

30-50 months

- (M-N2) Uses some number names accurately in play.
- (M-N11) Shows an interest in numerals in the environment.
- (M-N12) Shows an interest in representing numbers.

40-60 months

- (M-N15) Recognises numerals 1 to 5.
- (M-N19) Counts out up to six objects from a larger group.

Early Learning Goal

ELG 11: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

More [EYFS Provision Enhancement](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Contents

Teacher Pages

[Page 1 – Teaching Information](#)

[Page 3 – Observation Sheet](#)

[Page 4 – Provision Enhancement Key](#)

Resource Pages for Children

[Page 5-14 – Maths](#)

[Page 15 – Construction/STEM](#)

[Page 16 – Creative](#)

[Page 17 – Fine Motor](#)

[Page 18 – Home Corner](#)

[Page 19 – Malleable](#)

[Page 20 – Outdoor](#)

[Page 21 – Sand](#)

[Page 22 – Small World](#)

[Page 23 – Snack](#)

[Page 24 – Tuff Tray](#)

[Page 25 – Water](#)

[Page 26 – Writing](#)

Observation Sheet – All About the Numbers 1 to 5

Observation Sheet – All About the Numbers 1 to 5

Child's name: Age:	Date: Practitioner:						
30-50 months (M-N2) Uses some number names accurately in play. (M-N11) Shows an interest in numerals in the environment. (M-N12) Shows an interest in representing numbers. 40-60 months (M-N15) Recognises numerals 1 to 5. (M-N19) Counts out up to six objects from a larger group. ELG 11 – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.							
Observation:							
Characteristics of Effective Learning							
Playing and exploring	Active learning						
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 						
Creating and thinking critically							
<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 							
Areas of Learning							
	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							
Next steps:							

Child's name: Age:	Date: Practitioner:						
30-50 months (M-N2) Uses some number names accurately in play. (M-N11) Shows an interest in numerals in the environment. (M-N12) Shows an interest in representing numbers. 40-60 months (M-N15) Recognises numerals 1 to 5. (M-N19) Counts out up to six objects from a larger group. ELG 11 – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.							
Observation:							
Characteristics of Effective Learning							
Playing and exploring	Active learning						
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 						
Creating and thinking critically							
<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 							
Areas of Learning							
	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							
Next steps:							

Provision Enhancement Key



Build it



Find it



Write it



Explain it



Count it



Cut it out



Read it



Complete it



Draw it



Sort it

Advice and ideas

Maths A and Maths B

These cards can feature in different areas throughout the environment.

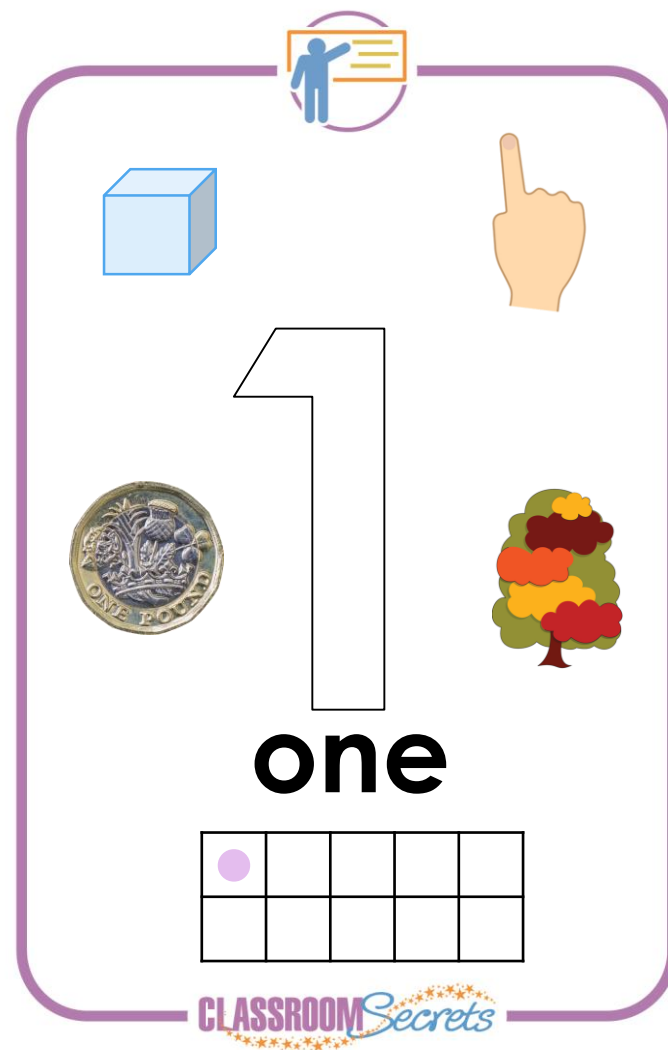
Use these cards to help children recognise the numeral as well as gain an understanding of the specific quantity.

