

Teaching and Learning Planner
Counting

END POINT	SUCCESS CRITERIA CHECK THIS	FLOW	RESOURCES/CONTEXTS	Mathematical Vocabulary
<p>N1 – To count reliably up to 4 objects by saying 1 number name for each item.</p> <p>N2 – To count reliably a group of to to six objects when asked.</p> <p>STICKABILITY:</p> <p>Must know the last number in the last number in the count gives the total. Must know that numbers can identify how many are in a set. Must be able to subitise up to 6 objects in different arrangements.</p>	<p>Children show awareness of 1:1 correspondence through practical experiences</p> <p>Children count reliably up to 4 then 10 objects.</p> <p>Children say number names in sequence.</p> <p>Consistently use the</p>	<p>Say some counting words randomly</p> <p>Chants numbers but without meaning</p> <p>Verbally count- but not necessarily in the correct order</p> <p>Recites some number names in sequences starting from 0.</p> <p>Verbally count 1-5 then 1-10 .</p> <p>Begin to show correspondence to objects eg points to objects, counting a few objects</p> <p>-Number songs/rhymes .Objects to support</p> <p>Counting actions, movements and sounds</p> <p>-Modelling -</p> <p>Develop 1:1 correspondence between counting words and objects an actions</p>	<p>NUMBER RHYMES</p> <p>2 Little Dickie Birds</p> <p>5 little Monkeys</p> <p>12345</p> <p>5 Little turtles/speckled frogs/ducks</p> <p>Number trays eg frogs/logs. (Encourage ch to join in by pausing)</p> <p>Use of check- points at tidy up time</p> <p>Corresponding plates/cups/fruit at snack time.</p> <p>Hedgehogs</p> <p>Numbers, plant pot games, dots and numbers</p> <p>Outdoors bean bags/Numbers and dots</p> <p>Hoops - how many bean bags?</p> <p>Natural resources (pebbles)</p> <p>Number lines</p> <p>Matching clothes (socks)</p> <p>Number songs</p> <p>Number bags</p> <p>Check points on shelving</p> <p>Use of routine /tidy up time</p>	<p>Number, count, number names 1-10,</p> <p>What's next?</p> <p>How many?</p> <p>I've got</p> <p>I can see</p> <p>Let's find out</p>

<p>LINKS TO OTHER AREAS OF LEARNING: CAL-Talking to explain/express TW-Talking about things they experience and observe</p> <p>LINKS TO FUTURE LEARNING By the end of the EYFS: Children count reliably with numbers 1-20, place them in order and say which number is one more or one less</p> <p>Estimates a number of objects and check quantities by counting.</p>	<p>number words in the same order. Count every item in the set only once, using only one number word. Understand that the last number word represents the cardinality of a set. These skills can develop simultaneously.</p>	<p>Answer “ how many” questions by re counting the objects, starting over with one each time</p> <p>Counting objects 1-5 (guess/predict) -<i>touch counting using one number per object</i></p> <ul style="list-style-type: none"> - <i>transfer</i> - <i>place in a line</i> - <i>irregular patterns up to 5</i> <ul style="list-style-type: none"> - <i>making a mark to record counting</i> - <i>Subitise to 5</i> <p>Understand that the number counted is a set or group of objects.</p> <p>Understands that the last number counted is the amount of objects in the set.</p> <p>Represent numbers using objects or pictures.</p> <p>Produce a small group objects when asked.repeat above for 6-10</p> <ul style="list-style-type: none"> - Subitise to 6 - make simple predictions/estimates about groups of objects 	<p>Use of picnics , snack time, daily routines.</p> <p>10s frames</p> <p>Specific language for counting in the “checkpoint” areas.</p> <p>Authentic counting resources in all areas: Specifically: Sand, water , dough, role-play.</p> <p>Open ended collections if objects to count .</p> <p>Opportunities for counting actions.</p>	
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