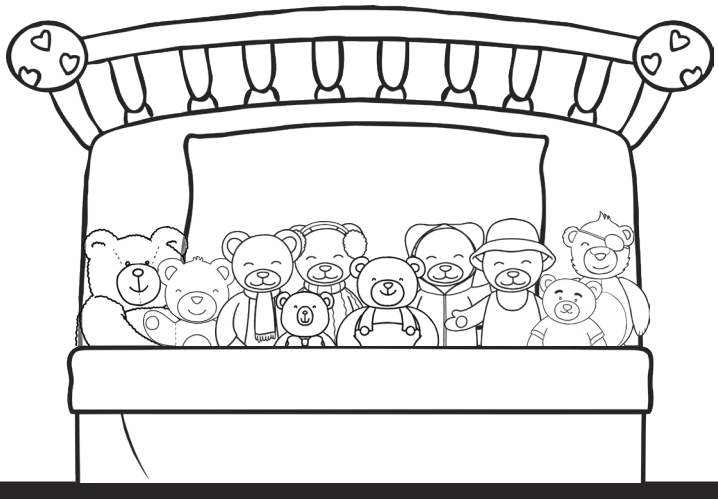
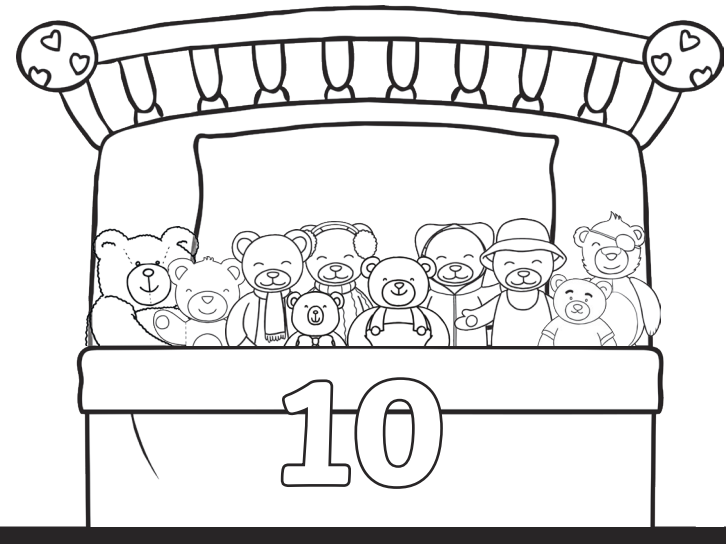