The cards show familiar items, found in many settings, to help develop an understanding of how quantities can be represented in different ways.

Maths A



Maths B



Advice and ideas

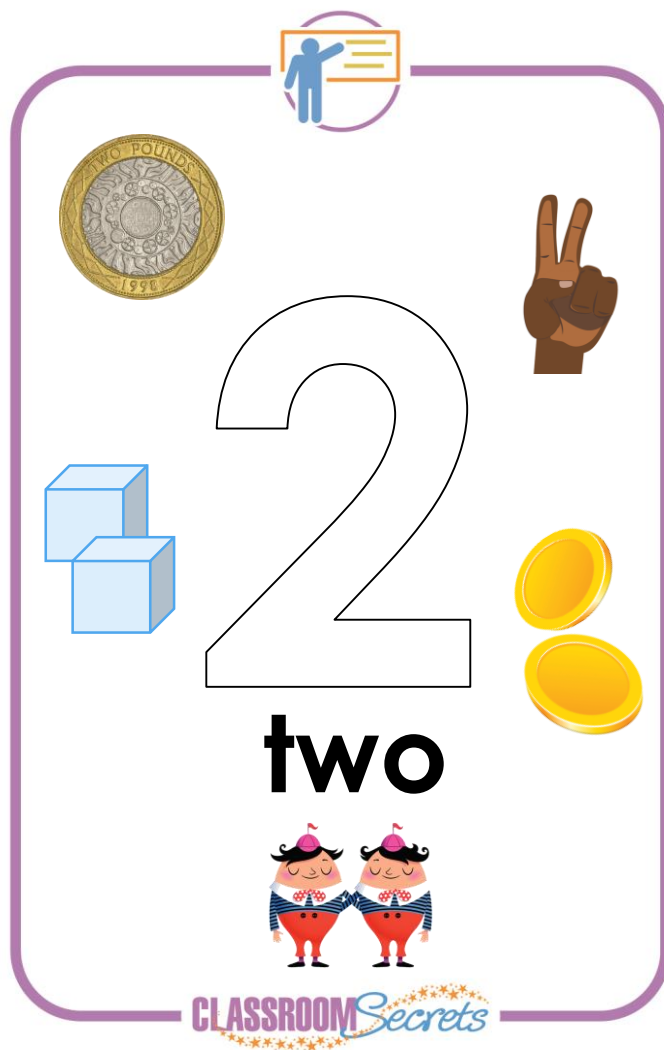
Maths A and Maths B

These cards can feature in different areas throughout the environment.

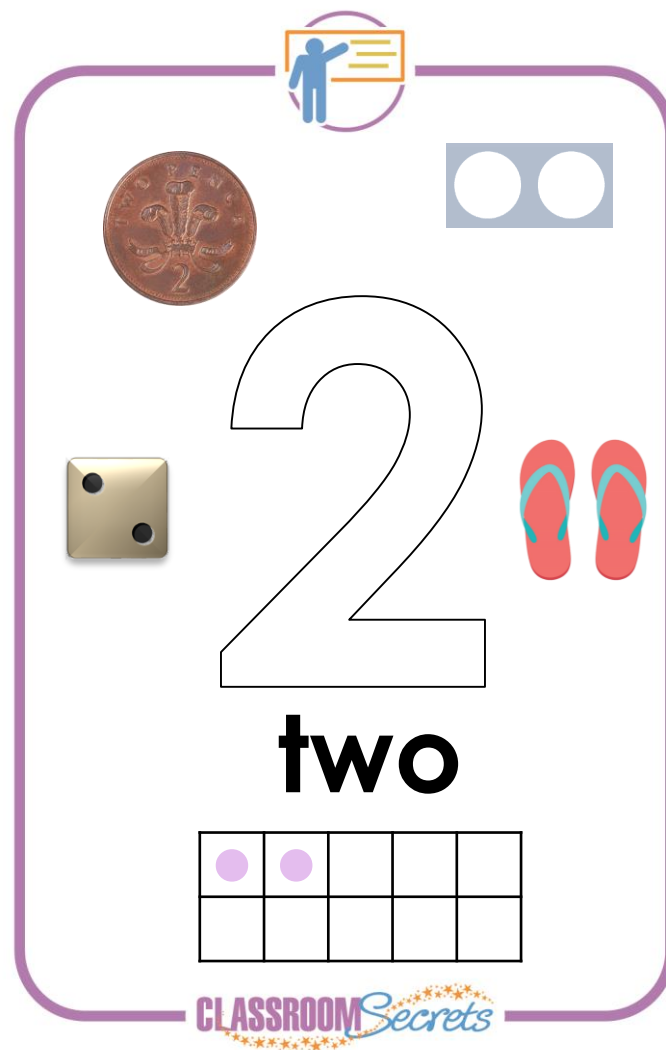
Use these cards to help children recognise the numeral as well as gain an understanding of the specific quantity.

