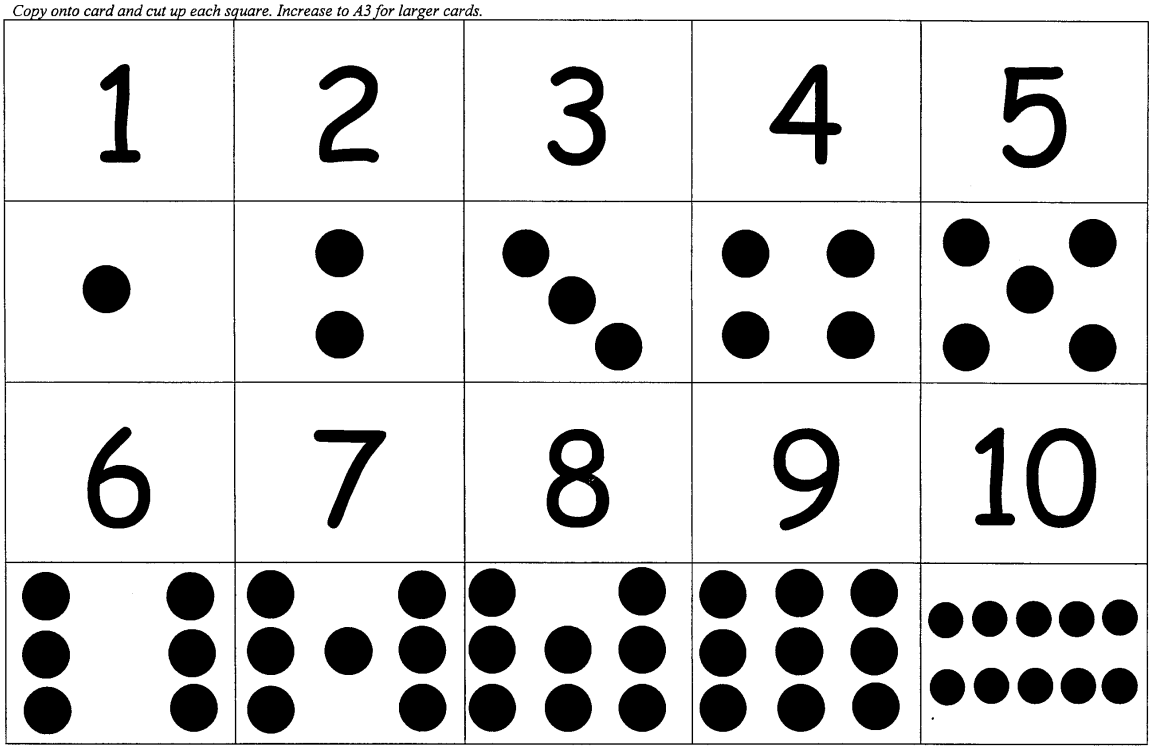
Year 1
Place Value

Resources needed: dot cards, counters, empty margarine containers, dice, tens frames

