

Eggsploring numbers

Foundation Stage | Mathematics and Numeracy



The Northern Ireland Curriculum

Number

Understanding Number

Pupils should be enabled to:

- explore the number that comes after, before, between a given number;
- carry out simple mental calculations, for example, *1 more than/less than within 10; 2 more than/less than within 10;*

Counting and Number Recognition

Pupils should be enabled to:

- make a sensible guess of quantities within 10;

Progression

As pupils progress through the Foundation Stage they should be enabled to:

- recognise numbers to at least 20.

Success criteria

- I can count carefully.
- I can sort into equal groups.
- I can share fairly between two groups.

Key vocabulary

Count, group, number, share, equal, same, half, fair, total, altogether, left over

Resources needed

- Lesson presentation
- Egg recording sheet
- Plastic eggs, counters or paper egg cut-outs
- Basket or other container
- Egg cartons (real or drawn on paper)
- Small bowls or hoops for grouping
- Mini whiteboards and pens
- Number cards 1– 20

Prior learning

It would be useful if children were able to count reliably up to at least 5, ideally 10. They should also understand that the last number they have counted tells them how many there are.

Time	Teaching activity	Teacher notes
10 mins	Using the Lesson Presentation , introduce the lesson to the children. Have a basket or container of either real or plastic eggs that you can use for counting. Ask children 'how many eggs do you think are in the basket?'. Count the eggs together aloud, encouraging one-to-one correspondence.	<i>Model careful counting and checking by recounting. Encourage children to spot and correct mistakes. Children that may find the counting difficult could be paired with a supportive peer.</i>

Time	Teaching activity	Teacher notes
10 mins	Organise children into pairs or small groups and give each an egg carton and a set number of eggs (ideally 6, 8 or 10). Ask them to place one egg in each section of the egg carton until they have none left and then count how many they have.	<i>You could challenge higher attainers to make two equal groups of eggs or create their own groups and explain what they have done.</i>
10 mins	Tell the children the simple story that you have 8 eggs and want to share them fairly between two baskets. On the Lesson Presentation , model sharing the eggs one at a time into the two baskets. This could also be modelled using real eggs and baskets if you have the materials available. Ask children to explain why this is fair. Emphasise checking both groups to ensure fairness.	<i>To challenge higher attainers, you could introduce an odd number of eggs and discuss what happens when you try to share them equally. Ask children to explain why it is not fair.</i>
20 mins	Either in their pairs, small groups or independently ask children to count how many eggs they have. Children then place their eggs into two groups using bowls, hoops or circles drawn on paper. They need to check whether both groups have the same number. If the groups are not equal, they need to adjust and recount. To demonstrate their learning, give children an Egg Recording Sheet . Alternatively, they can explain their reasoning to an adult and pupil voice can be recorded or a photo can be taken of their equal sharing.	<i>As a challenge, ask children to share into three equal groups and ask them to explain why or why not this is fair. You could also increase the amount up to 20 as a further challenge. To support children that may find this difficult, have a sentence stem prepared e.g. 'I had __ eggs. I shared them in two equal groups of __.'</i>
10 mins	To end the lesson and encourage reflection of what they have learned, share the questions with the children on the slide. Take suggestions from the children, clarifying that if there was an odd number of eggs, it would not be fair or that someone would end up with more.	<i>As a challenge, ask children to explain why having an equal amount matters.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Are children accurately counting using one-to-one correspondence?
- Listen to children's explanations when sharing the eggs.
- Check the children's recorded work to ensure accuracy.

Suggestions for future learning

- This could build the foundations for a future maths lesson on halving numbers and an introduction to division.

Home learning opportunities

- Children could be encouraged to count similar objects at home and group them.
- They could also have a discussion at home with a family member about fairness.