Numberblocks – How To Count

This episode can be viewed on ABC iView

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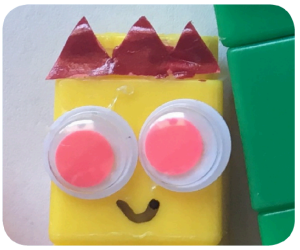
Learning: Numeracy

Level: Early childhood

About: It's a lovely day for a picnic but one of the flapjacks is missing! Is there a Flapjack-snaffler on the loose or has Three forgotten what Numberblocks do best? Learn how to count and get it right with the number friends

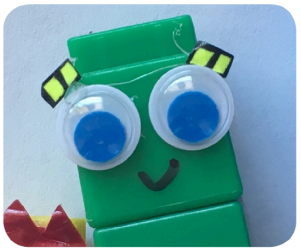
After the episode

1. Did you notice Three's funky crown? She has 3 triangles and the triangles all have 3 sides and 3 corners.
2. **Shape hunt** – what shapes can you find in your house that have 3 corners? Draw pictures of your discoveries!



Remember Five's counting rules! When we count we count each thing once, say the numbers in order and the last number word we say, tells us how many we have altogether.

3. Did you notice Four has squares for eyebrows? Squares have 4 sides and 4 corners.



4. **Shape hunt** – what shapes can you find in your house that have 4 sides and 4 corners? Draw pictures of your discoveries!

5. How many of each shape do you have?

6. Do you have more things with 4 sides and 4 corners, or, do you have more things with 3 sides and 3 corners?

Follow-up activity: Create your own flapjack-snaffler. How many eyes will you choose? How many mouths will you draw? How many hands? How many arms? Show and describe your flapjack-snaffler to someone. Count each body part together.

Early childhood teacher notes

This activity can be differentiated for young learners and aligns to the Early Years Learning Framework. Learners engage in interactive ways to identify shapes within the environment and can be adjusted where suitable to the child's level of challenge. Adult prompting will support the learner in moving through the activities and identifying similarities and differences with shapes

Learning intentions

- To identify and describe two-dimensional shapes.

Early Years Learning Framework

Outcome 5 Children are effective communicators	
Children interact verbally and non-verbally with others for a range of purposes	• Demonstrate an increasing understanding of mathematical concepts using vocabulary to describe size, length and names of numbers • Use language to communicate thinking about quantities to describe attributes of objects and collections, an to explain mathematical ideas