






Progression in the teaching of counting in EYFS

<p>Pre-counting</p> <p>The key focus in pre-counting is an understanding of the concepts more, less and the same and an appreciation of how these are related. Children at this stage develop these concepts by comparison and no counting is involved.</p>	<p>Ordering</p> <p>Count by reciting the number names in order forwards and backwards from any starting point.</p>	<p>One to one correspondence</p> <p>One number word has to be matched to each and every object. Lack of coordination is a source of potential error – it helps if children move the objects as they count, use large rhythmic movements, or clap as they count.</p>	<p>Cardinality (Knowing the final number counted is the total number of objects)</p> <p>Count out a number of objects from a larger collection. Know the number they stop counting at will give the total number of objects.</p>
<p>Pre-counting ideas</p> <p>Provide children with opportunities to sort groups of objects explicitly using the language of more and less.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Which group of apples has the most? Which group of apples has the least?</p>	<p>Ordering ideas</p> <p>Provide children with opportunities to count orally on a daily basis. Practise counting so that children are able to understand number order and can hear the rhythm and pattern. Use a drum or clap to keep the beat.</p> <div style="text-align: center;">  </div>	<p>One to one correspondence ideas</p> <p>Play counting games together moving along a track, play games involving amounts such as knocking down skittles.</p> <p>Use traditional counting songs throughout the day ensuring children have the visual/kinaesthetic resources eg. 5 little ducks, 10 green bottles</p> <div style="text-align: right;">  </div>	<p>Cardinal counting ideas</p> <div style="text-align: center;">  </div> <p>How many bananas are in my fruit bowl? Allow children to physically handle the fruit.</p> <p>Provide children with objects to point to and move as they count and say the numbers.</p>

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Subitising (recognise small numbers without counting them)

Children need to recognise small amounts without counting them eg. dot patterns on dice, dots on tens frames, dominoes and playing cards as well as small groups of randomly arranged shapes stuck on cards.

Abstraction

You can count anything – visible objects, hidden objects, imaginary objects, sounds etc. Children find it harder to count things they cannot move (because the objects are fixed), touch (they are at a distance), see, that move around. Children also find it difficult to count a mix of different objects, or similar objects of very different sizes.

Conservation of number

Ultimately children need to realise that when objects are rearranged the number of them stays the same.

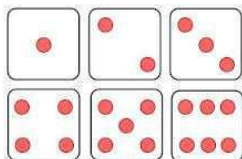
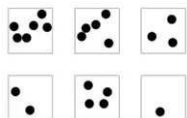
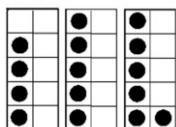
End of year counting expectations

- count reliably to 20
- count reliably up to 10 everyday objects
- estimate a number of objects then check by counting
- use ordinal numbers in context eg first, second, third
- count in twos, fives and tens
- order numbers 1-20
- say 1 more/ 1 less than a given number to 20



Subitising ideas

Provide children with opportunities to count by recognising amounts.



Abstraction ideas



How many pigs are in this picture?

Provide children with a variety of objects to count.



Conservation of Number

- The amount is "seven" and doesn't change.

