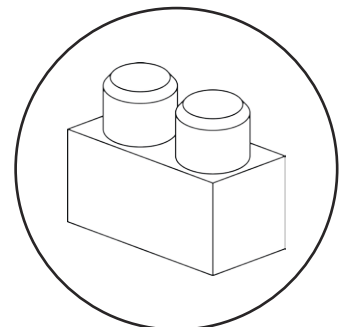
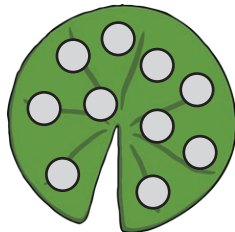
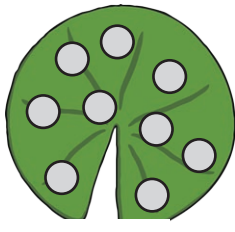
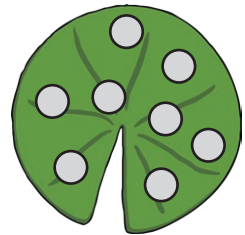
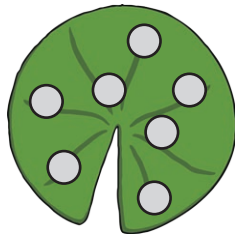
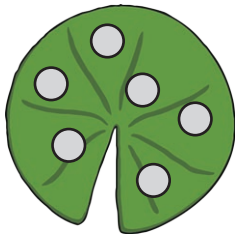
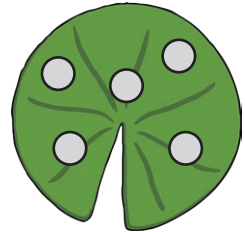
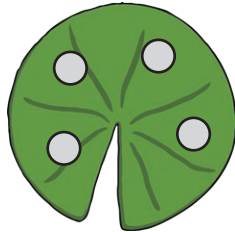
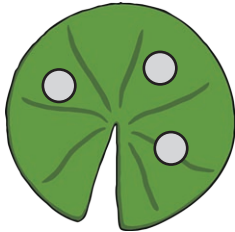
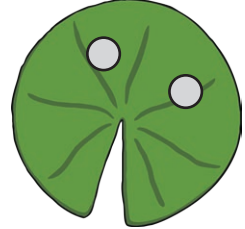
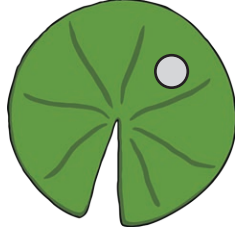
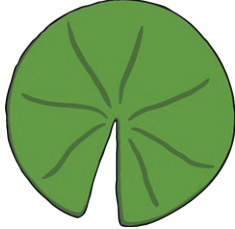




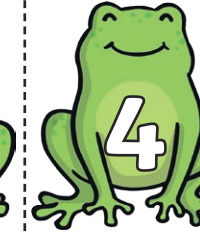

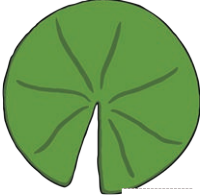
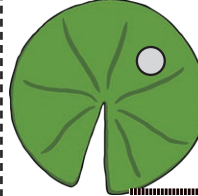
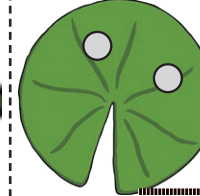
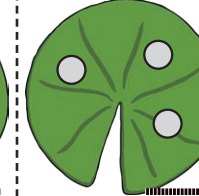
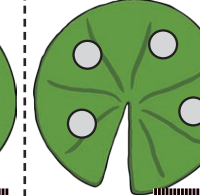
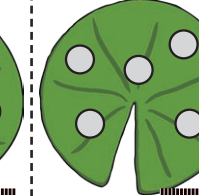