The cards show familiar items, found in many settings, to help develop an understanding of how quantities can be represented in different ways.

Maths A



Maths B



Advice and ideas

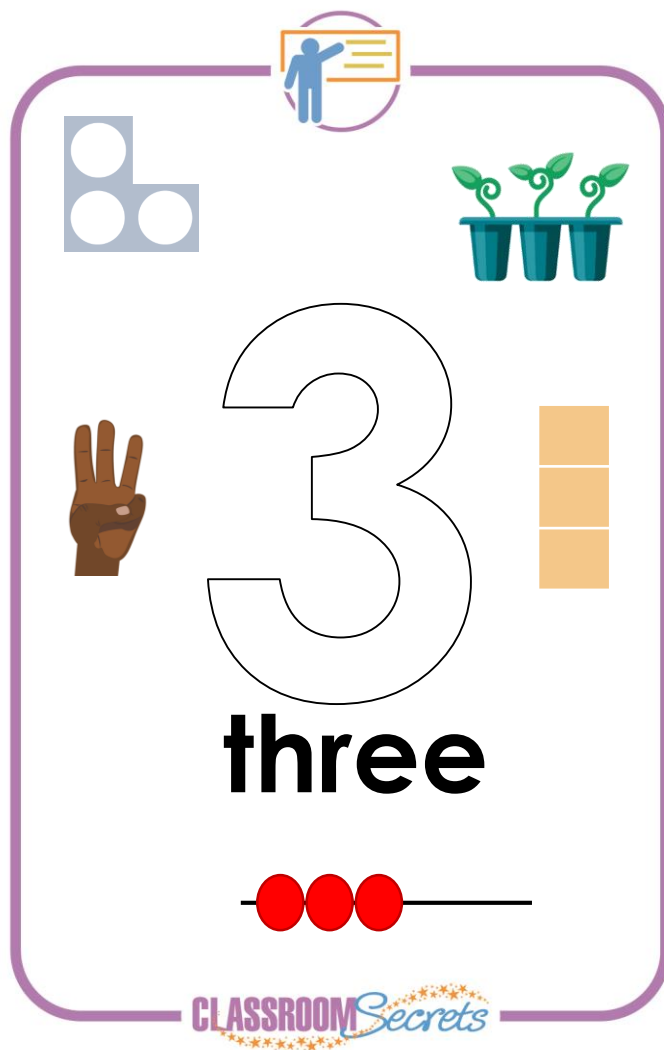
Maths A and Maths B

These cards can feature in different areas throughout the environment.

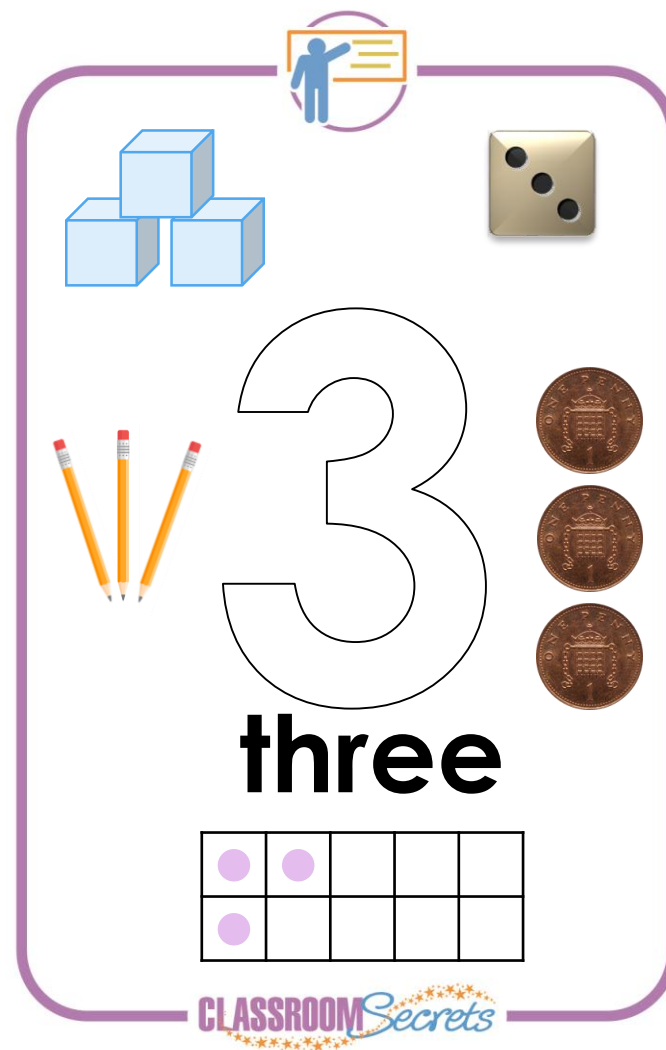
Use these cards to help children recognise the numeral as well as gain an understanding of the specific quantity.

