

Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.

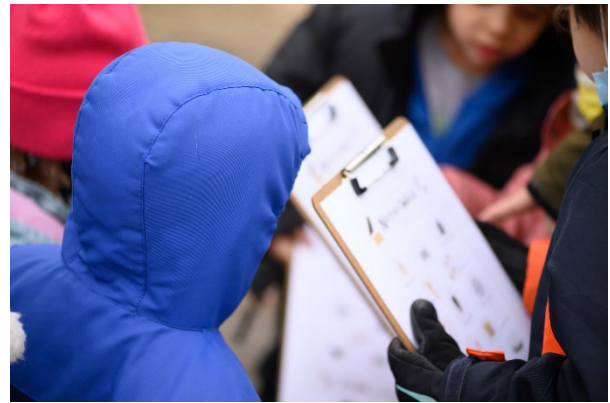
Number walk

Before children can understand and count purposefully they need to develop a sense of number and key to this is experiencing number, including numerals, in every day contexts.

This activity is designed to increase children's knowledge of the connection between number names and the corresponding number symbol (numeral).

Learning aims

- Develop awareness of number names
- Begin to recognise numerals
- Show interest and fascination in written numerals and large numbers
- Understand how numbers have meaning in everyday context
- Make mathematical marks.



Resources

- Clip boards
- Paper
- Pens
- Camera.

Activity outline

- Before carrying out this activity ensure that children have had lots of experience of numerals in the setting. This could be through moveable numerals, number lines, labelled resources, rhymes, storybooks etc.
- Working with a small group of children, explain that they are going on a number walk. The aim of the number walk is to spot numerals or number symbols in the environment and talk about what number they think the numeral represents and what they think is its purpose
- Provide each child with a clipboard, paper and pen
- Take children out on the walk. Each time a numeral is spotted stop and discuss it. Do children know what the number name for the numeral is? Some children may know and recognise larger numbers from personal experience, for example a family member may just have had a 30th birthday

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- Discuss what they think the numeral is used for. Listen to children's knowledge and reasoning before providing them with information about the purpose of the numeral
- There are different ways written numerals are used in every day contexts and your number walk may provide opportunities to discuss these with children. For example, a multipack of crisps has the numeral 6 on the front as it contains 6 packets; the numeral represents the actual amount (and can be used for counting). However, numerals are not always used for quantity as they can be labels, such as house number 8, a number on an item of clothing, or bus number 454
- Support children to make marks and represent the numerals they have discovered Before writing 'proper' numerals, children often draw pictures or make meaningful marks to represent an amount, which should be encouraged
- Take photographs of all of the numerals discovered on your walk (where possible).

Extension ideas

- Use photographs and children's mark making to create a display or a memory book for children to re-visit what they learnt about numerals
- Carry out further meaningful activities that look at numerals in everyday contexts such as discovering what everyone's shoe size is
- Introduce more numerals around your setting indoors and out for example, number dice, number tracks, wooden numerals, recycled birthday cards.

NDNA products to support you with this activity

- Live virtual classroom training: [EYFS Mathematics](#)
- Online course: [Mini maths explorers outdoor challenge](#)