Lesson 1 NUMBER

Counting to 10

CURRICULUM ALIGNMENT

NUM.NCT.2 demonstrate proficiency in using and applying different counting strategies.

INTERACTIVES Ten Frame · challenge, display, explore

WHAT THIS LESSON TEACHES

The last number you say when you count a set is how many objects there are altogether. A ten-frame helps you count each counter in its space up to 10.

→ Seven counters in the ten-frame: you say 1, 2, 3, 4, 5, 6, 7, and 7 is the count.

→ Four counters in a neat line and four counters in a jumble are both 4.

MODEL THIS ON THE BOARD

COUNTING COUNTERS ON THE TEN-FRAME

1. Look at the ten-frame on the desk with counters in the spaces.
2. Touch each counter once and say the next number as you touch it.
3. The last number you say is how many there are. Here it is **6**.

LESSON ARC

Open with a handful of counters on the desk and three quick guesses, then bring in the ten-frame so the class can count carefully. On the interactive, count 7, 9, 10 and 4 one counter at a time, landing on the last number as the count. Move four counters from a neat row into a scatter and count both arrangements. Pupils build 3, 5, 8 and 10 together at the board, draw a ten-frame and write 0 to 10 in their copy, then practise 4, 7, 9 and 10 in Class Challenge before the maths-talk wrap.

TEACHING MOVES

1. **Getting Started.** Hold out six to eight counters in one hand so the class can see them briefly. Take three hands-up guesses, then name the ten-frame as the tool that will let everyone count carefully and agree.
2. **Watch and Notice.** Point to each counter as the class counts aloud; after the last one, pause and name that number as the count. On 9, ask how they can see nine without counting every cell (one empty space); on 10, land on the full frame. Then place the same four counters in a neat row, count, scatter them, count again, and say together: same amount, different look.
3. **Try It Together.** The interactive shows 3, then 5, then 8, then 10, one at a time. One pupil builds on the ten-frame interactive while the class counts each drop aloud, then presses Check. Rotate four pupils. If anyone skips a cell, stop and recount from the start of the frame before they press Check.
4. **A Ten-Frame and 0 to 10 in Your Copy.** Draw a ten-frame on the board first. Pupils draw a box around two rows of five squares in their copy, put a dot in each square counting to ten and write 10 beside it, then write 0 to 10 in one careful line under it. Walk the row with quiet formation and spacing reminders only; keep the pace steady so every pupil finishes. This is whole-class copybook practice, not marking.
5. **Class Challenge.** Keep board turns brisk: one pupil builds 4, 7, 9, then 10 and taps Check; the class counts along and confirms before the next turn. After each Check ask once whether they can see how many without counting one-by-one — listen for ‘one empty space’ on 9 and ‘full frame’ on 10.
6. **What Did We Notice?** Rebuild seven if needed. Ask what the last number seven tells us about the whole set; revoice: when we land on seven, that seven names the whole set — head off ‘we counted seven times’.

Then point to the desk four in both arrangements and revoice: we only moved them, so the count stays four.

COMMON MISCONCEPTIONS

⚠ Pupils say 'we counted seven times' and treat the count as the number of steps, not the size of the set.

Rebuild seven on the ten-frame. Point to the whole set as you land on seven and revoice: 'this seven names all of them together, not how many times we tapped'.

⚠ Pupils think the scattered four is a different amount from the neat row of four because it looks messier or longer.

Slide the same four counters back and forth between row and scatter without adding or removing any. Count both with the class and say: same amount, different look — we only moved them.

⚠ When building, a pupil skips a cell or leaves a gap, so the frame shows the wrong number even though they said the right count aloud.

Stop and recount from the first cell of the frame, touching each space. 'Every counter needs its own home — empty gaps change what we see.'

DIFFERENTIATION

EMERGING

- Stay with counts to 5 on the ten-frame while the class moves on; pupil places counters as you count aloud together, then echoes the final number.
- On the copybook line, supply a dotted 0–10 trace line so the pupil follows formation rather than inventing numeral shapes.

DEVELOPING

- After a correct build, ask: 'how can you see it without counting every counter?' Push for empty-space or full-frame language on 9 and 10.
- On the desk frame, rebuild 6 once tidy and once scattered and have the pupil say the full phrase: same amount, different look.

PROFICIENT

- During Class Challenge, after they build 9, ask: 'what would you change to make 8 in one move?' — one counter off, not a full rebuild.
- Give a quick oral stretch: 'I am thinking of a number with two empty spaces on the ten-frame — what is my number?' and expect 8 with a reason.

↗ **Cross-curricular:** Link to PE lining-up: count the first ten pupils onto a ten-spot mat and notice the count stays ten whether they stand in a row or a huddle.

ANSWER KEY

Your turn · Write how many. A) 2 B) 6 C) 8

Your turn · Draw the counters. A) draw 5 B) draw 9

Is it right? · That is 3. tick · That is 5. cross

Star challenge · Draw the counters. draw 10

EXTENSION SHEET · STRETCH ANSWERS

S1: 5

S2: 0

S3: 9

S4: The same. There are still 6.