The cards show familiar items, found in many settings, to help develop an understanding of how quantities can be represented in different ways.

Maths A



Maths B



Advice and ideas

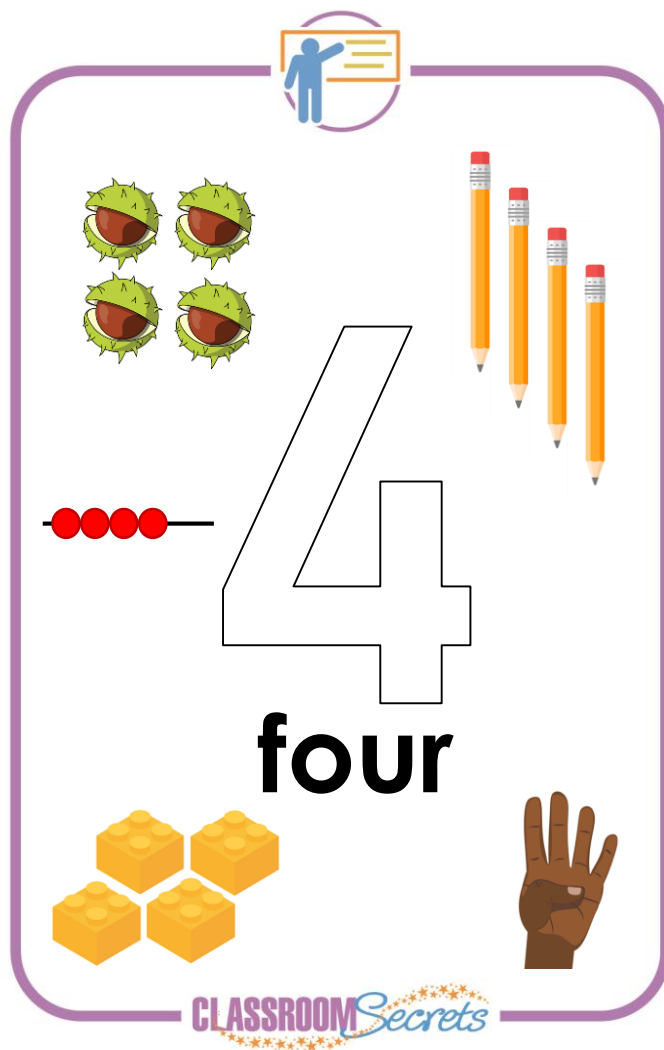
Maths A and Maths B

These cards can feature in different areas throughout the environment.

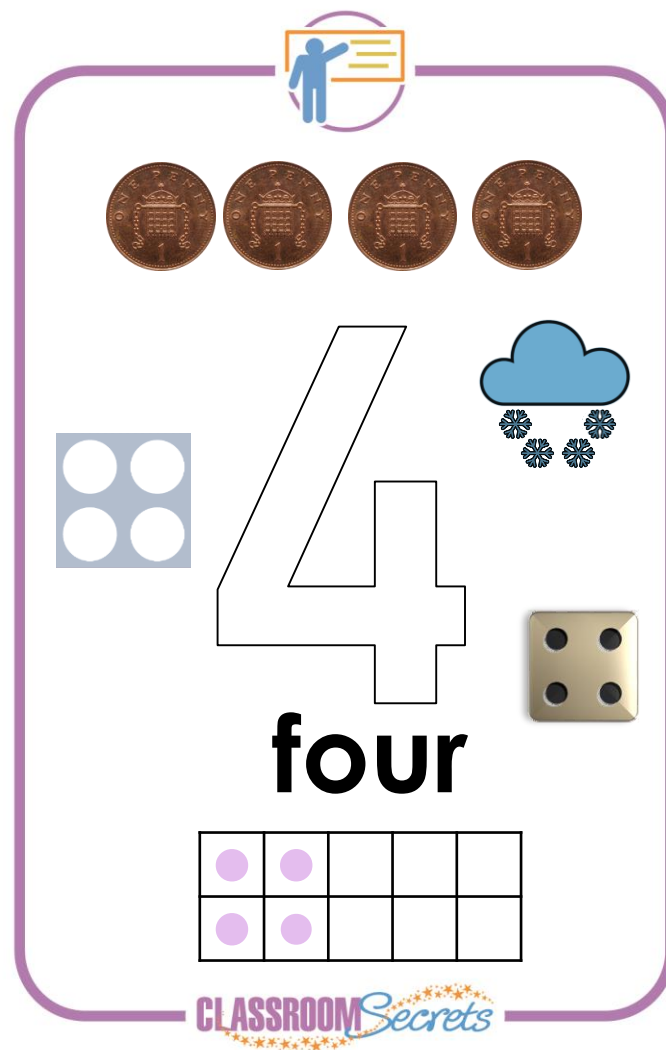
Use these cards to help children recognise the numeral as well as gain an understanding of the specific quantity.

