

## Two pots

CAPS

<p>L1 <i>Two pots; 6 counters; 0-6 digit cards</i></p> <p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>Drop 6 counters, one by one, into one bowl. Ask children to keep track of the number of counters in the pot as they hear them fall inside.</li> <li>Take one counter from one pot and drop in the other pot. Ask children to say, and show, using fingers on two hands, the number in each pot now (5 and 1). Repeat transfer of one counter at a time, with children closing a finger on one hand, opening a finger on the other.</li> <li>Replay this activity on the board using digit cards, or writing digits, in a number bond house diagram. Include '1 more here' and '1 less there' language.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>Children can <b>say</b> the number sequence as the counters are dropped in.</li> <li>Children can <b>show</b> both quantities on two hands with single opening actions. Encourage children to close a finger on one hand and open a finger on the other with each move rather than starting afresh.</li> <li>Children can <b>record</b> on bond house diagrams</li> </ul>	TERM 2
<p>L2 <i>Two pots; 10 counters; 0-10 digit cards</i></p> <p><b>Pair play:</b></p> <ul style="list-style-type: none"> <li>Repeat activity above with 10 counters.</li> <li>Add in selection of the correct digits as labels for the number of counters in each bowl after each transfer action</li> <li>Encourage children to use '1 more here' and '1 less there' language.</li> <li>From numbers 5 – 9, ask children 'how many more' till he/she reaches 10. Children should also be gently introduced to the notion of 'half' or 'halfway', with 5 being halfway to 10.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>Children can <b>say</b> the number sequence as the counters are dropped in.</li> <li>Children can <b>show</b> both quantities on two hands with single opening actions. Encourage children to close a finger on one hand and open a finger on the other with each move rather than starting afresh.</li> <li>Children can <b>show</b> how many more would make 10.</li> <li>Children can <b>record</b> on bond house diagrams.</li> </ul>	TERM 2
<p>L3 <i>Two pots; empty bond house diagram; digit cards</i></p> <p><b>Pair play:</b></p> <ul style="list-style-type: none"> <li>Give pairs two pots and some empty bond house diagrams.</li> <li>Ask them to imagine working with any number of counters from 6 to 10, and to fill in the bond house diagram for their selected number using digit cards.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>Children can <b>say</b> the number sequence as the counters are dropped in.</li> <li>Children can <b>show</b> the correct digit cards for the corresponding quantity</li> <li>Children can <b>record</b> on bond house diagrams.</li> </ul>	TERM 2

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<p>L1 <i>Two pots; 6 counters; 0-6 digit cards</i></p> <p><b>Whole class:</b></p> <ul style="list-style-type: none"> <li>• Drop 6 counters, one by one, into one bowl. Ask children to keep track of the number of counters in the pot as they hear them fall inside.</li> <li>• Take one counter from one pot and drop in the other pot. Ask children to say, and show, using fingers on two hands, the number in each pot now (5 and 1). Repeat transfer of one counter at a time, with children closing a finger on one hand, opening a finger on the other.</li> <li>• When it becomes impossible for the children to show the number of counters in each pot on both hands (e.g. when there are 7 in one pots and 1 in the other, for example), then ask children to simply show the number of counters in either pot.</li> <li>• Replay this activity on the board using digit cards, or writing digits, in a number bond house diagram. Include '1 more here' and '1 less there' language. Gently introduce the notion of 'half' and 'halfway' when dealing with 5 in relation to 10.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number sequence as the counters are dropped in.</li> <li>• Children can <b>show</b> both quantities on two hands with single opening actions. Encourage children to close a finger on one hand and open a finger on the other with each move rather than starting afresh.</li> <li>• Children can record on bond house diagrams</li> </ul>	TERM 2
<p>L2 <i>Two pots; 7 counters; 0-7 digit cards</i></p> <p><b>Pair play:</b></p> <ul style="list-style-type: none"> <li>• Repeat activity above with 7 counters.</li> <li>• Add in selection of the correct digits as labels for the number of counters in each bowl after each transfer action</li> <li>• Encourage children to use '1 more here' and '1 less there' language.</li> <li>• Introduce the relation of 7 to 10 by gently asking children how many counters are needed to get from 7 to 10 counters</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number sequence as the counters are dropped in.</li> <li>• Children can <b>show</b> both quantities on two hands with single opening actions. Encourage children to close a finger on one hand and open a finger on the other with each move rather than starting afresh.</li> <li>• Children can identify the correct digit cards for the corresponding quantity</li> </ul>	TERM 2
<p>L3 <i>Two pots; empty bond house diagram; digit cards</i></p> <p><b>Pair play:</b></p> <ul style="list-style-type: none"> <li>• Give pairs two pots and some empty bond house diagrams.</li> <li>• Ask them to imagine working with 6 – 10 counters, and to fill in the bond house diagram for their selected number using digit cards.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number sequence as the counters are dropped in.</li> <li>• Children can <b>show</b> the correct digit cards for the corresponding quantity</li> </ul>	TERM 2