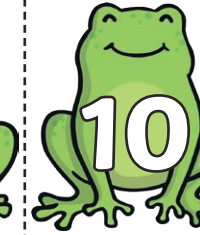
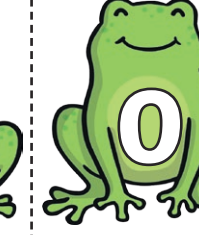
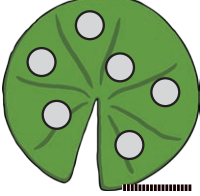
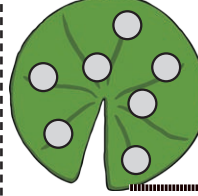
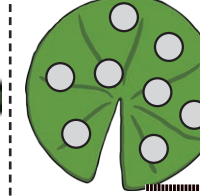
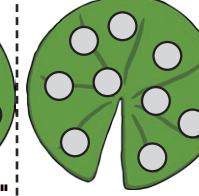
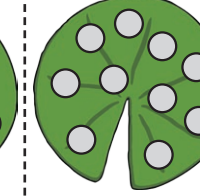
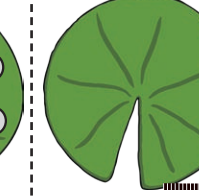



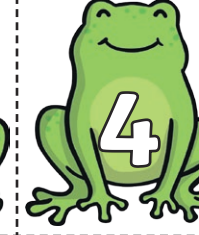

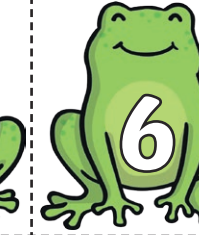
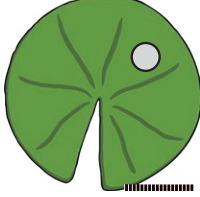
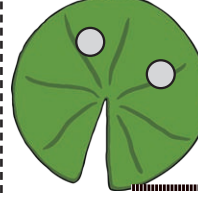
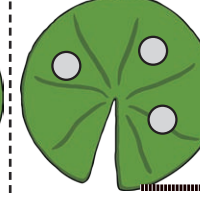
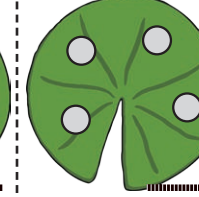
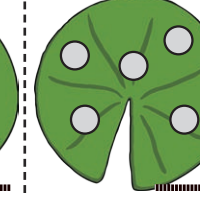
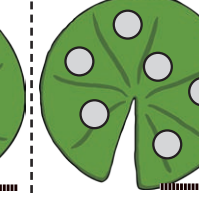



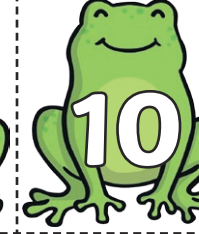
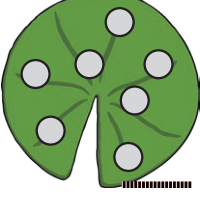
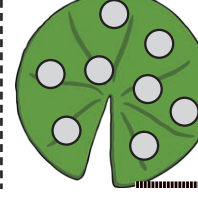
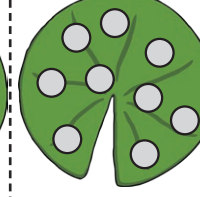
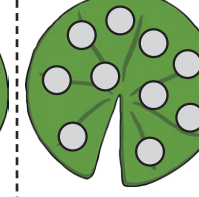
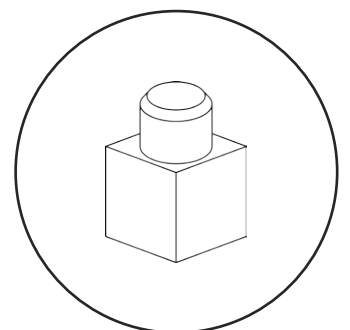


Connecting Brick Stick-Ons

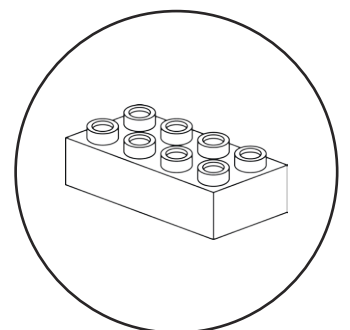
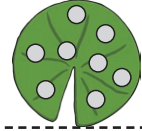


Connecting Brick Stick-Ons



















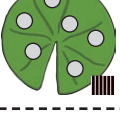

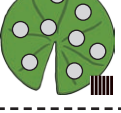
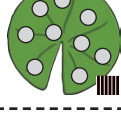

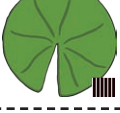






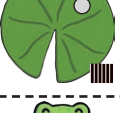

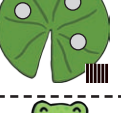
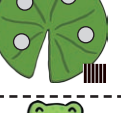
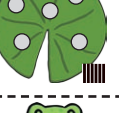