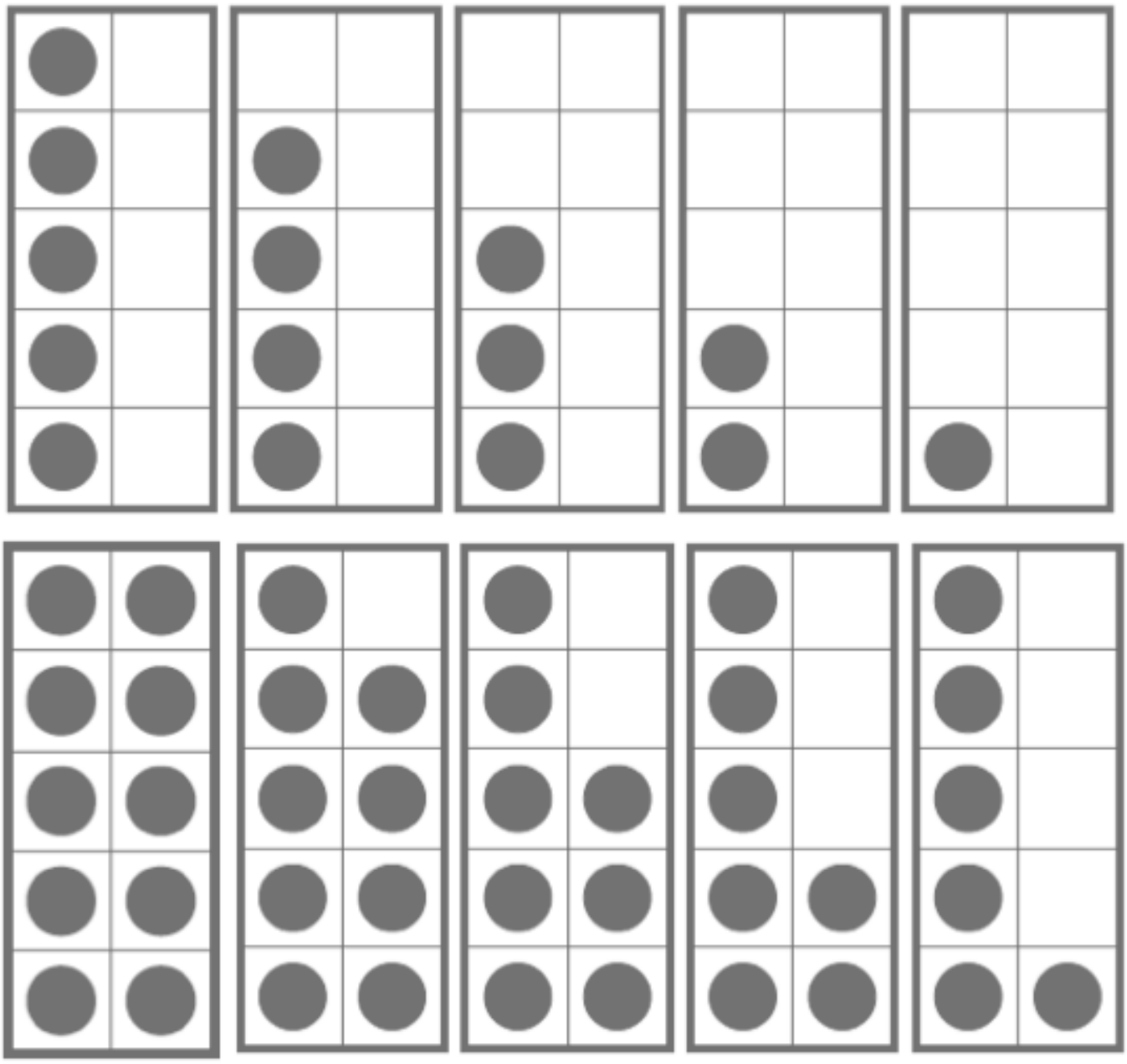
Dot cards

Copy onto card and cut up each square. Increase to A3 for larger cards.



Make this spinner with cardboard and place a toothpick in the centre so that it will spin.

Tens Frames

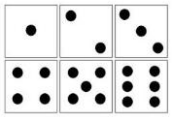


What will the students learn?

- Reading single digit numbers 0 to 20
- Writing single digit numbers 0 to 20
- Ordering single digit numbers 0 to 20
- Arranging numbers smallest to largest and largest to smallest 1 to 20

<u>Activity 1: Quick as a Flash</u>

Resources needed: Dot cards 1 to 10



Randomly show dot cards (0 to 6).
Say, "Tell me how many dots as quick as a flash."

Once students can do this very well, try them with dot cards 1 to 8, and then dot cards 1 to 10

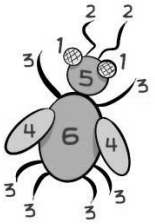
<u>Activity 2:</u> <u>Beetle game</u>

Resources needed: one die; pencil and paper

Two or more players required.

The aim of the game is to be the first to complete a Beetle. Each student takes turns to roll of the die. According to the number they roll, they can draw a particular body part as follows:

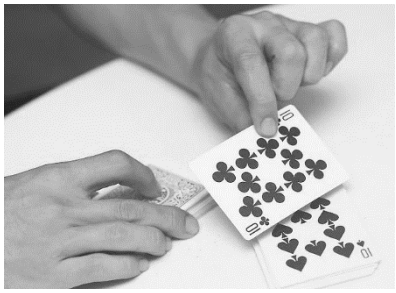
6 = body, 5 = head, 4 = wings, 3 = legs, 2 – feelers, 1 = eyes



The body must be drawn before the other body parts are added to it. Players must therefore roll a 6 to start. Once the body has been drawn, the other parts of the beetle may be added in any order.

Activity 3: Snap

Resources: Number cards and Dot cards 1 to 10, (or playing cards)



Two or more players required.
Each student has a handful of number cards and dot cards, (equal number of cards each).
The first student puts a card down face up. Then the second puts one of their cards on top of it.
The student calls 'Snap' when the same card follows the next one.

Activity 4: Remember how many counters

Resources: counters, empty margarine container, die or spinner

Put out three groups of counters, (between 1 and 6 in each group). While the students watch, cover one of the groups of counters with a margarine container. They must remember the number of hidden counters. Roll a die. They have to clap when the number on the die matches the number of counters under the margarine container. The first to clap wins. (Give them a counter)
Repeat several times, changing the number of counters in the groups.

Activity 5: It's a Match

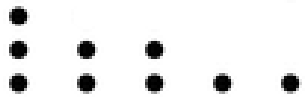
Resources: a die or 6-sided spinner, number cards 1 to 6 and dot cards 1 to 6.

Set out the number cards and dot cards so that the students can see them. They take turns to roll the die or spin the spinner. They pick up a number card or a dot card that matches the number on the die or spinner. Keep going until all the dot and number cards have been collected. The student with the most cards wins.

Activity 6: What's the Order?

Resources: Lucky dip bucket with number cards 1-10, counters

Each player selects a number from the lucky-dip bucket, (eyes closed). The players have to make line of that many counters.
Each player has 3 turns, so each player has 3 lines of counters. The players have to put the lines in order smallest to largest, (with the shortest line at the top, and the longest line at the bottom).



Activity 7: In the Middle (for 3 players)

Resources: number cards 0 to 9

This game can be played in a group of 3.
Set out the cards (0 to 9) face down. Each player selects a card. The players now have to work together to put the three number cards in order from smallest to largest. The player who puts in the middle number is the winner for this round and gets a point. Repeat several times.

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	The winner!	
1	5	7
1st player	2nd player	3rd player

Play the game again, but this time the players have to order the number from largest to smallest

Activity 8: Beads string number find

Resource: Bead string, one per student, (coloured beads arranged in tens, e.g. 10 yellow, 10 blue, 10 green.) or set out counters in a line – e.g. 10 white, 10 blue

Say to the student: e.g. "Find 18!" The students must quickly find the 18th bead without having to count the first ten. Continue, asking them to find the place for other numbers up to 20.

If you don't have a bead string you can use a line of counters of 2 different colours.

Activity 9: Using tens frames to make 'teens'

Resource: tens frames 1 to 10 and plenty of whole tens.

Call out numbers 11 to 20 and students make the number using tens frames, e.g. "13" shown here.