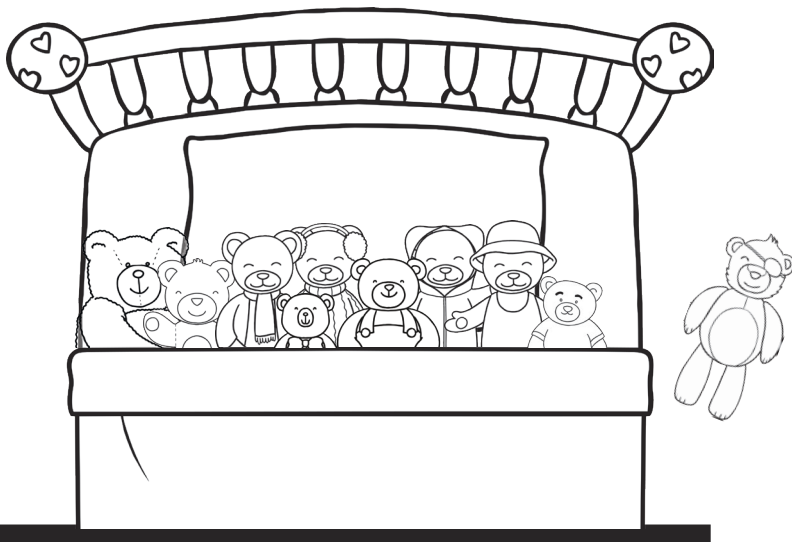
Ten in a Bed



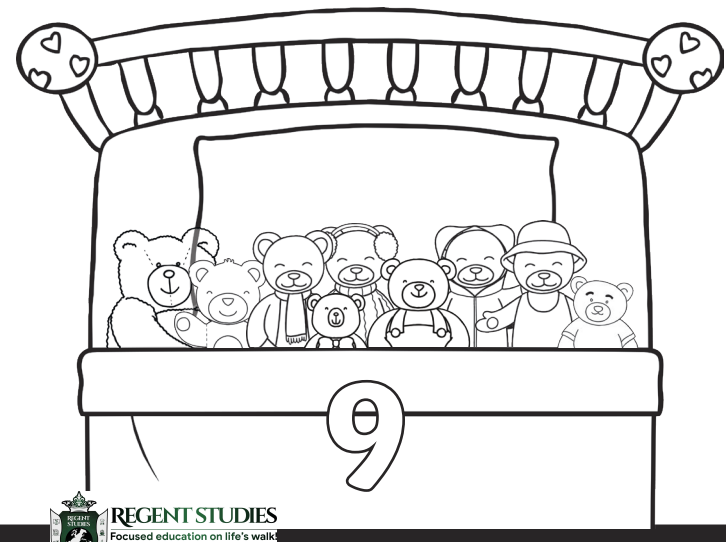
There were **ten** in a bed and the little one said
"Roll over, roll over."



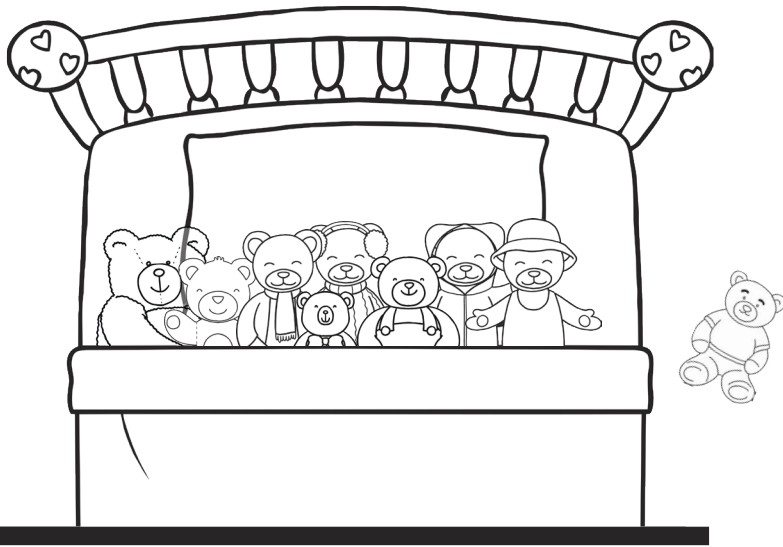
So they all rolled over and one fell out.



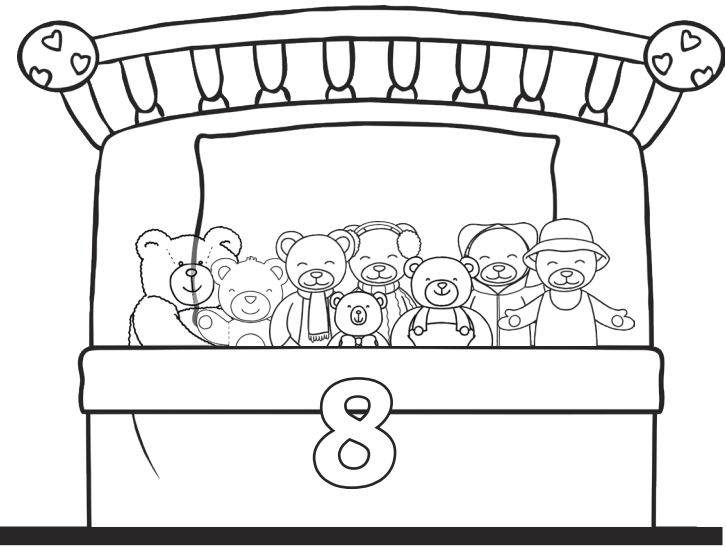
There were **nine** in a bed and the little one said
"Roll over, roll over."



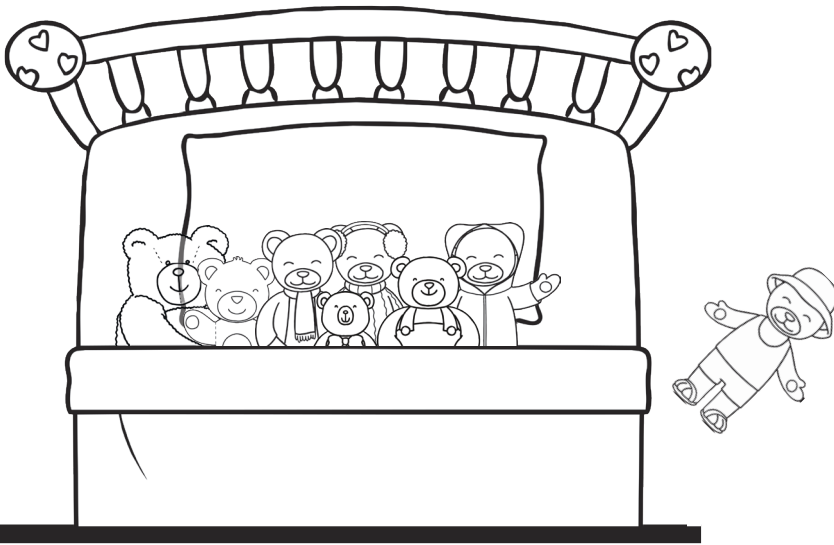
So they all rolled over and one fell out.



