

## Spotlight 5: a learning check

Makes mistakes when counting using teen numbers and/or crossing boundaries

**Opportunity for: discussing and explaining**

### Run in the gap

Time 10–15 minutes

#### Resources

- Enlarged number cards ending in 9 (Resource sheets 1, 2, 3, 4, 5, 6 and 7)
- At least eleven children or the whole class

#### Check: does the child use key vocabulary?

what comes next?	units changing	nine	bigger than
pattern	count back	ten	smaller than
one before/after	forwards	eleven	
count on	backwards	twelve	

#### Teaching activity

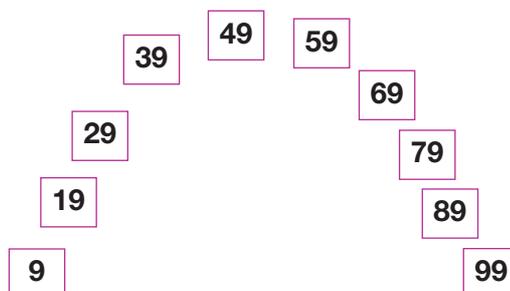
‘This game, **Run in the gap**, will help you with the work we have been doing on how the unit number nine changes when you count to the next number.’

This can be a whole-class game and can be played in a large space.

You might want children to hold hands in pairs, putting a less confident child with a more confident one.

#### How to play

1. Ten children hold a large number card each and stand in a horse-shoe shape.



2. Someone calls out a number, for example, ‘forty-five’, and one or more children must run between the gap where 45 would come, so between the child holding 39 and the child holding 49.
3. Everyone who runs between the right numbers wins ten points. Gradually gather speed.

**Variations**

- Extend the numbers up to two hundred, or further, using number cards 99, 999, 9 999, 99 999 and so on.
- Try playing it with some children hiding the number card they are holding.

**Learning outcomes**

By the end of this set of activities, children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- name teen numbers and understand their place value;
- understand boundaries following numbers with nine in the units position;
- order numbers to one hundred and understand the value of the tens and units digits;
- name a number that is smaller or larger/bigger than a given number.