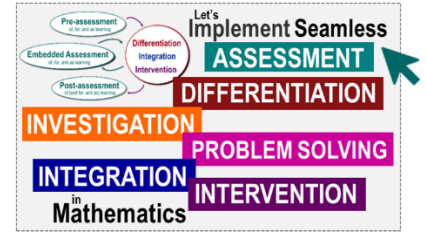


## INTERVENTION

Counting Forwards / Backwards is Adding / Subtracting 1 each Time



Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Counting Forwards / Backwards is Adding / Subtracting 1 each time - Counters ..... [page 2 - 3](#)

Counting Forwards / Backwards is Adding / Subtracting 1 each time – Number Line ..... [page 4 - 5](#)

Progress Sheet ..... [page 6](#)



# Counting Forwards is Adding 1 each Time - Counters

(Early Counting and Grouping 7, Addition and Subtraction 1)

RESOURCES: playing cards, counters, pencil, paper / Maths

Select a number to start counting forwards from.

Add that number of counters.

Record the counters

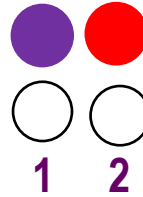
and a number under each counter.



Add 1 counter.

Record the counter

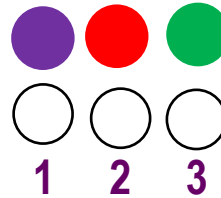
and the number of counters now.



Add 1 counter.

Record the counter

and the number of counters now.



Are we counting forwards?

When we count forwards, how many are we adding each time?



# Counting Backwards is Taking Away 1 each Time - Counters

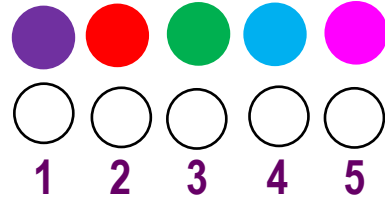
(Early Counting and Grouping 7, Addition and Subtraction 2)

RESOURCES: playing cards, counters, pencil, paper / Maths

Select a number to start counting backwards from.

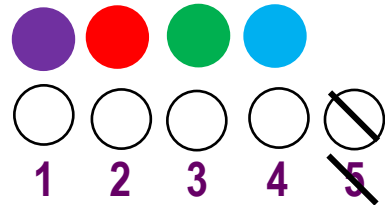
Place out that number of counters.

Record the counters and a number under each counter.



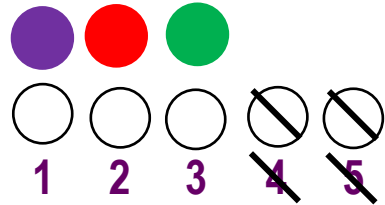
Take away 1 counter.

Record the counter and the number of counters now.



Take away 1 counter.

Record the counter and the number of counters now.



Are we counting backwards?

When we count backwards, how many are we taking away each time?



# Counting Forwards is Adding 1 each Time

## - Number Line

(Addition and Subtraction 1)

RESOURCES: playing cards, pencil, paper / Maths book

Select a number to start counting forwards from.

Place a mark and the number on a number line.



Add 1 by recording a jump forwards on the number line.

Place a mark and record the number that you now have.



How do we show we are adding 1 on a number line?

Add 1 by recording a jump forwards on the number line.

Place a mark and record the number that you now have.



How do we show we are adding 1 on a number line?

Add 1 by recording a jump forwards on the number line.

Place a mark and record the number that you now have.



How do we show we are adding 1 on a number line?

Are we counting forwards?

When we count forwards, how many are we adding each time?



# Counting Backwards is Subtracting 1 each Time

## - Number Line

(Addition and Subtraction 2)

RESOURCES: playing cards, pencil, paper / Maths book

Select a number to start counting backwards from.

Place a mark and the number on a number line.



Subtract 1 by recording a jump backwards on the number line.

Place a mark and record the number that you now have.

How do we show we are subtracting 1 on a number line?



Subtract 1 by recording a jump backwards on the number line.

Place a mark and record the number that you now have.

How do we show we are subtracting 1 on a number line?



Subtract 1 by recording a jump backwards on the number line.

Place a mark and record the number that you now have.

How do we show we are subtracting 1 on a number line?



Are we counting backwards?

When we count backwards, how many are we subtracting each time?

# Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

**ASSESSMENT FOR LEARNING (FORMATIVE)** – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

**ASSESSMENT AS LEARNING (FORMATIVE)** – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

|                              |  |  |  |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|--|--|--|
| Date                         |  |  |  |  |  |  |  |  |  |
| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |

|                              |  |  |  |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|--|--|--|
| Date                         |  |  |  |  |  |  |  |  |  |
| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |

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| Date                         |  |  |  |  |  |  |  |  |  |
| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |

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|------------------------------|--|--|--|--|--|--|--|--|--|
| Date                         |  |  |  |  |  |  |  |  |  |
| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |