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| **Mathematics: Number: Counting - Developing Knowledge and Skills Sequentially** | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Reacts to changes of amount when those amounts are significant (more than double) | • Notice and mirror children’s reactions to changes in amount.  • Add to objects & draw attention to the change in amount, using words like more.  • When feeding babies comment on whether they would like more after being winded, e.g. Oh, you want more.  • Use feeding, changing and bathing times for finger-play with young babies | • Provide small groups of the same objects in  treasure baskets, as well as single items. |
| 2. | • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers  • Looks for things which have moved out of sight | • Take opportunities during play to sing number rhymes.  • During personal care routines make a point of using numbers.  • Play peek-a-boo hiding games with toys and people.  • Demonstrate counting as children play e.g. when they jump or swing or climb steps – commentate using number words | • Play ‘here and gone’ games with objects and demonstrate ‘one and none’ through playing this game.  • Plan to sing number rhymes with actions. Involve  families in sharing number rhymes from home  cultures – send songs home and teach to parents on dojo for them to sing at home too  • Provide lots of objects that look similar for children to count in ad out of baskets |
| 3. | • Says some counting words  • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence | • Draw attention to contrasting differences and changes in amounts e.g. adding more bricks to a tower or eating things up.  • Model counting things in everyday situations and routines.  • Take opportunities to say number words in order with children as they play, e.g. 1,2,3 go!  • Use number words in meaningful contexts, e.g. Here is your other mitten. Now we have two. | • Play hiding games so children notice that something has gone.  • Provide varied sets of objects for playful opportunities for children to independently explore lots, more, not many and not enough.  • Count while engaging in everyday tasks and while  moving around.  • Sing songs with counting strings. |
| 4. | • Begins to say numbers in order, some of which are in the right order (ordinality) | • Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality)  • Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. 1,2,3. There are 3 leaves.  • Use opportunities to model and encourage counting on fingers.  • When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together How many now?  • Point out the number of things whenever possible, e.g. rather than just chairs, say four chairs.  • Encourage children to use marks to represent their mathematical ideas in role play.  • Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit. | • Provide buckets and bags for children to create  collections of objects which they can count.  • Provide mark-making materials indoors and  outdoors for children to represent their own ideas  in play.  • Sing counting songs and rhymes which help to develop children’s understanding of number.  • Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards. |
| 5. | • May enjoy counting verbally as far as they can go  • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 – build up to 5 over time.  • Uses some number names and number language within play, and may show fascination with large numbers  • Begin to recognise numerals 0 to 10 | • Capitalise on children’s fascination with counting by joining in when they count in games.  • Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices, e.g. high or growly.  • Use opportunities within daily routines to support children’s developing sense of number.  • Model and encourage counting and representing numbers within role play, e.g. making a telephone call using a list of numbers.  • Value children’s own mathematical representations within their pretend play.  • When counting with children, playfully make deliberate mistakes for fun, expecting children to correct them  Invite children to count out a number of things from a larger group,  e.g. Can you get five crackers?  • Encourage children to use their fingers to show an amount e.g. when  asking another child to share resources, to show on their fingers how many they need | • Provide a numeral rich environment, e.g. in roleplay  areas, mud-kitchen recipes, numbers on trikes and toilet doors.  • Provide numerals that children can pick up and use within all aspects of their play.  • Provide resources indoors and outside for children  to explore and talk about higher numbers.  • Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and numerals, to enable children to use those resources independently  • Provide a variety of mathematical picture books  and share them as part of “warm and cuddly”  maths times.  • Explore different arrangements of the same number, e.g. partitioning five in different ways; hiding one group and “guessing” the hidden number.  • Model counting items rhythmically, including  objects into a container, claps or drumbeats |
| 6. | • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0  • Increasingly confident at putting numerals in order 0 to 10 (ordinality) | • Play games such as hide and seek that involve counting, forwards and backwards.  • Discuss the order of numbers in context, e.g. finding a page number  • In everyday activities, ask children to count out a number of things from a group (e.g. Could you get seven cups for snacktime?) | • Discuss examples and display large numbers including hundreds, thousands and a million.  • Jump with children along a number track, counting each jump or counting on.  • Sing counting songs and count together forwards  and backwards, sometimes starting from different  numbers and in different step sizes. Discuss numbers coming before, after and between and stress patterns.  • When counting groups as part of routines, e.g. self-registration with ten-frames, dinner chart etc. record the final total as a label for children to see.  • Build counting and ways of representing numbers  into everyday routines.  • Provide numeral cards for children to order on a  washing line.  • Play subitising games which involve quickly revealing and hiding numbers of objects, perhaps showing numeral cards and fingers.  • Drop marbles into a tin and ask the children to listen  (without looking) to count how many there are.  • Provide opportunities for children to match a number of objects to the numeral, including zero, and display number lines to 100 at child height.  • Provide dice, board and card games, sometimes  involving older children, families and members of the local community. |