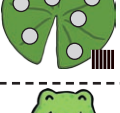
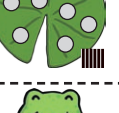
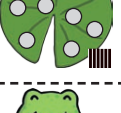
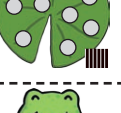
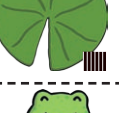












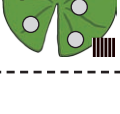




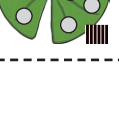
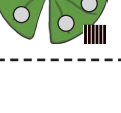
					
					
					
					
					
					
					
					

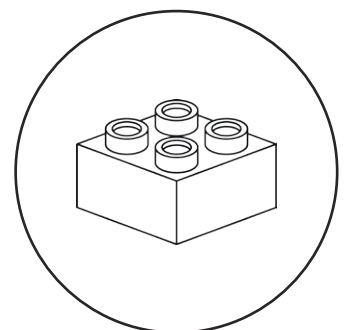


Connecting Brick Stick-Ons



Connecting Brick Stick-Ons



EYFS Mathematics: Group Activity Adult Input Plan

Date:	Activity Title: One More and One Less Frog Activity
Learning Intentions:	Finds one more or one less from a group of up to five objects, then ten objects. (M:N 40-60 months)
Resources	Lily Pad Game Board, Frog Game Counters, One More One Less Frog Game Dice Net.
Preparations:	Print one Lily Pad Game Board and print and cut the Frog Game Counters. Print and make the One More and One Less Frog Game Dice.
<p>Key Mathematical Vocabulary:</p> <p>Number, count, counting, one more, one less, fewer, how many altogether? How many now? Number names 0-10, first, then, now.</p>	
<p>Adult Input (★with Reasoning and Deepening Opportunities in italics):</p> <ul style="list-style-type: none"> • Ask the children what they know about frogs. Once the children have discussed the fact that frogs are very jumpy, explain to the children that you were trying to count some frogs but they kept jumping on and off the lily pad. • Say to the children, “Can you help me to count the frogs on the lily pad? We need to get all ten frogs on the lily pad but sometimes one will jump on and sometimes one will jump off?” <ul style="list-style-type: none"> ★ <i>How will we know how many frogs there are on the lily pad?</i> • Show the children the Lily Pad Game Board and place it in the centre. Place three frogs on the lily pad and seven in the water. Ask the children to help you to count the frogs on the lily pad. Say, “We need to get all ten frogs on to the lily pad.” • Show the children the dice and explain that they will take it in turns to roll the dice. If they roll the ‘one more than’ frog picture, then they can place one more frog on the lily pad. If they throw a ‘one less than’ frog picture, then one frog must jump back into the water. • Ask the first child to roll the dice. Ask questions to encourage the children to consider how the number of frogs will change before they either add one more frog to the lily pad or remove one frog. <ul style="list-style-type: none"> ★ <i>Will the number of frogs on the lily pad be more or fewer?</i> ★ <i>How will the number of frogs change?</i> ★ <i>What is one more than three? How do you know? How can you prove it?</i> ★ <i>Can you use your fingers to show me?</i> ★ <i>I think that one less than three is four. Do you agree? Why not?</i> • Once the children have predicted the number that is one more or one less, encourage a child to add or remove one frog. • Say the number problem as a full sentence, such as, “There were three frogs on the lily pad. Then, one more jumped on. Now, there are four frogs on the lily pad.” • Ask the children to take turns in rolling the dice and either removing one frog from the lily pad or adding one more. <ul style="list-style-type: none"> ★ <i>What do you notice about the number of frogs when we roll the more/one less?</i> ★ <i>Do we want to roll one more or one less? Why?</i> • Continue to play the game until there are ten frogs on the lily pad. Should the children reach zero frogs at any point, encourage them to continue to roll the dice until they roll ‘one more’. 	
<p>Ideas for Additional Support:</p> <ul style="list-style-type: none"> • To support children in knowing the number that is one more and one less, ensure that they have plenty of experience of counting forwards and backwards to ten. • When one frog is being added or taken from the lily pad, ensure that you emphasise this in the physical act of removing or adding one frog. Say ‘one more’ or ‘one less’ while moving the frog. 	
<p>Solve the Problem:</p> <p>To challenge and extend children further, you may like to observe how children apply their knowledge through the following problem-solving context.</p>	

- Spread out [Five Speckled Frogs Counting Cards](#) to 10. The children can take one card. Can they then find the card that shows one more and one less? How can they order these three cards? Children may wish to extend this challenge to using cards to 20.