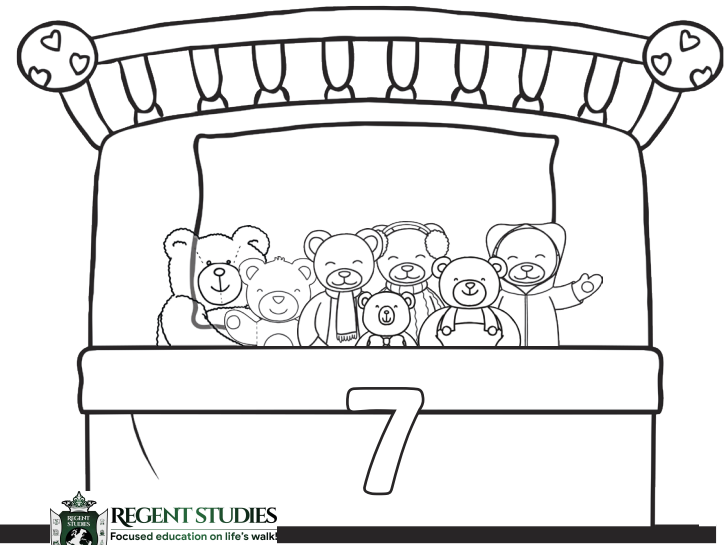
There were **eight** in a bed and the little one said "Roll over, roll over."



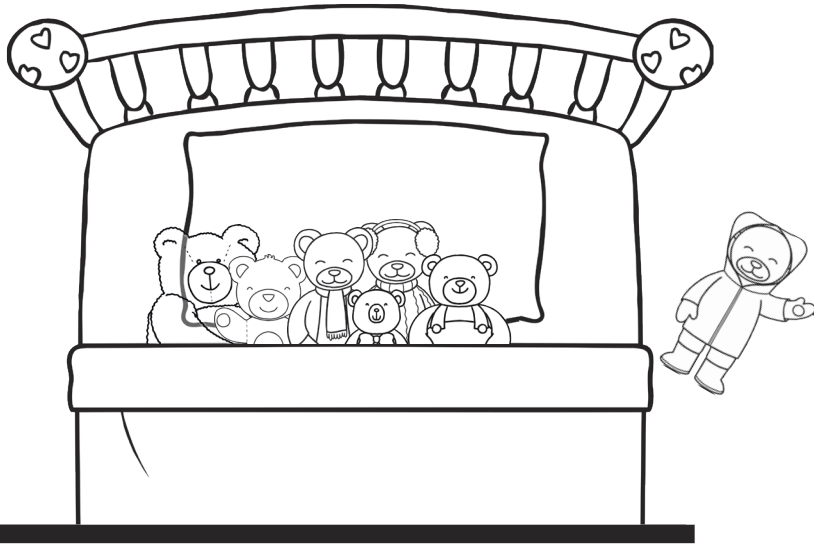
So they all rolled over and one fell out.



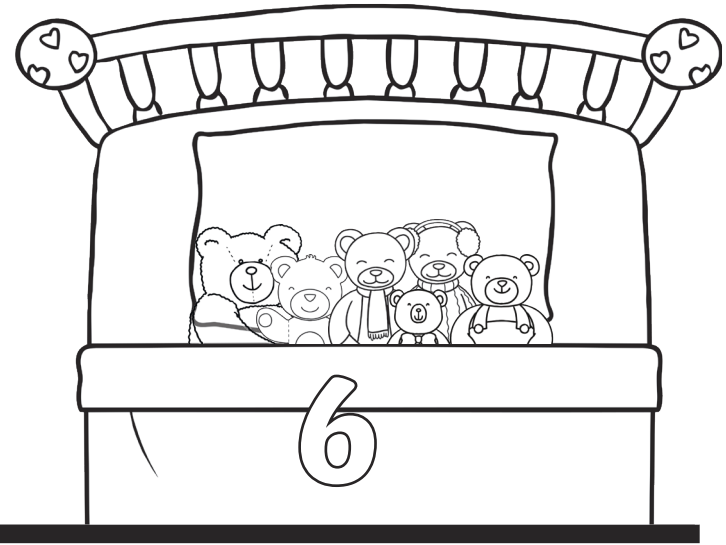
There were **seven** in a bed and the little one said "Roll over, roll over."