The cards show familiar items, found in many settings, to help develop an understanding of how quantities can be represented in different ways.

Maths A



Maths B



Advice and ideas

Maths A and Maths B

These cards can feature in different areas throughout the environment.

Use these cards to help children recognise the numeral as well as gain an understanding of the specific quantity.

The cards show familiar items, found in many settings, to help develop an understanding of how quantities can be represented in different ways.

Maths A



Maths B



Advice and ideas

Maths A

Provide a variety of dice for the children to roll and find the number one.

Maths B

Provide a range of maths resources for the children to show the number one. For example; dice, Numicon, counters etc.

Maths A



How many times
can you roll a 1?

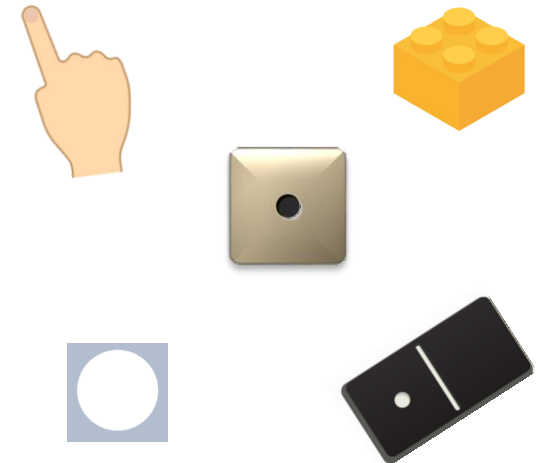


CLASSROOM *Secrets*

Maths B



How many ways
can you show
me 1?



CLASSROOM *Secrets*

Advice and ideas

Maths A

Using a range of maths manipulatives, children to count out a specific amount, e.g. two cubes, two dominoes.

Maths B

Provide a range of maths manipulatives for the children to show the number two. For example; dice, Numicon, counters etc.

Maths A


123

Collect 2 items.

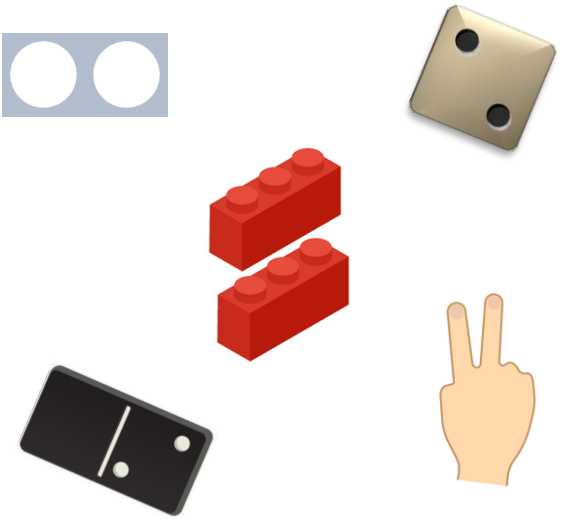


CLASSROOM Secrets

Maths B



How many ways can you show me 2?



CLASSROOM Secrets

Advice and ideas

Maths A

Using Numicon and baseboards (optional), children to explore the ways to make three.

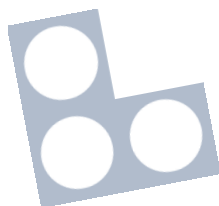
Maths B

Provide a range of maths manipulatives for the children to show the number three. For example; dice, Numicon, counters etc.

Maths A

123

Find all the ways of making 3 using Numicon.



CLASSROOM *Secrets*

Maths B



How many ways can you show me 3?



CLASSROOM *Secrets*

Advice and ideas

Maths A

Provide Base Ten cubes or similar for the children to show the number four.