Master it! Ideas for Extension into Continuous Provision:

- Provide the children with the resources from this activity so that they can continue to play the game either by themselves or with a friend.
- Provide the children with these [5 Little Speckled Frogs Stick Puppets](#) and a log. The children can sing this familiar song while exploring one less than.
- Using this [Frogs and Lily Pads to 10 Matching Connecting Brick Game](#), can the children join the frogs to the lily pad showing either one more or one less?

Opportunities for Observation and Assessment:

PS&ED: Making Relationships

(40-60) Initiates conversations, attends to and takes account of what others say.

PS&ED: Self-Confidence and Self-Awareness

(40-60) Confident to speak to others about own needs, wants, interests and opinions.

PS&ED: Managing Feelings and Behaviour

(30-50) Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

C&L: Listening and Attention

(30-50) Focusing attention – still listen or do, but can shift own attention.

(40-60) Maintains attention, concentrates and sits quietly during appropriate activity.

C&L: Understanding

(40-60) Listens and responds to ideas expressed by others in conversation or discussion.

C&L: Speaking

(40-60) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

M: Numbers

(30-50) Recites numbers in order to 10.

(30-50) Shows an interest in number problems.

(40-60) Counts up to three or four objects by saying one number name for each item.

(40-60) Counts objects to 10, and beginning to count beyond 10.

(40-60) Counts an irregular arrangement of up to ten objects.

(40-60) Says the number that is one more than a given number.

Activity Adaption:

Insert here how you will differentiate the activity to meet the specific needs of your children.

Next Steps:

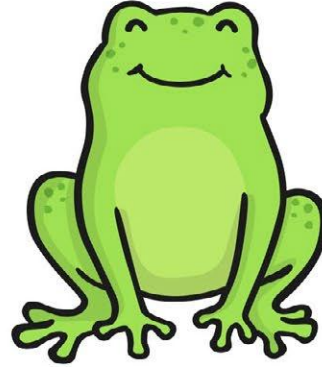
Insert here details of next steps relevant to specific children.

Evaluation to Inform Future Planning:

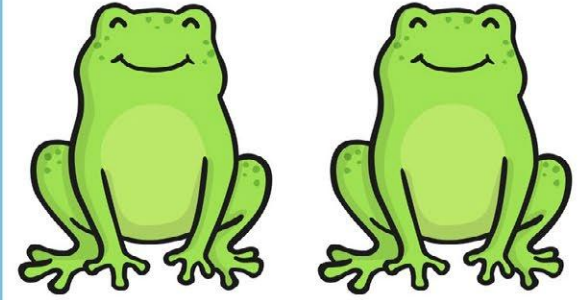
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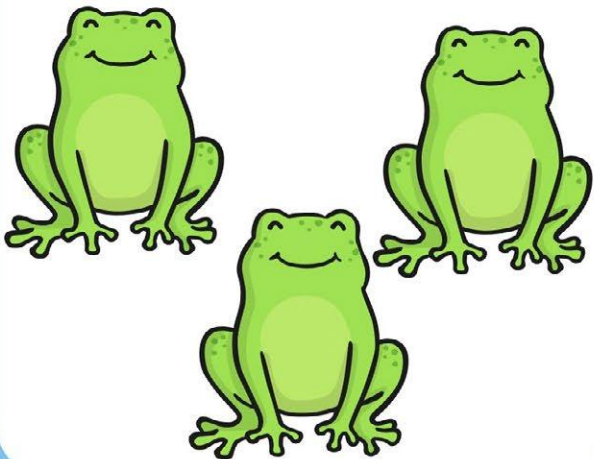
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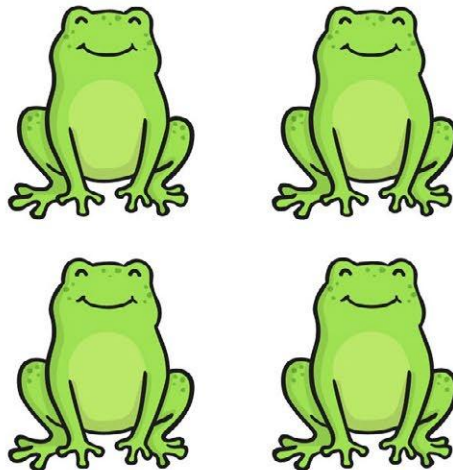
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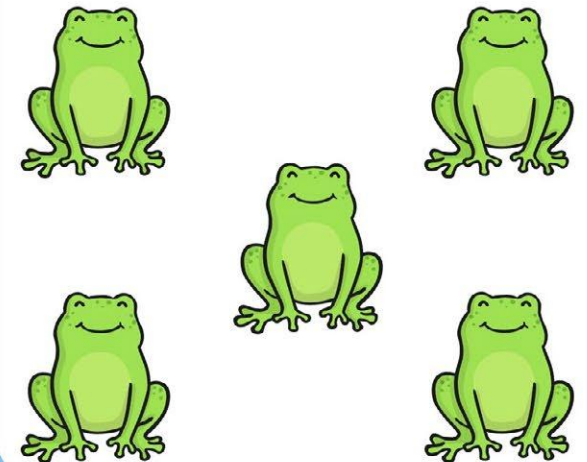
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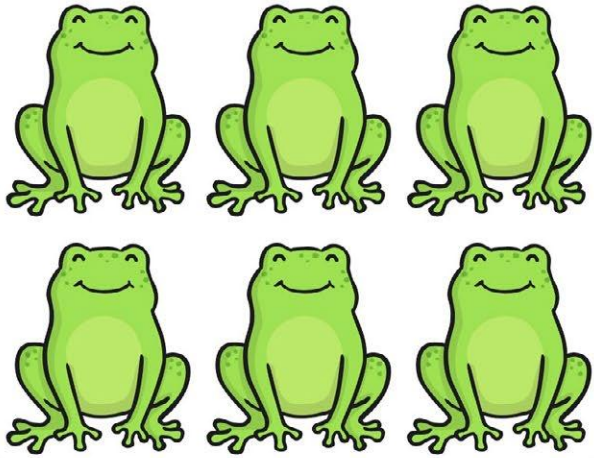
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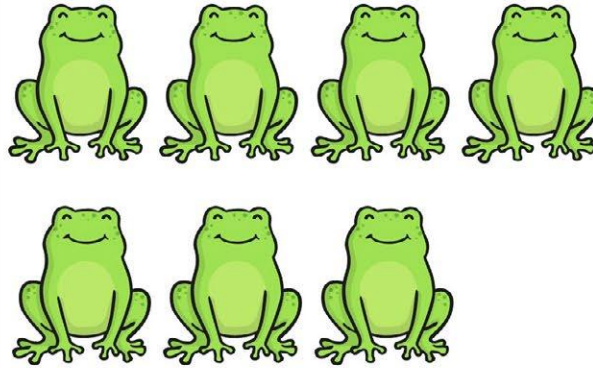
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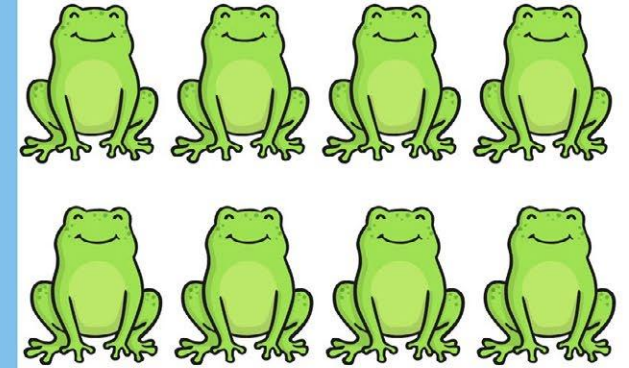