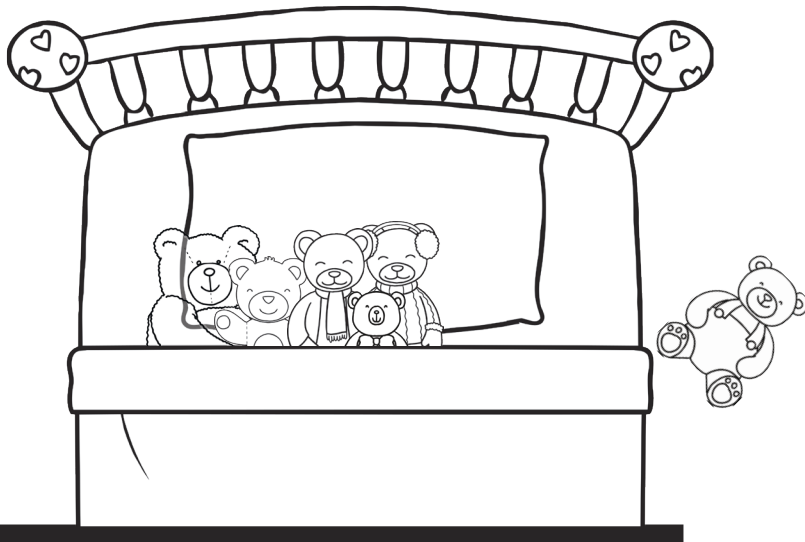
So they all rolled over and one fell out.



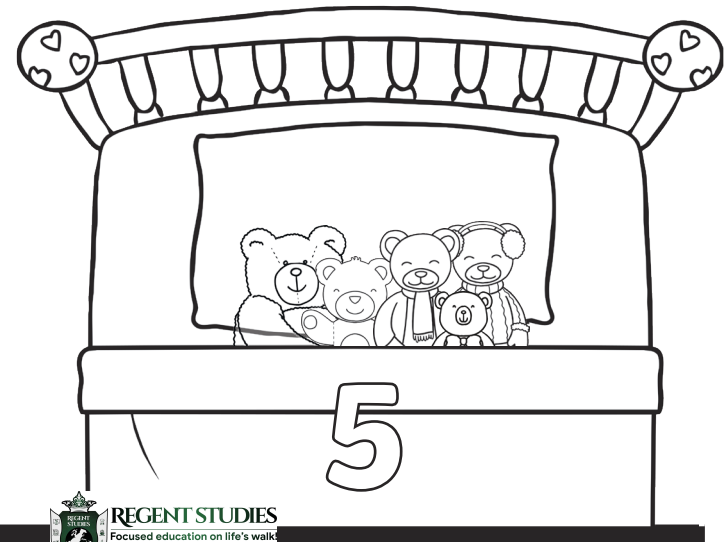
There were **six** in a bed and the little one said "Roll over, roll over."



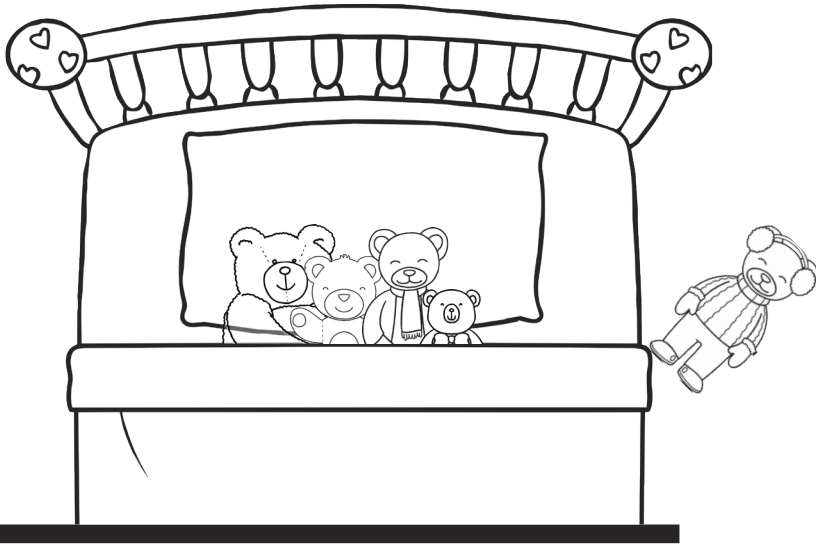
So they all rolled over and one fell out.