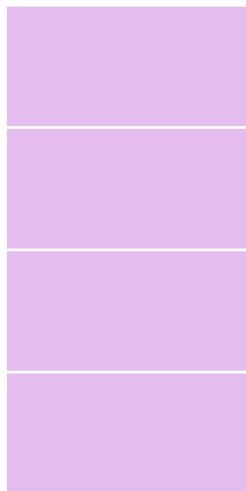
Maths B

Provide a range of maths manipulatives for the children to show the number four. For example; dice, Numicon, counters etc.

Maths A



**Build a tower
using 4 blocks.**

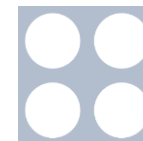
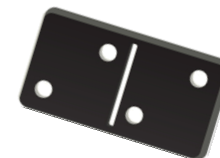


CLASSROOM *Secrets*

Maths B



**How many ways
can you show
me 4?**



CLASSROOM *Secrets*

Advice and ideas

Maths A

Using fingers or a song mitt, children to sing a range of number songs. For example; 'Five Little Men' or 'Five Cherry Buns'.

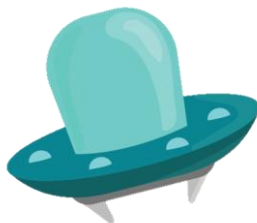
Maths B

Provide a range of maths manipulatives for the children to show the number five. For example; dice, Numicon, counters etc.

Maths A

123

Sing a number song with a friend.

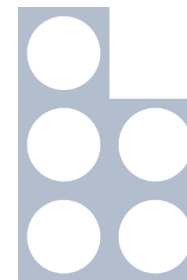


CLASSROOM *Secrets*

Maths B



How many ways can you show me 5?



CLASSROOM *Secrets*

Advice and ideas

Construction/STEM A

Provide tool kit items and encourage children to select one tool. Discuss what it is called and how it is used.

Construction/STEM B

Provide a range of resources such as scissors, masking tape, cellotape, treasury tags, split pins, string, glue etc. Encourage children to talk about which would be most suitable and why.

Construction/STEM A



Choose 1 tool.
Do you know
what it is used
for?

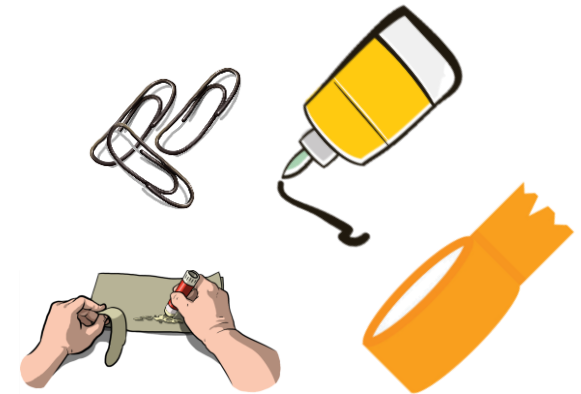


CLASSROOM *Secrets*

Construction/STEM B



You can only
use 2 fasteners.
Which will you
choose?



CLASSROOM *Secrets*

Advice and ideas

Creative 1

Provide a variety of modelling materials for the children to construct their own racing car. You could also display the numbers three, two, one for the children to refer to when reciting.

Creative 2

Children to print three handprints to encourage counting a specific amount.

Creative 1



Make a racing car and count

3, 2, 1 GO!



CLASSROOM *Secrets*

Creative 2



Make 3 handprints.



CLASSROOM *Secrets*

Advice and ideas

Fine motor A

Provide cups labelled with the number four and a variety of tweezers and pom-poms. Children to pick up the pom-poms using the tweezers while counting using 1:1 correspondence.

Fine motor B

Cut different pieces of string for the children to thread three pieces of pasta.

Fine Motor A



**Use the tweezers
to pick up 4
pom-poms.**

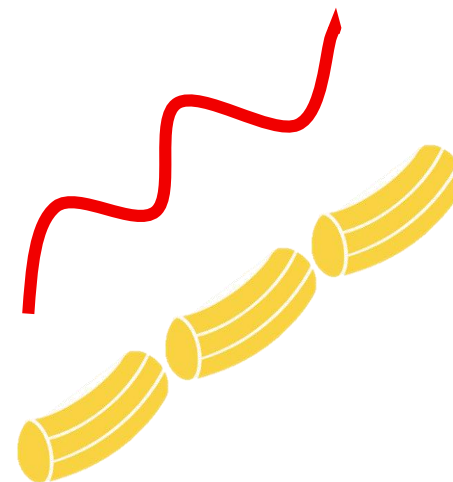


CLASSROOM *Secrets*

Fine Motor B



**Thread 3 pieces
of pasta onto a
piece of string.**



CLASSROOM *Secrets*

Advice and ideas

Home Corner A

Create a washing line in the home corner and provide pegs to hang the clothing with. Encourage the children to peg two items of clothing onto the washing line using 1:1 correspondence.

