| Mathematical development Title: forward/backward counting Day: I | | Class: Nursery | | |
|--|---|--------------------|--|------------|
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources |
| | Recap: | 5mins | | |
| By the end of this | Reinforce all numbers I-IO in sequence through flashcards/ppt. | | | Ppt |
| lesson, students | We are learning to: | | | /flashcard |
| will be able to | We are learning to identify forward and backward counting I-IO. What I am looking for: | | | |
| ldentify forward | How well you identify and count numbers 1-10/10-0. | | Students will be | |
| and backward | Gained skill: | | assessed on | |
| counting I-IO. | It helps us to enhance our counting skills. | | identifying and | |
| Write numbers I- | Introduction: | | writing numbers in | |
| 10 in ascending | Since the students have already studied the numbers as well as the concept of | | sequence I-IO and | |
| order | more and less, they will already have an understanding of which number comes | | 10-0 | |
| | before and which one comes after. However, it is important to reiterate this | 10mins | | |
| | concept regularly to ensure that the students can have regular revisions, and if | | | |
| | they have any problems then the teacher can identify and help solve them. | | | |
| | Show numbers flashcard I-IO one by one and encourage students to tell which | | | |
| | number comes next? | | | |
| | Students will be shown song | | | |
| | https://youtu.be/R3qD9wnfMbw | | | |
| | Begin by playing the ball game in a circle counting backwards from 10-1. Give | | | |
| | students (sitting on one table) a set of cards I-IO and ask them to arrange cards | | | |
| | on their desk in the correct descending order. Ask student volunteers to fix the | | | |
| | flashcards I-10 on the board in reverse order. | | | |

| Guided practice: | | |
|---|-------|--------------|
| Give each student a sheet of drawing paper and some paint. Ask the student to | 20 | |
| paint both of their hands and press them on the drawing paper. Ask the students | mins | |
| to count the number of fingers on the picture. When students have got the idea of | | drawing |
| rote counting backwards, trying it on a number line is an important next step. | | paper |
| There are different ways of doing this. One good way is just to chalk a big | | paint |
| number line on the ground outside. Chalk numbers on it — It could be numbers | | |
| IO-I. A good simple game to try is that a child will start at the highest number on | | empty paper |
| the number line. They jump down the line, saying the number that they land on. | | |
| Focused task: Ask students to open book page no 4-ask students to look at picture. | | |
| Tell them that caterpillar is holding numbers I-10. Put your finger on each | | book page no |
| number one by one and read the numbers together. Now tell another caterpillar is | | 4 |
| holding backward numbers 10–1. Read backward counting with students. Provide | | |
| empty paper to write number I-10. Check that every student is writing numbers | | |
| in correct order | _ | |
| Whan up. Poad aloud numbers IO I | 5mins | |
| Wrap up: Read aloud numbers 10–1 | | |
| Reflection: | | |
| | | |
| | | |
| | | |

| Mathematic | al development | development Title: what comes before? Day :2 | | Class : Nurse | Class: Nursery | |
|---|--|--|---|---|--|--|
| Learning Outcomes | | Activity Plan / Methodology | Time 40 mins | learning | Resources | |
| By the end of this lesson, students will be able to Identify the order of numbers and which number comes before. | of Recap: Reinforce forward and backward counting. We are learning to: What I am looking for: How well you identify the order of numbers and which numbers and which number comes before. Cained skill It helps us to enhance our counting skills. Introduction: Paste some numbers on board e.g. 3, 6, 9, and tell the meaning of the before number by asking which number comes before 3, what comes before 6 and some | | and tell the meaning of at comes before 6 and so mins on each chit. Fold all and sing a song and as the when you stop them nit, open it and let others now ask the same student there are number plants | Students will be assessed identifying the order of numbers and which number comes before. | Flashcards/ppt basket paper chits book page no 5 | |