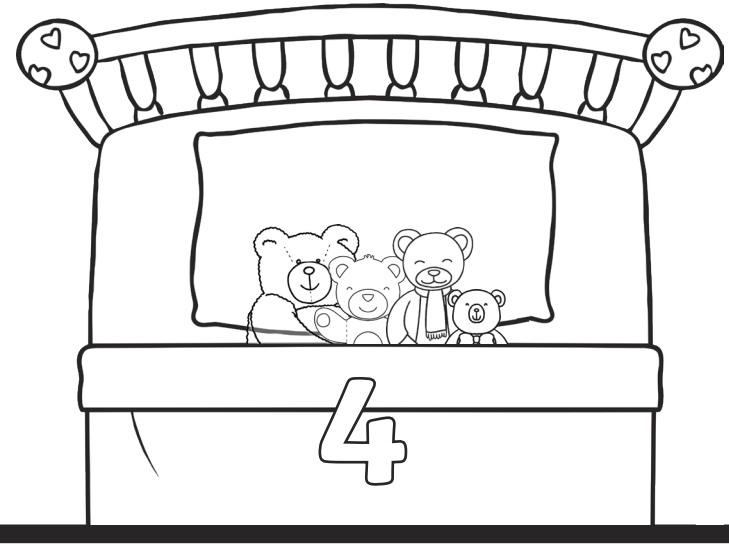
There were **five** in a bed and the little one said "Roll over, roll over."



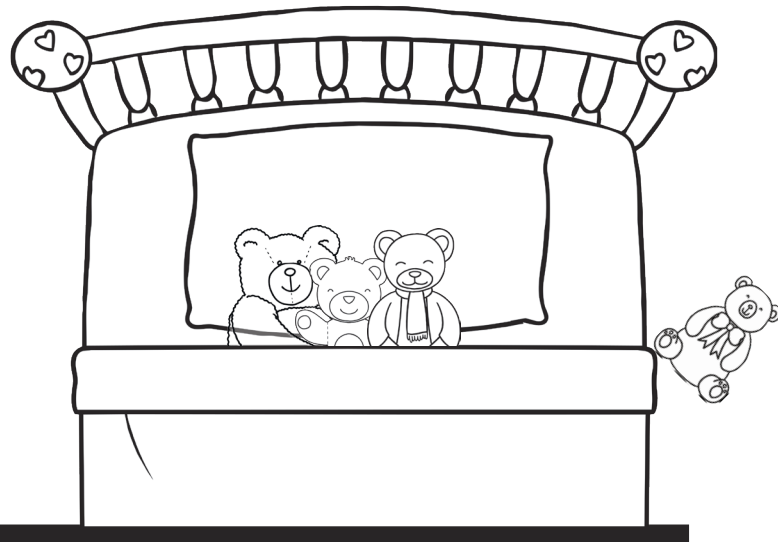
So they all rolled over and one fell out.



There were **four** in a bed and the little one said "Roll over, roll over."



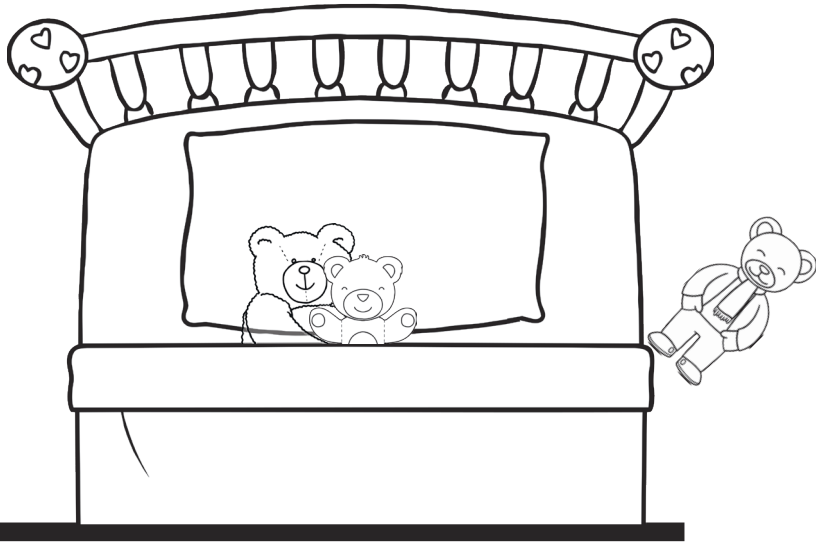
So they all rolled over and one fell out.



