

Race to 10

CAPS

Level 1 1-10 number track, 1, 2, 3 dice or spinner, large counters

Whole class:

- Roll the dice. Ask children how many squares to move (depending on the number on the dice).
- Move the counter along the number track-eg if 3 is spun, move and say 'one, two, three'.
- Spin again. Ask children how many jumps to make.
- Before moving the counter, ask the children what final number they will land on?
- Move the counter, but say the numbers being landed on, rather than the jumps. Eg, the counter is on 6, and you spun 2. Pick up the counter, make one jump and say 'seven', jump again and say 'eight'. Children can write the number in the air or on a peer's back.
- Ask children how many more than 5?
- Continue until reaching 10.

What to look for:

- Children can **say** the numbers being landed on
- Children can **show** a correct 'quantity' on their fingers (without counting in ones) that matches a number.
- Children can **show** 1 or 2 more than 5 on their fingers (without counting in ones)
- Children can **say** what is 1 or 2 more than a given number in the 1-10 range.
- Children can **record** quantities in the air and on their classmates' backs

TERM 2

Level 2 1-10 Number Track, 1, 2, 3 Dice/Spinner, Large Counters

Whole class:

- Split the class into two teams. Each team has one number track.
- Roll the dice/spin the spinner for team 1. Ask children to say how many counters to take?
- Start to move the number track as in Level 1
- Again, before moving along the track ask what number will be finally landed on?
- As before, say the numbers landed on, rather than count the jumps. Children can write the number in the air or on a peer's back.
- As before say how many more than 5?
- Teams take turns until one reaches 10

Pairs:

- Children play the game in pairs on their individual number tracks.

What to look for:

- Children can read and say the number symbols
- Children can **show** a correct 'quantity' on their fingers (without counting in ones) that matches a number.
- Children can **say** what is 1 or 2 more than a given number in the range 1-10
- Children can **show** 1 or 2 more than 5 on their fingers (without counting in ones)
- Children can **record** quantities in the air and on their classmates' backs

TERM 2

Race to 10

CAPS

Level 1 Class 1-10 number track, 1, 2 dice/spinner, large counters

Whole class:

- Roll the dice. Ask children how many squares to move (depending on the number on the dice).
- Move the counter along the number track-eg if 2 is spun, move and say 'one, two,.
- Spin again. Ask children how many jumps to make.
- Before moving the track, ask the children what final number they will land on?
- Move the counter, but say the numbers being landed on, rather than the jumps. Eg, the counter is on 6, and you spun 2. Pick up the counter, make one jump and say 'seven', jump again and say 'eight'. Children can write the number in the air or on a peer's back.
- Ask children how many more than 5? Continue until reaching 10.

What to look for:

- Children can **say** the numbers being landed on
- Children can **show** a correct 'quantity' on their fingers (without counting in ones) that matches a number.
- Children can **show** 1 or 2 more than 5 on their fingers (without counting in ones)
- Children can **say** what is 1 or 2 more than a given number in the 1-10 range.
- Children can **record** quantities in the air and on their classmates' backs

TERM 2

Level 2 Class 1-10 Number Track, 1, 2 Dice/Spinner, Large Counters

Whole class:

- Split the class into two teams. Each team has one number track.
- Roll the dice/spin the spinner for team 1. Ask children to say how many counters to take?
- Start to move the number track as in Level 1
- Before moving along the track ask what number will be finally landed on?
- Say the numbers landed on, rather than count the jumps.
- Say how many more than 5? Children can write in the air or on a peer's back.
- Teams take turns until one reaches 10.
- *Pairs*: Children play the game in the pairs on their individual number tracks.

What to look for:

- Children can read and say the number symbols
- Children can **show** a correct 'quantity' on their fingers (without counting in ones) that matches a number.
- Children can **say** what is 1 or 2 more than a given number in the range 1-10
- Children can **show** 1 or 2 more than 5 on their fingers (without counting in ones)
- Children can **record** quantities in the air and on their classmates' backs

TERM 2