Big Ideas in Number Focus Area: **Trusting the Count (& Place Value)**

Name of Game or Activity: Train Game

Instructions:

* Roll a dice and collect that amount of counters to place on your first train carriage.
* Continue playing until the timer goes off (2/3 mins)
* Calculate ‘how many’ by counting full carriages by tens and adding extra ones.

Resources: A deck of cards (picture cards & jokers removed)

**BIiN Micro Content**

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| **Early number experiences – Classifying, grouping, ordering, patterns underpin the development of this idea.** |  |
| **Each object is counted once – one to one correspondence.** | **x** |
| **Collections can be compared on a one to one basis.** | **x** |
| **Arrangements of objects in a count does not change the quantity.** | **x** |
| **Purpose of counting or subitizing is to quantify.** | **x** |
| **Counting numbers (the number string) are always said in the same order.** | **x** |
| **Counting on and back can be used to solve simple problems.** |  |
| **Subitizing or instant recognition of small groups can be a means of quantifying.** | **x** |
| **Small numbers can be seen as a combination of others.** | **x** |
| **There are multiple ways of grouping objects** |  |
| **The part-part-whole relationship can be used as the basis for operating.** | **x** |
| **Basic addition facts always give the same result irrespective of arrangement.** |  |
| **Addition and subtraction situations can be considered in terms of a whole and two parts, one of which is unknown or missing.** |  |
| **Additive thinking is employed to solve problems with small numbers.** | **x** |
| **Skip counting to find the total will give the same result as one-one counting.** | **x** |
| **Share portions from a quantity and know that the more portions there are, the smaller the portions will be.** |  |