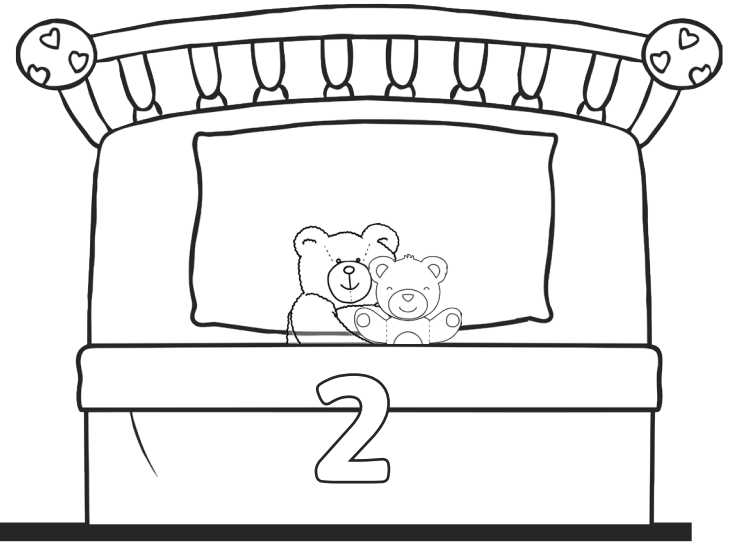
There were **three** in a bed and the little one said "Roll over, roll over."



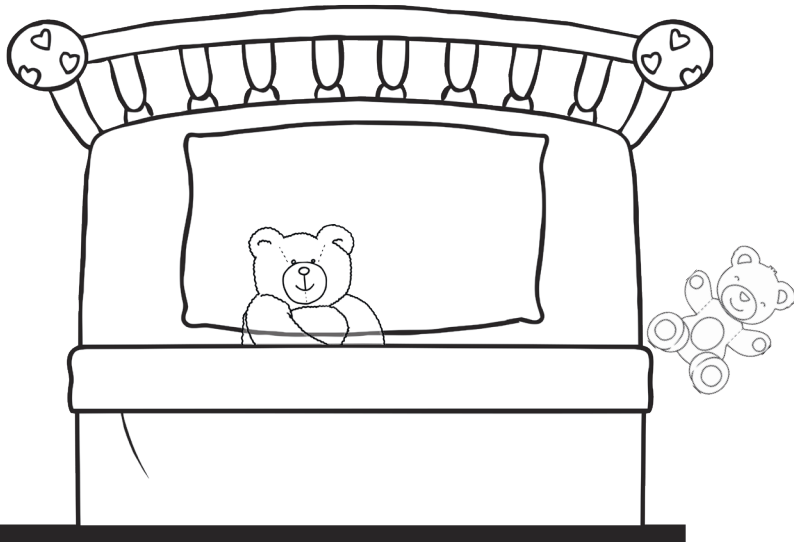
So they all rolled over and one fell out.



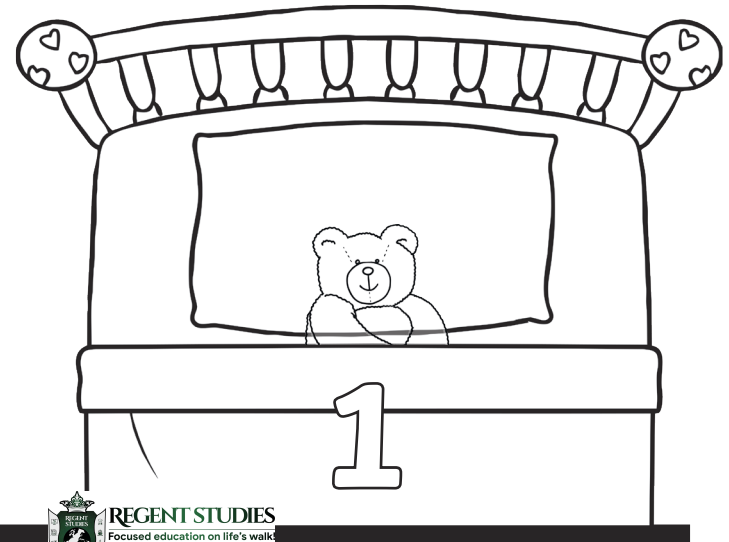
There were **two** in a bed and the little one said "Roll over, roll over."



So they all rolled over and one fell out.

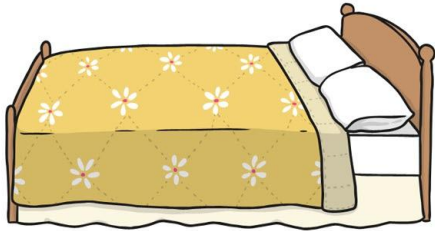


There was **one** in a bed and the little one said "Good night!"