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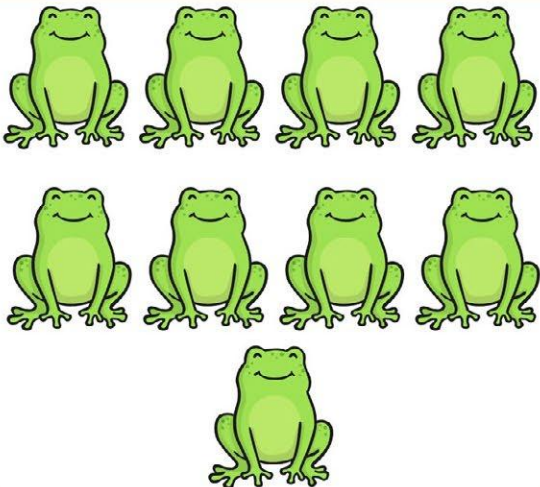
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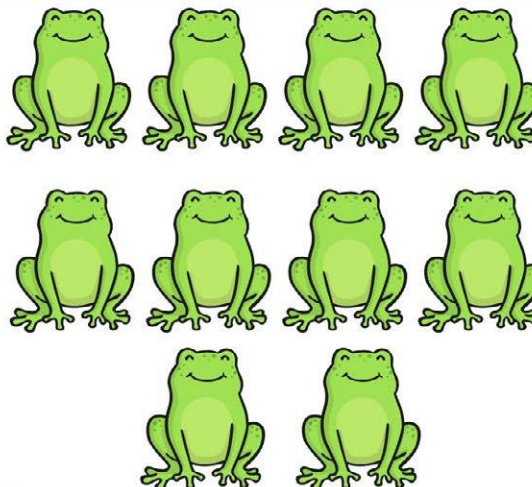
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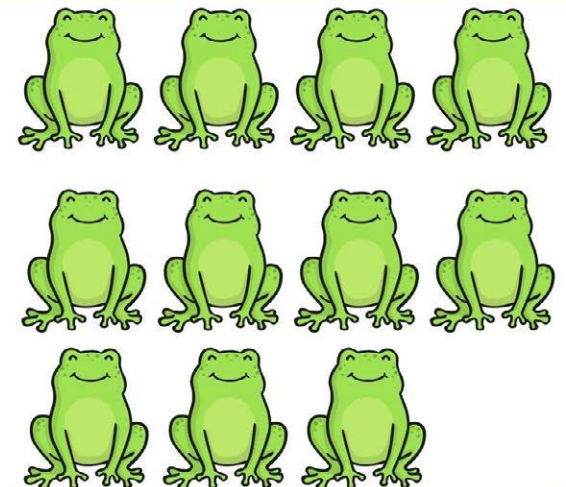
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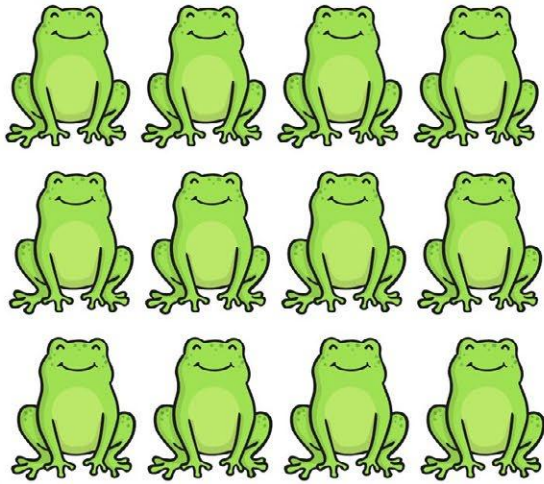
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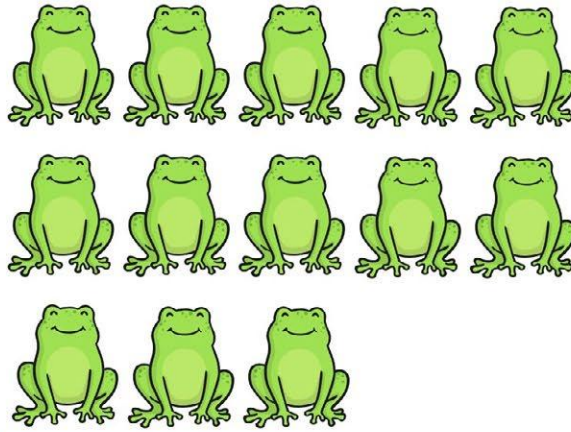
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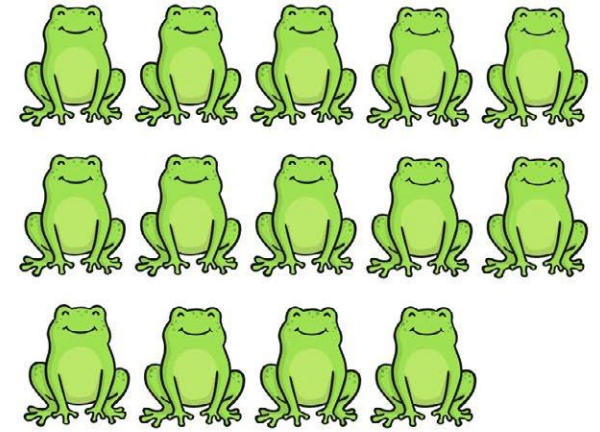
