

Hidden Jewels - for children aged 3+

Saying how many there are without counting



Description

Children often enjoy hiding games, especially if they involve gems, jewels or golden coins!

Conceptual subitising the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Resources needed

Jewels, gold coins, pounds or pennies, conkers or pebbles of roughly equal size.

Paper bowls or plastic cups to cover the jewels.

Duration

Open-ended, as long as children can keep their interest.

Intent

- perceptual subitising – saying how many there are without counting
- conceptual subitising – saying how many there are by subitising two subgroups and combining the numbers e.g. "I knew there was three because there was one and two"; "Four – I saw two and two"
- counting and cardinality – counting to check how many there are
- counting irregular arrangements of things

Implementation

Put three bowls over one, two and three jewels.

Quickly lift and replace one bowl and challenge children to say how many there are.



Swap the bowls around rapidly for a minute. When you stop, can they point to the bowl with three? Lift the bowl and see if children can instantly say whether they are right or not.

Extension

- Connect to story contexts, such as dragons stealing jewels and hiding them in caskets or caves.
- Use two colours of jewels and see if children can say how many there are of each e.g. one blue and two red.
- Put groups of two or three things on plates and ask children to find plates that are the same or make one 'odd' and ask children to find one not the same as the others.
- You can take turns to secretly hide a small number of jewels under a dish and then lift it briefly for the other to say how many there are. (If you participate in the game your child is likely to engage more).
- Increase numbers to four and five. For larger numbers, see if your child can estimate how many there are. Always praise their ability to guess even if it is not accurate.
- Make a number of sounds with a drum or claps and ask children to show that many jewels.
- Challenge children to find five jewels amongst other objects in a box or tray and discuss how many they have found and how many they are still looking for.

EYFS Learning outcomes

Personal, social and emotional development

Self-confidence and self-awareness

- Welcomes and values praise for what they have done.
- Enjoys the responsibility of carrying out small tasks.

Communication and language

Listening and attention

- Focusing attention – still listen or do but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).



- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Understanding

- Responds to simple instructions, e.g. to get or put away an object.
- Responds to instructions involving a two-part sequence.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in the correct order (e.g. I found three!).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Physical development

Moving and handling

- Shows a preference for a dominant hand.

Mathematics

Numbers

- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10 and beginning to count beyond 10.

Understanding the world

World

- Talks about why things happen and how things work.

