

Number track activities



1 Find the position — without counting from the start

Show a completed 1 to 5 track. Point to positions and name numbers across the whole range. Students go straight to the position rather than counting from one (see resource).

“Point to three. Did you count from one, or go straight to it?”

“What is to the left of four? What is to the right of two?”

2 Walk the track — students as positions

Use a large floor track with five standing spots. Students stand on positions you call, then call positions for each other.

“Stand on three. Who is next to you? What number are you between?”

“Which direction are the bigger numbers? If you step off before one — what number is that?”

3 Before and after — one step forward and back

Ask before-and-after questions using the track. Then place a counter and give one-step moves: forward one, back one.

“What is just before four? What is just after two? Can you go after five on this track?”

“Your counter is on three. Forward one — where are you? Back one — where now?”

4 Non-example: a track in the wrong order

Show a track with two numbers swapped — 1, 3, 2, 4, 5. Ask whether it is right and what is wrong.

“Look at this track. Is everything right? What is wrong?”

“Why can’t three come before two on the track? What rule does the track follow?”

Number track — 1 to 5

Print on A4 landscape. Laminate and cut into strips. Point to positions, ask before-and-after, and move a counter one step forward or back.



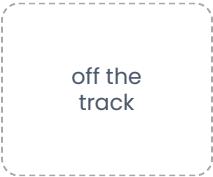
cut here

1	2	3	4	5
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cut here

1	2	3	4	5
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cut here

1	2	3	4	5
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Number track — is it right?

Print on A4 landscape. Some tracks have two numbers swapped. Students find the problem and explain where each number belongs.



Track A — is this right? What is wrong?

1	3	2	4	5
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Track B — is this right? What is wrong?

1	2	4	3	5
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Track C — is this right? What is wrong?

2	1	3	4	5
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Track D — is this right? What is wrong?

1	2	3	4	5
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“Is this track right? What is wrong?” **Track A** has two and three swapped, **Track B** has three and four swapped, **Track C** has one and two swapped. **Track D is correct** — included so students are not always hunting for an error. Ask why a number can’t sit out of order: each number must be one more than the one on its left.