











## Development of Counting Skills at Overdale Infant School

Key skills to be learnt	Skills to develop alongside...	 <b>Manipulatives</b> <i>Real manipulatives</i> (eg real apples) <i>Representational manipulatives</i> (eg. toy apples, cut out pictures of apples) <i>Abstract manipulatives</i> (eg cubes, pieces of pasta, pieces of paper, counters)	Placement of manipulatives
Pre-counting skill: understanding the concepts of more/less/the same and an appreciation of how these are related. Children at this stage develop these concepts by comparison and no counting is involved or needs to be involved.			
Chant number names in order 1,2,3,4,5...	 Chanting forwards 1,2,3...  Chanting backwards 3,2,1...		
Count a <u>given group of objects</u> , saying one number name at a time and touching one object at a time (1-1 counting)		 Single objects, same shape, same size, same colour.  Single objects, same shape, same size, <u>different colour</u> .  Single objects, same shape, same colour, <u>different size</u> .  Single objects, same shape, <u>different size &amp; different colour</u> .  Single objects, same noun (eg various animals), <u>different size, different colour, different shape</u> .	 Large objects placed far apart  Smaller objects placed close together  In a straight line, equal distance apart.  In a straight line, unequal spacing.  In a wiggly line, equal distance apart.  In a wiggly line unequal distance apart.  In an irregular arrangement
Count & say how many are in a group (cardinality), to know how many are in a group. "The last number I said was eg 4 so I have got 4 cars"	 Subitising a set (especially dice pattern arrangements & 10 frame arrangements)  Subitising sets within sets (eg see 2 and a 3 within a group of 5)		 Count objects that can be seen & moved.  Count objects that can be seen & NOT moved.  Count things that CANNOT be seen eg. sounds, actions
You can <u>start</u> counting a group of objects in any place and the total amount will be the same.	 Subitise a set within a set and then count on the rest (eg see 6 then count on 7,8,9)		

<p><u>Count out</u> a said amount from a larger group, eg. count out 5 jewels from a pot of jewels.</p>							
<p>Chant in amounts Eg. 2,4,6,8... Eg. 10,20,30,40... Eg. 5,10,15,20... Eg. 3,6,9,12</p>		<p>Chanting in amounts starting from zero. (forwards then backwards)</p> <p>Chanting in amounts NOT starting from zero (forwards then backwards)</p>					
<p>Count bundles of objects to show a unit eg. unit of 10, unit of 2...</p>				<p>Bundles/bags etc of objects <u>made by the child</u></p> <p>Pre made bundles/bags etc of objects (<u>NOT</u> made by the child)</p>			
<p>Count using objects where 1 actual object represents a unit eg unit of 10, unit of 2...</p>				<p>Using resources where <u>demarcations are visible</u> eg. Numicon, Carr bars, Dienes</p> <p>Using resources where demarcations are <u>NOT</u> visible eg coins, Cuisinere rods, place value counters.</p>			