

Counting: Read and write (in digits) numbers to 100/ Count on from any number

Trash! (1-10)

Aim of the Game:

- Who will fill their ten-frame grid with playing cards in the correct order first?

You will need:

- A pack of playing cards



Set up

- Deal 10 cards each, face down, in the 2x5 grid shown below.
- Make a link to ten frames. Here the top row represents 1-5 and bottom row 6-10.
- Place the rest of the pack in the centre as a draw pile.
- Have a space below which will be the trash pile.



Play

- A** picks a card from the draw pile, works out where it goes on the ten frame and swaps it out for the face down card in its place. This is now the next card to place on the ten frame.
- A's** turn continues until a **king, queen, or number already put on** the ten frame is turned over. Kings, queens or numbers already placed go in the trash and the turn ends.
- B** now has their turn by picking a card from the draw pile **or** from the top card of the trash pile.
- B's** turn continues until a king, queen or number already placed is picked.
- Play continues until a ten frame is filled!
- Special card: Jacks** can go anywhere.
- Deeper thinking - can you keep track of which numbers are in the trash? How many of each number are in a pack? How might this help you win the game?



Reflect

- I felt _____ when _____. How about you?
- Which numbers were easier/trickier to place?

Adapt

- This game setup can be used for any sequence of numbers using DIY number cards. E.g. 10-19, 35-44, times tables.

Maths talk

In this game, children **build on their understanding of number order, number recognition and counting on.**

Children will also be: **subitising** to see the place on the grid as a number of cards.

Strategic thinking/memory skills practised in this game e.g. working out which numbers they still need, remembering which numbers are in the trash already, the best place for the Jack, predicting which numbers will come next.

Number bonds to ten can be practised here too - “I’ve found 3 cards so I have 7 left to find. How about you?”

Concrete / pictorial and abstract resources are used to support children’s learning.

Things to look out for

- Can they read the digits on the card?
- Are they subitising accurately to find the correct place on the grid?
- Are they relying on counting each card?
- Can they count on from any number or do they have to start from 1 each time?
- Are they anticipating which numbers they need?

Key questions

- Which number have you got?
- Which numbers do you still need?
- How many have you got left to get?
- Have you noticed any numbers you need going in the trash?
- Where could I put this card?

Sentence stems

*I’ve picked a _____.
That goes before / after _____.*

*I’ve placed _____ cards so
I’ve got _____ left to get.*