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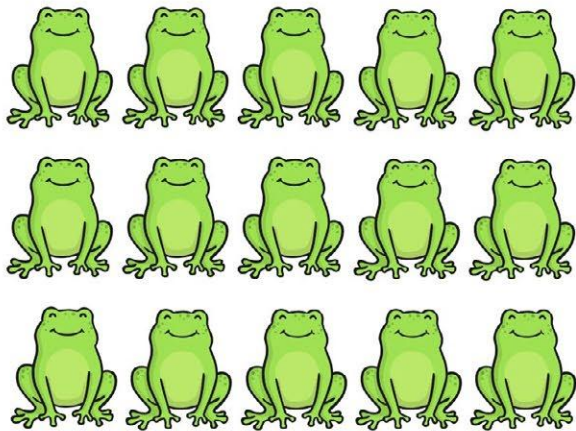
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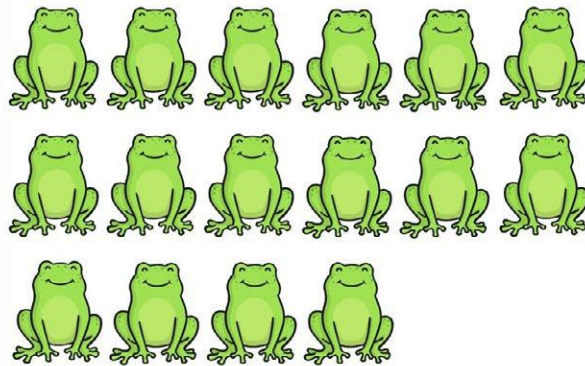
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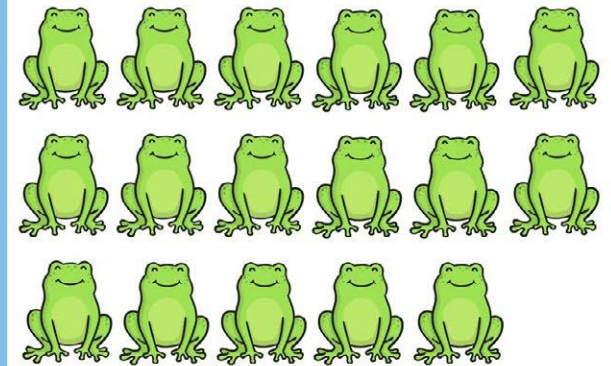
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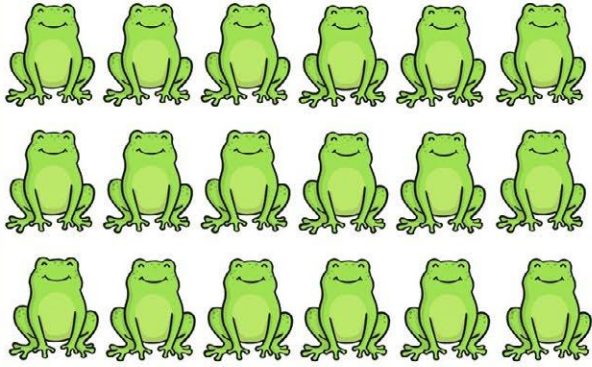
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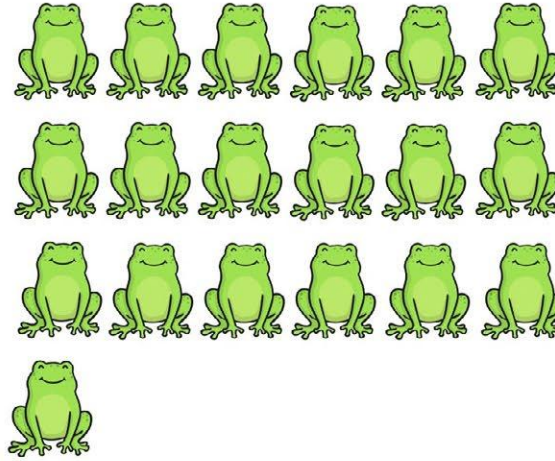
17



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