Ten in a Bed - Story Stones

Simply print out the images (we recommend using a toner printer). Then cut them out and stick them onto a pebble or stone using a liquid glue such as mod podge or PVA. Start by putting a blob of glue onto the pebble, then place the image onto it. Then gently use your fingers to smooth out any air bubbles. Once dry, finish off by spreading some more glue gently over the entire pebble, to create a good seal.



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EYFS Mathematics: Whole Class Adult Input Plan

Date:	Activity Title: Ten in the Bed One More or One Less Than Activity
Learning Intentions: Finds one more or one less from a group of up to five objects, then ten objects. (M: N 40-60)	
Resources: Ten soft toys, a pillow and blanket,	
Preparation: Seat the children in a circle and in the centre make a toys bed using a pillow and blanket. Seat the ten soft toys in a row to the side of the bed, shuffle the two sets of cards and place them face down in two separate piles.	
Key Mathematical Vocabulary: Number, count, counting, one more, one less, fewer, how many altogether? How many now? Number names 0-10, first, next, then.	
<p>Adult Input (★with Reasoning and Deepening Opportunities in italic s):</p> <ul style="list-style-type: none"> • Introduce the activity to the children by saying, “We have ten soft toys and they are all very tired. Sadly, they are not very well behaved at bedtime. Sometimes they roll over and push someone out of bed!” • Tell the children that we are going to play a little game with the toys and hope that they behave. Say, “If they get into bed nicely, then one more toy can get into bed but if they misbehave, then one soft toy might get pushed out!” • Explain to the children that we will select a number card and place that number of toys in the bed. We will then take one of the other cards and this will tell us if the toys are behaving. If they are behaving, one more soft toy can get in to bed. If they are misbehaving, then one toy will be pushed out of bed. <ul style="list-style-type: none"> ★ <i>If one toy is pushed out of bed, does that mean there will be more fewer toys in bed?</i> • Select a number card and show the children the dotted pattern. Can the children say the number of dots? Tell the children that this number, for example five, tells us the number of toys that need to go to bed. Select one child to count five toys into the bed. • Say, “If the toys are being good, then one more toy can get into bed.” <ul style="list-style-type: none"> ★ <i>If we put one more bear in to bed, how many will there be?</i> ★ <i>What is one more than five? How do you know?</i> • If the toys are not behaving, then they will roll over and one will fall out so there will be one less. <ul style="list-style-type: none"> ★ <i>If one toy falls out, how many will there be?</i> ★ <i>What’s one less than five? How do you know?</i> • Encourage a child to pick the top card from the pile. Show the card to the children and decide whether it shows the toys behaving or not. <ul style="list-style-type: none"> ★ <i>Do I need to put in one more toy or do I need one less?</i> ★ <i>How many did we have first? What happened next? Then what happened?</i> • Depending upon the card selected, either put one more toy into bed or make one toy roll out. Count and check the number of toys in bed. • Place all of the toys to the side of the bed again and select another number card. Repeat the activity, asking the children questions to deepen their understanding. <ul style="list-style-type: none"> ★ <i>What is one more than this number? What is one less than this number? How can you be sure?</i> ★ <i>I think one more than four is six. Do you agree? Why not?</i> • Once this activity has been repeated several times, you may like to finish the activity by singing the song placing all the toys in the bed and removing one each time until there is only one left. <ul style="list-style-type: none"> ★ <i>If we have one toy and he fell out, how many would we have? What’s one less than one?</i> 	
<p>Ideas for Additional Support:</p> <ul style="list-style-type: none"> • For children that are finding the concept of one more or one less difficult, encourage them to help you to physically remove or add one toy. 	

- To support children with their understanding that one more is always the next number and one less is the number before, ensure that children have plenty of experience counting forwards and backwards, counting along a number line.

Solve the Problem:

To challenge and extend children further, you may like to observe how children apply their knowledge through the following problem-solving context.

- Ask the children to work in pairs. Provide each child in the pair with ten small counting objects or figures. One child closes their eyes while the other lays out a number of objects, between 1-10, in a row. When ready, they must shout either 'one more' or 'one less' to their partner, who must open their eyes and make a group showing either one more or one less than their partners group of objects

Master it! Ideas for Extension into Continuous Provision:

- Provide these cards for children to sequence. What do they notice about the number of toys in bed? How does the number change?
- Place these and place them in the sand tray. Can the children select a number of toys and show one more or one less?
- Leave the resources from this whole class activity for the children to access independently.

Opportunities for Observation and Assessment:

PS&ED: Making Relationships

(30-50) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

PS&ED: Self-Confidence and Self-Awareness

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

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

(30-50) Beginning to understand 'why' and 'how' questions.

