


### Washing Line

CAPS

<p>L1 <i>Washing line; 5 pegs; 1-5 digit cards</i></p> <p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>• Peg 1-5 digit cards onto the washing line in order one by one. Ask children to say the number they see, show this number on their fingers, and draw the number symbol in the air.</li> <li>• Repeat activity, from 5 down to 1.</li> <li>• Encourage children to predict what number will come next in both activities. Build in language of 'after' and 'before'.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number symbol that they see</li> <li>• Children can <b>show</b> the correct 'quantity' on their fingers in a single action, rather than with one-by-one opening.</li> <li>• Children can <b>say</b> what comes after and before a given number in the 1-5 range</li> </ul>	<p>TERM 1</p> <p>(Identify symbols is TERM 2)</p>
<p>L2 <i>Washing line; 6 pegs; 1-5 digit cards</i></p> <p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>• Place 6 pegs on washing line in equal intervals. Peg digit card 2 or 3 or 4 at the right position on the washing line. Check that class can say and show this number on their fingers.</li> <li>• Ask class to open 'one more' finger, and to repeat this action saying, e.g. '2, one more is 3'. Place next digit card on washing line.</li> <li>• Repeat for next number on the line.</li> <li>• Go back to initial number. Repeat activity with 'one less' by closing a finger, saying first number and number before, and placing the correct digit card on washing line</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number symbol that they see</li> <li>• Children can <b>show</b> the correct 'quantity' on their fingers with a single opening action</li> <li>• Children can <b>say</b> the answer to questions about '1 more' and '1 less' in the 1-5 range, and 'What comes after _?' and 'What comes before _?'.</li> </ul>	<p>TERM 1</p> <p>(Identify symbols is TERM 2)</p>
<p>L3 <i>Tick marked 0-5 number line; 5 counters; adapted 1 more/1 less spinner</i></p>  <p><b>Pair play:</b></p> <ul style="list-style-type: none"> <li>• Start with 3 counters on number line.</li> <li>• Pairs take turns to spin the spinner, adding or taking away counters and saying the forward or backward consecutive numbers. Round ends when spin takes next move off the board. Can record moves on paper as well as with forward and backward arrows and numbers.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number they are on and the next, or preceding number. Avoid counting all the counters from 1.</li> <li>• Children can <b>show</b> one more and one less jumps</li> <li>• Children can <b>record</b> by constructing and completing these sentences:                         <ul style="list-style-type: none"> <li>- '1 more than _ is _'      '1 less than _ is _'</li> <li>- '_ comes after _'      '_ comes before _'</li> </ul> </li> </ul>	<p>TERM 1</p> <p>(Identify symbols is TERM 2)</p>