Zero

Compare the pictures.

- Shopping
- Squash
- Sand
- Flowers
- Cakes

**Vocabulary**

- 0, 1, 2, 3, 4, 5,
- none, none left,
- gone, all gone,
- empty, full

**What to do**

Use the pictures to introduce the idea of full and empty.

Show the children an empty container. Place 1 item in it, counting ‘One’. Then remove the item, counting back ‘One, zero,’ as you remove the object.

Focus on zero as everything having gone and nothing (or none) being left.

Give the children lots of practice at filling and emptying a container to recognise when the container is full and when the contents are all gone.

Finally, focus on the number track at the bottom of the page and talk about where zero belongs, before 1.
Make 5

See how to make 4.

4 and 0 make 4

3 and 1 make 4

2 and 2 make 4

1 and 3 make 4

0 and 4 make 4

Now make 5.

_________ and _________ make 5

_________ and _________ make 5

_________ and _________ make 5

_________ and _________ make 5

_________ and _________ make 5

_________ and _________ make 5

Vocabulary

0, 1, 2, 3, 4, 5, altogether, count, and, make, how many?

What to do

Use cubes or counters of two different colours to help the children explore how many different ways they can make three altogether.

They could start with three cubes of one colour then change, one at a time, to a second colour, saying what they see each time, for example, ‘Two red cubes and a blue cube make three cubes altogether.’

Then increase the number of cubes and explore ways of making four altogether, matching with the examples on the page.

Finally, work with five cubes. Encourage children to work logically by starting with five identical objects then changing one object at a time until all five have been changed.
**Dice game**

**How to play the game**

The children roll a dice and put a counter on the matching dice pattern on the gameboard. Alternatively, children could roll a number dice (1–6) instead. They aim to cover a whole row or column.

**Vocabulary**

0, 1, 2, 3, 4, 5, 6, altogether, count, row or column, how many?

**You will need:**

a dice, counters in two different colours
One more monkey

What to do

Read the rhyme to the children several times, acting it out with monkeys, children or anything else that is suitable.

Focus on the ‘one more’ part of the rhyme and talk through ‘one more’ than each number.

One more

One friendly monkey wondering what to do;
One more joined him and then there were two.

Two friendly monkeys climbing up a tree;
One more joined them and then there were three.

Three friendly monkeys dancing on the floor;
One more joined them and then there were four.

Four friendly monkeys glad to be alive,
One more joined them and then there were five.

Five friendly monkeys playing with sticks,
One more joined them and then there were six.
One more

Write the number that is one more.

Vocabulary
0, 1, 2, 3, 4, 5, 6, altogether, count, one more, how many?

What to do
Using a simple floor number track, show children how to jump on one more space. Talk about ‘one more than’ each number. Children should begin to recognise that ‘one more’ is simply the next counting number.
Six little monkeys

What to do

There are lots of rhymes that involve counting backwards. Read several such rhymes with the children and begin to talk about ‘one less’.

As the children say and act out the monkey number rhyme, they cross off each number to show how many monkeys are still on the wall. This rhyme can be sung to the tune of 10 green bottles.

Six little monkeys sitting on the wall,
Six little monkeys sitting on the wall,
And if one little monkey should accidentally fall,
There’d be five little monkeys sitting on the wall.

Five little monkeys sitting on the wall,
Five little monkeys sitting on the wall,
And if one little monkey should accidentally fall,
There’d be four little monkeys sitting on the wall.

Four little monkeys sitting on the wall,
Four little monkeys sitting on the wall,
And if one little monkey should accidentally fall,
There’d be three little monkeys sitting on the wall.

Three little monkeys sitting on the wall,
Three little monkeys sitting on the wall,
And if one little monkey should accidentally fall,
There’d be two little monkeys sitting on the wall.

Two little monkeys sitting on the wall,
Two little monkeys sitting on the wall,
And if one little monkey should accidentally fall,
There’d be one little monkey sitting on the wall.

One little monkey sitting on the wall,
One little monkey sitting on the wall,
And if one little monkey should accidentally fall,
There’d be no little monkeys sitting on the wall.

Traditional rhyme (adapted)

| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Vocabulary

0, 1, 2, 3, 4, 5, 6,
altogether, count,
one more, one less,
how many?