C&L: Speaking

(30-50) Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

(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) Knows that numbers identify how many objects are in a set.

(30-50) Shows curiosity about numbers by offering comments or asking questions.

(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:

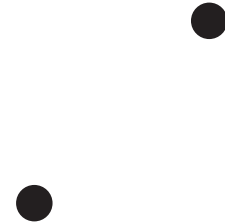


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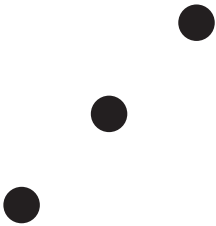
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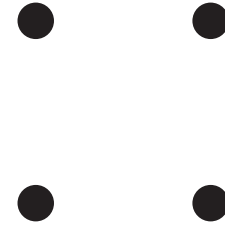
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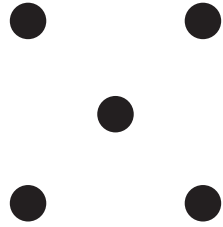
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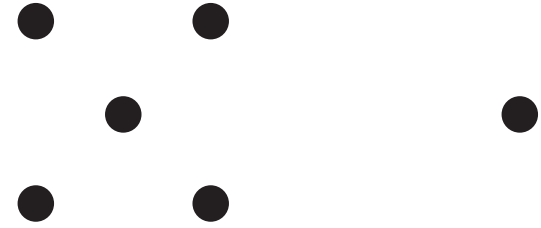
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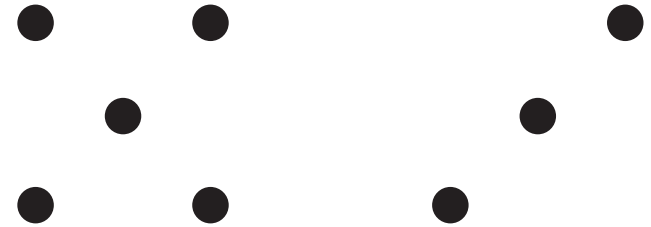
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One More or One Less Than Activity

Ten in a Bed

Instructions

This activity will encourage children to say and find the number that is one more or one less than a group of up to ten objects.

Preparation

Create a bed for a toy using a pillow and a blanket. Then, stand ten soft toys next to the bed. Shuffle the two sets of cards and place them facing downwards in two piles.

Explain to the children that the toys are not always very well behaved at bedtime. Sometimes, they roll over and push someone out of bed.

Tell the children that we are going to play a game with the toys. If they get into bed nicely, then one more toy can get into bed but if the toys are silly, then one of the toys might get pushed out.

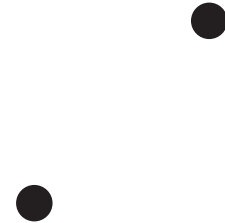
How to Play

- Pick a number card and place this number of toys into bed.
- Pick one of the other cards. Do we need to add one more toy or do we need one less?
- Can the children say the number of toys that will be in the bed if they have one more or one less?

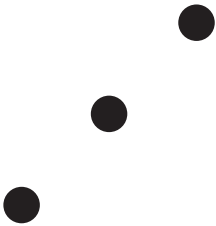
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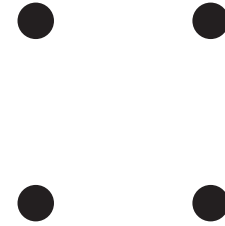
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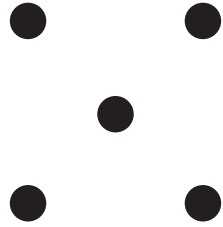
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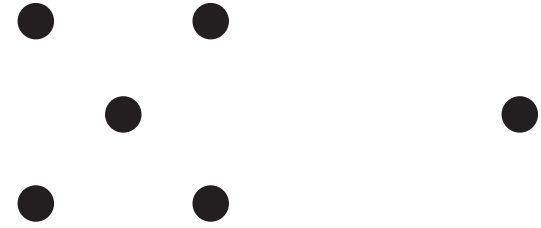
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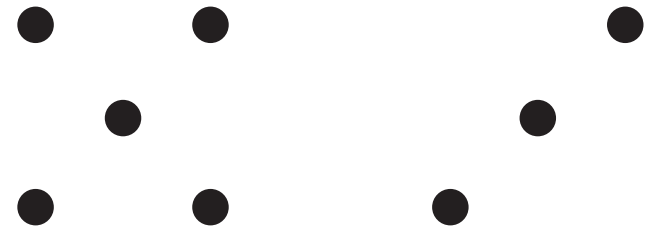
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9



10



one less



one less



one less



one less



one less



one more



one more



one more



one more



one more