Home Corner B

Display a variety of books in the home corner. Encourage children to search for the numbers one, two, three, four and five to help with number recognition.

Home Corner A

123

Peg 2 items of clothing on the washing line.



CLASSROOM *Secrets*

Home Corner B



Find the number 1, 2, 3, 4 or 5 in a book.



CLASSROOM *Secrets*

Provision Enhancement – All About the Numbers 1 to 5

Advice and ideas

Malleable A

Provide children with playdough resources and candles. Encourage them to make a cake and add two candles while counting using 1:1 correspondence.

Malleable B

Provide shaving foam in a tray and encourage children to form the numbers one to five using their fingers or different tools.

Malleable A



**Make a cake
and add 2
candles.**



CLASSROOM *Secrets*

Malleable B



**Make a number
in the shaving
foam.**



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – All About the Numbers 1 to 5 – Malleable

Advice and ideas

Outdoor A

Provide equipment such as balancing beams, tyres, crates and planks, and encourage children to build an obstacle course.

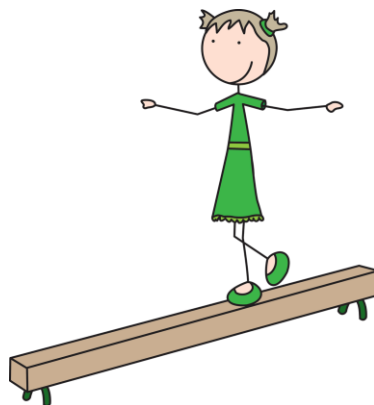
Outdoor B

Provide a container such as a bucket and resources to throw such as bean bags. Encourage children to throw a specific amount into the bucket.

Outdoor A



**Go around the
obstacle course
2 times.**



CLASSROOM *Secrets*

Outdoor B



**Throw 4 bean
bags into the
bucket.**



CLASSROOM *Secrets*

Advice and ideas

Sand A

Encourage children to build three sand castles in the sand, counting using 1:1 correspondence.

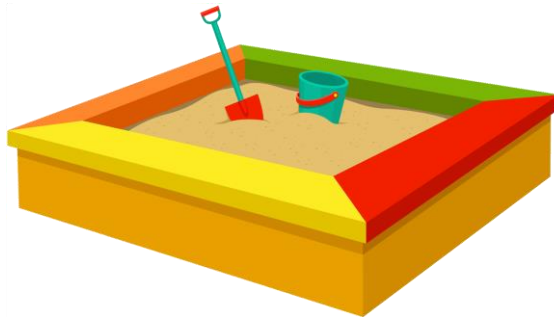
Sand B

Hide a selection of shells in the sand. Encourage children to count out the correct amount of shells e.g. five from a larger group.

Sand A



Make **3** castles in the sand.



CLASSROOM *Secrets*

Sand B



Find **5** shells in the sand.



CLASSROOM *Secrets*

Advice and ideas

Small World A

Start to set up a scene based on children's interests and encourage children to count out other resources to complete it. For example, placing three animals or count out pebbles.

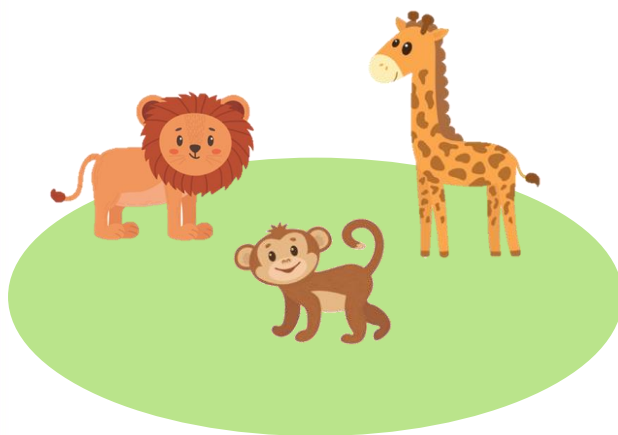
Small World B

Using number cards, children place the corresponding amount of people, vehicles, etc to match.

Small World A

123

Put 3 animals on the grass.



CLASSROOM *Secrets*

Small World B

123

Count the correct amount of items to match the numeral.



CLASSROOM *Secrets*

Advice and ideas

Snack A

Encourage children to count five of their friends around the snack table using 1:1 correspondence.

Snack B

Encourage children to count four milk cartons at the snack table using 1:1 correspondence.

Snack A

123

Count 5 friends
around the
table.



CLASSROOM *Secrets*

Snack B

123

Count out 4 milk
cartons.



