

# Early childhood literacy and numeracy resource

## One, two, buckle my shoe

### Links to the Early Years Learning Framework

Learning outcome 5 children are confident learners	
Key component: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating	This is evident when children: <ul style="list-style-type: none"><li>• create and use representation to organise, record and communicate mathematical ideas and concepts</li><li>• contribute constructively to mathematical discussions and arguments.</li></ul>
Key component: Children engage with a range of texts and gain meaning from these texts	This is evident when children: <ul style="list-style-type: none"><li>• Take on roles of literacy and numeracy users in their play.</li></ul>

[The Early Years Learning Framework for Australia](#) CC BY 4.0 International

## Learning focus

### Counting

This is when children memorise the name of numerals and can recite them, for example: as they walk up the stairs, count some toys, count the number of grapes in their bowl. Young children may often leave out numbers or get the counting order confused. Remember, like any other aspect of your child/children's development accurate counting skills take time and practice to develop.

## One-to-one correspondence

This is when children count each object separately and use a number name for each object. Young children may often repeat a number name, miss an object or count the same object twice.

## Resources

One, two, buckle my shoe (action song)

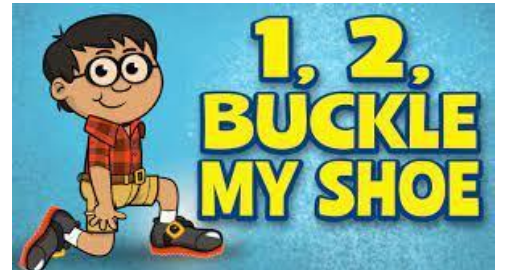
One, two, buckle my shoe (pretend to tie shoe)

Three, four, knock on the door (pretend to knock on door)

Five, six, pick up sticks (pretend to pick up sticks)

Seven, eight, lay them straight (pretend to lay sticks down)

Nine, ten, a big fat hen



## Engaging with the counting to support learning

Step 1. When singing this rhyme, encourage your child/children to hold their fingers up when singing.

Step 2. As your child sings the rhyme, do the actions as described.

Step 3. After singing the rhyme, count to ten encouraging your child to count their own fingers as you say each number.

## Story video

Goodnight numbers, <https://www.youtube.com/watch?v=XZCXTcqouPE>

## Text

McKellar, D. 2017, Goodnight Numbers, Crown books for young readers, New York.

## Engaging with the text to support learning

Step 1. If you have this book at home, encourage your child/children to predict what the story is about from the cover. If not use the suggested video link in the resources box and watch the story together.

Step 2. Read/watch the story.

Step 3. Here are some questions to ask your child/children about the story.

1. What pet can you see? (cat or dog)
2. (look at the picture for eight) Tell me what is happening here? (mummy is reading a bedtime story)
3. (look at the picture for three) What might the mummy be saying to the boy?
4. (look at the page for one) How can we tell that the baby is having dinner?

## Taking the learning further

1. Play a game of I spy with your child/children using counting clues, for example, 'I spy with my little eye, something that has four legs' (e.g. chair, table, dog), 'I spy with my little eye, something with three buttons' (e.g. shirt, cushion, teddy). Encourage your child/children to take turns giving and responding to the clues when they are confident with the game.
2. Make tidying up a counting game. Have a large container or toy box ready to use. Invite your child/children to play and explain the rules, 'When you hear the number, that's how many toys you have to put in the box. Ready, set, four!' Make it fun by commentating as your child/children tidy, 'Here comes Ella with her second toy... Now she has three... And one more makes four!' Invite your child/children to show how many items they have collected by counting them when they are done.

## More literacy and numeracy play ideas to try

1. Encourage your child/children to look carefully at how many times each number is represented in the picture on a page, for example three pots, bins, wheels on the tricycle, stars, cushions, flowers, buttons, stripes, pictures on the wall. Support your child to identify and count groups of objects for the number on each page.
2. Involve your child/children in washing up the dishes. Provide a secure step stool for your child and ensure the water is not too hot. Demonstrate the washing movements and how many times to do them for each item, for example 'Show me how you can brush a big circle around on the plate. That's perfect Sammy, can you do that three times?' Support your child/children to count the number of items they have washed, 'You have washed all of cups the Sammy. Can you count how many there are there altogether?'
3. Have a game of hide and seek and count from 1 to 20 while your child/children hide. Play the game a few times and then encourage them to count while you hide. This is a lovely way to practise counting while having lots of fun.

Reproduced and made available for copying and communication by NSW Department of Education for educational purposes with permission of Queensland Government Department of Education.