| Mathematical deve | lopment Title: what comes between? Day :3 | Class: Nursery | | | |
|----------------------|---|--------------------|--|--------------|--|
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| By the end of | Recap: Reinforce the number comes before through ppt/flashcards | 5mins | | | |
| this lesson, | We are learning to: | | Students will be | | |
| students will be | We are learning to identify between /missing numbers in given numbers. | | assessed on | | |
| able to | What I am looking for: How well you identify the number comes between. | | identifying the | | |
| | Gained skill: It helps us to enhance our counting skills. | | order of numbers | | |
| ldentify the order | Introduction: Begin with back ward counting IO-1. Fix two flashcards on board | | and which number | | |
| of numbers and | to practice between numbers e.g. 5 and 7 on the board (or hold in each hand) | 10 mins | comes between. | Flashcards/ | |
| which number | and ask students to tell which number comes between them. Practice different | | | ppt | |
| comes between. | numbers until students grasp the concept and understand the term between. | | | | |
| | Guided practice: Divide class in group of 3/4 and provide them mini white | 20 | | Mini white | |
| | boards and markers. Ask them to listen you carefully and write the correct | minutes | | boards | |
| | number on their boards. | | | | |
| | What comes between 2 and 4? What comes between 4 and 6 | | | | |
| | What comes between 8 and 10? | | | | |
| | Focused task: Provide students a worksheet and help them to write between | | | | |
| | numbers in given numbers. | | | Worksheet | |
| | Wrap up: Ask students to count I–10 | 5mins | | | |
| | Reflection | | | | |
| | | | | book page no | |
| | Homework: Do book page no 6 | | | 6 | |

| Mathemo | atical development Title: number comes after Day: 4 | | Time: Class | ie: Class : Nursery | |
|--|--|---|--|---------------------------------------|--|
| Learning Outcomes | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| By the end of this lesson, students will be able to dentify the order of numbers and which number comes after. | Recap: Reinforce before and between numbers through flashcard/ppt. We are learning to: We are learning to identify the order of numbers and which number com What I am looking for: How well you identify the order of numbers and which number comes after Gained skill: It helps us to enhance our counting skills. Introduction: Paste some numbers on board e.g. I, 3, 6, and 8 and tell the meaning of after number by asking which number comes after I, what comes and so on. Cuided Practice: Divide class in group of 2. Give each group number care of shown number. Both group will show numbers turn by turn. Whoever of shown number. Both group will show numbers turn by turn. Whoever of will tell more correct after numbers will be the winner. Focused task: Ask students to open book page no 7. Ask students to count numbers I sequence to fill the missing ones. Ask questions like what comes of after 4 and so on. Walk around the room to check their work. Wrap up: Tell the meaning of before, between and after number. Reflection: | er. le mes after IO mins ds I-IO. umber 20 group mins | Students will be assessed on identifying the order of numbers and which number comes after | Ppt / flashcards book page no 7 | |

| Mathematical de | ematical development Title: Number before, between and after Day: 5 | | | Class: Nursery | | |
|----------------------|---|--|------------------------|--|--|--|
| Learning Outcomes | | Activity Plan / Methodology | Time 40 mins | Assessment of learning outcome/s (How) | Resources | |
| | We are lear We are lear What I am How well you Gained skill: Introduction: Try to involv Guided prace Divide studen cards in a pil card and tea over the num will say it cor Focused task | looking for: i identify number comes before, between and after. it helps us to enhance our counting skills. Show different numbers and practice before, between and after number. ve shy students so they can practice more. tice: ts to work in pairs. Give each student a set of cards and ask them to place the le face down in front of them. The students should take turns to turn over a cher make sentences about the number it shows. For example, when student turns ber 2 she will say, 'It comes before 3.' When student turn over number 7, she | mins 3mins 5mins 2mins | Students will be assessed on identifying before, between and after numbers | flashcards Ppt worksheet Sample: Date Day Topic: Backward counting Write: T U I O | |
| | Homework: Write backw | vard counting on copy. | | | | |