CLASSROOM *Secrets*

Advice and ideas

Tuff Tray A

Fill a tuff tray with gloop and encourage the children to make a number using either their finger or different tools.

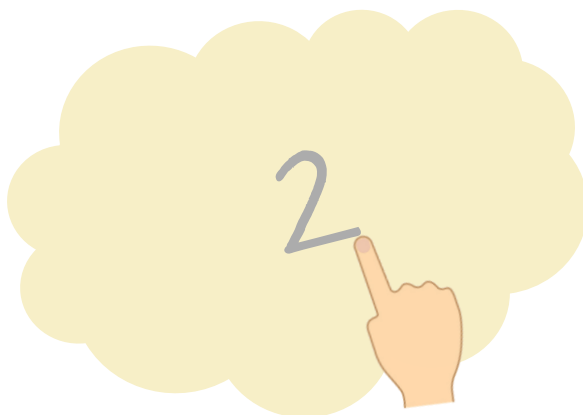
Tuff Tray B

Put dry porridge oats into a tuff tray with three different size bowls and a variety of tools to scoop the porridge. Encourage children to scoop the porridge into the bowls for the three bears.

Tuff Tray A



**Form a number
in the gloop.**

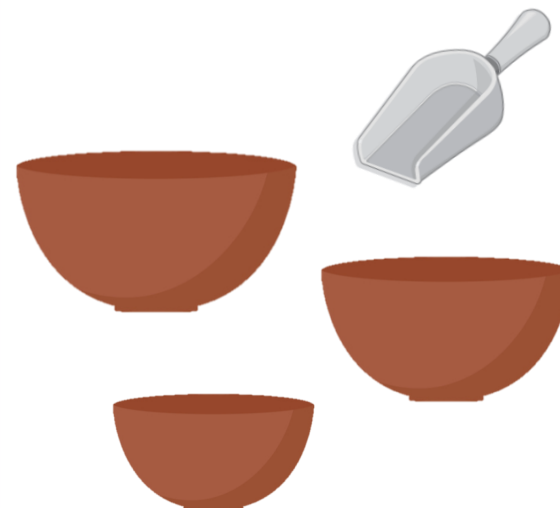


CLASSROOM *Secrets*

Tuff Tray B



**Scoop porridge
into 3 bowls for
the 3 bears.**



CLASSROOM *Secrets*

Advice and ideas

Water A

Provide a range of sea creatures in the water. Encourage children to fish out three sea creatures using a fishing net or using their hands.

Water B

Provide the children with a container or bucket of stones and encourage them to make three sink. Encourage counting using 1:1 correspondence.

Water A

123

Catch 3 sea creatures.

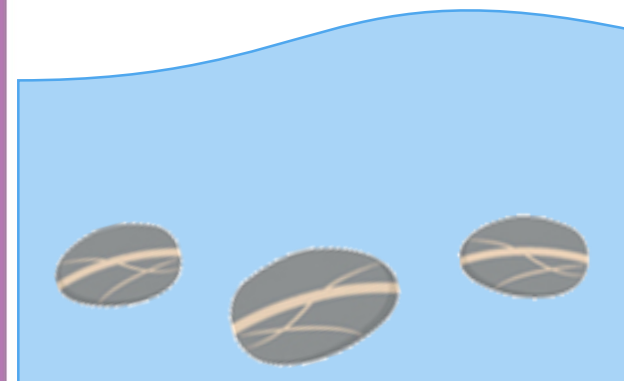


CLASSROOM *Secrets*

Water B



Can you make 3 pebbles sink?



CLASSROOM *Secrets*

Advice and ideas

Writing A

Provide a variety of writing materials for children to record their age. For example, a large piece of paper with a variety of mark making pens.

Writing B

Set up groups of objects for children to count and label using a post it note. For example, a sealed zip bag containing three compare bears.

Writing A



How old are you? Write the number.

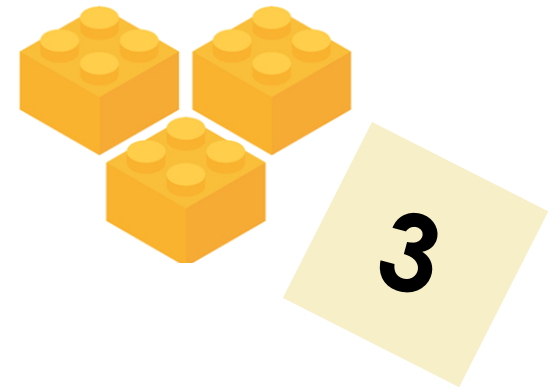


CLASSROOM *Secrets*

Writing B



Count the objects and write the correct number.



CLASSROOM *Secrets*