

Cambridge Primary Mathematics 0096 · Stage 1

CM1-B9

Count Off, Squeak Scouts!

Np Place value, ordering and rounding · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

We are learning to use ordinal numbers from 1st to 10th.

Success criteria

- I can show ordinal numbers with objects.
- I can draw or diagram the same maths.
- I can record my answer and explain how the story supports it.
- I can use TWM.01 while I work.

Learning objectives

1Np.04 Use ordinal numbers from 1st to 10th.

TWM.01 Specialising: test whether a chosen example fits a maths rule.

30-minute lesson

Governed source lesson: First, Second, and the Spot You Are Standing In · Concept · Ordinal position in a line of five

1

Find the maths in the story

4 min**1Np.04**

Read-along: Listen with highlighting and pause at the passage used by "First, Second, and the Spot You Are Standing In".

Teacher: Five children each take one numbered vest and stand on the five taped spots in any mixed-up order. Say your own number out loud so the group hears all five. Nobody moves yet.

Learners: Notice the story evidence and say the maths question in their own words.

2

Model it with objects

5 min**1Np.04**

Read-along: Replay the source passage while building the quantities, shapes or measures it supplies.

Teacher: Listen to Wanda's rule, then fix your own line. The child wearing one walks to the front spot, the child wearing two stands right behind, and the rest follow. Say who comes first and who comes second while you walk, not after.

Learners: Build a concrete model and check that each part matches the read-along.

3

Try the concrete task

6 min

1Np.04

Read-along: Keep the relevant story page visible as the class tests the model.

Teacher: Starting at the front spot, each child calls out the number on their own vest, one after the other, with no gaps and no two at once. The rule is one child, one number. If the count does not come out one, two, three, four, five, stop and walk somebody to a new spot.

Learners: Change or compare the objects, then explain what stayed the same and what changed.

4

Draw the maths

5 min

1Np.04

Read-along: Return to the same story evidence before learners make a pictorial record.

Teacher: Model a clear drawing, diagram or mark for the concrete work without adding a quantity the story does not supply.

Learners: Draw the model and label the important parts with maths language.

5

Record and solve

6 min

1Np.04

Read-along: Use the read-along once more as the evidence check for the abstract record.

Teacher: Turn the vests around so no number shows. Point at yourself and say which place you are standing in, using first, second, third, fourth or last. A partner checks you by turning your vest back around.

Learners: Record the result with suitable numbers, words or symbols and link it back to the picture.

6

Reflect and convince

4 min

TWM.01

Read-along: Show the source passage and invite a final evidence-based check.

Teacher: Name the Thinking and Working Mathematically focus: Specialising: test whether a chosen example fits a maths rule.

Learners: Use the concrete model, drawing and record together to justify the answer.

Read-along routes

Shared maths question

How does Count Off, Squeak Scouts! help us explore ordinal numbers?

Evidence required

Show the story evidence, a concrete model, a pictorial record and a matching abstract record.

Solo

Read independently, pause at the named source passage and complete the shared maths model.

Supported

Read with the audio and use the teacher's pause points, objects and response frame.

Listening

Listen with the text highlighted, build the same model and give the explanation orally.

Assessment check

The learner meets 1Np.04 by showing and explaining the objective through the story model. Evidence for TWM.01 is visible when the learner demonstrates this Thinking and Working Mathematically focus: Specialising: test whether a chosen example fits a maths rule.

15-minute short version

1

Story question

4 min**1Np.04**

Read-along: Listen to the passage used by “First, Second, and the Spot You Are Standing In”.

Teacher: Five children each take one numbered vest and stand on the five taped spots in any mixed-up order. Say your own number out loud so the group hears all five. Nobody moves yet.

Learners: Name the maths question and the story evidence.

2

Build, draw and record

7 min**1Np.04**

Read-along: Replay the evidence while learners move from objects to a drawing and a record.

Teacher: Listen to Wanda's rule, then fix your own line. The child wearing one walks to the front spot, the child wearing two stands right behind, and the rest follow. Say who comes first and who comes second while you walk, not after.

Learners: Make one concrete model, draw it and add numbers, words or symbols.

3

Check and explain

4 min

TWM.01

Read-along: Return to the source page for the final check.

Teacher: Ask learners to demonstrate: Specialising: test whether a chosen example fits a maths rule.

Learners: Explain why the model answers the story question.

Learner activity

Concrete, pictorial, abstract: Ordinal numbers

Use the read-along evidence for every part. Do not add a number or measure that the story does not give.

1. Build the story maths with objects.

2. Draw the same model and label its important parts.

3. Record the result with suitable numbers, words or symbols.

4. Explain how your evidence uses TWM.01.
