2. ESTIMATE

Estimating is not the same as guessing. At first, learners will guess but as they begin to understand the concept of estimating better, they will start thinking more about their 'guesses'. Learners also need a numerical vocabulary for estimation. This includes words such as:
- More
- Less
- Bigger
- Smaller
- How much
- A lot
- A little

- Place counters in clear containers and get learners to estimate the number of objects in them.
- Show learners some counters and ask how many they think you can hold in your hand.
  Test their estimates. Then ask how many they think they can hold in their hands.
  Again test the estimates.
- Start with small numbers, for instance five and work towards bigger numbers.
- Always test the estimate.

3. EXPLORE THE CONCEPT OF SIZE

- Explore the relationships of size by providing Logi shapes and three-dimensional shapes.
- Build your learners' vocabulary to include words that describe the relationships of size.
  For example: big, bigger, biggest; small, smaller, smallest; large, larger, largest.

4. EXPLORE THE CONCEPT OF COLOUR AND SHAPE

- Provide sorting trays and coloured objects to sort. (Egg boxes make good sorting trays.)
- Make and use pegboard cards.
- Call out a short sequence of colours – for example, red, blue, yellow. Let learners recreate the sequence using coloured pegs on a margarine tub.

5. EXPLORE THE CONCEPT OF MASS

- Use words such as light, heavy, lighter and heavier.
- Provide objects that learners can pick up and feel.
- Fill the same sized containers with different substances and get learners to see whether they are the same mass or not.