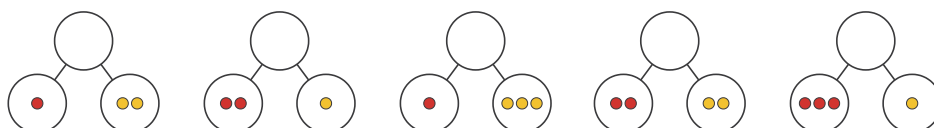
Adapting

- **Support:** Use 3 only with large objects children can hold.
- **Challenge:** Find every way to split 4 and explain how they know they have them all.
- **SEND and EAL:** Model the sentence slowly with gesture; let children point to parts.

Look for

- Says the parts and the whole
- Finds more than one way
- Uses the sentence 'and ... make ...'

Picture cards for this session



Composition of 5: every way to make 5

4 to 6 children · 15 minutes

Objective: Children find the different ways to make 5 from two parts.

eyfs.ma.number.1 Have a deep understanding of numbers to 10, including the composition of each number.

eyfs.ma.number.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Resources

- Part-whole mat for 5 (from this pack)
- 5 toy animals and two hoops
- Two-colour counters

Key questions

- How many are in this field?
- How many altogether?
- What other ways can we make 5?

Set-up

Lay out two hoops as fields and 5 animals in the middle.

Vocabulary

part, whole, make, all the ways

What to do

1. Count the 5 animals together.
2. Children move some animals into each field.
3. Say the parts: 2 and 3 make 5.
4. Make a class record of each way found with counters on the mat.
5. Ask: have we found them all? How do you know?

Misconceptions

Stopping after one or two ways.

Look at the class record together and ask what is missing.

Counting all again to check the whole every time.

Ask: did any animals go home? So how many are there still?

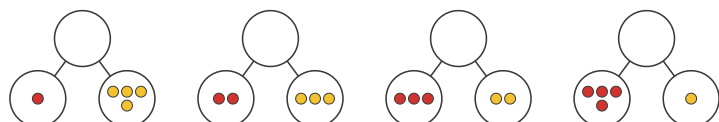
Adapting

- **Support:** Start with 1 and 4: move one animal at a time.
- **Challenge:** Order the ways from 1 and 4 to 4 and 1 and talk about the pattern.
- **SEND and EAL:** Use the animals' names and simple sentences; let children show rather than say.

Look for

- Knows the whole stays 5
- Finds several ways to make 5
- Begins to see a pattern in the ways

Picture cards for this session



Number bonds to 5, including zero and take away

4 to 6 children · 15 minutes

Objective: Children recall number bonds to 5, including zero, and begin to see take away as finding a missing part.

eyfs.ma.number.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Resources

- Part-whole mat for 5
- 5 conkers and a cup
- A rekenrek or a string of 5 beads

Key questions

- How many are hiding?
- How do you know?
- What if none are hiding?

Set-up

Hide some of 5 conkers under the cup while children watch you count them first.

Vocabulary

hiding, none, zero, left, take away

What to do

1. Show 5 conkers, then hide some under the cup.
2. Ask: how many can you see? How many are hiding?
3. Lift the cup to check and say the bond together.
4. Hide none, then all: talk about 5 and 0 and 0 and 5.
5. Use the beads: push some across and say how many are left.

Misconceptions

Thinking zero is not a number.

Show the empty cup and say: there are 0 here, none at all.

Guessing the hidden part.

Ask children to check by lifting the cup and counting together.

Adapting

- **Support:** Hide 1 or 2 conkers only.
- **Challenge:** Play without seeing the 5 first: there are 5 altogether, 3 are showing.
- **SEND and EAL:** Use gesture for hiding and showing; repeat key words with the actions.

Look for

- Says the hidden part without counting
- Knows 5 and 0 make 5
- Explains how they know

Picture cards for this session

