

INTEGRATION

Count forwards by ones, knowing and describing the forward sequence of numbers to at least 10, then 20, then 30
 Count backwards by ones, knowing and describing the backward sequence of numbers from at least 10, then 20 (ECG 1)

Write numerals correctly, in the correct orientation (ECG 2)

Recognise numeral when its name is spoken. Recognise number when seeing its numeral (ECG 3)

Count items with one-to-one correspondence explaining that the last number said is the total (ECG 4)

Recognise that a number always represents the same amount (Conservation and Number sense) (ECG 5)

LINKS COUNTING		LINKS GROUPING	
1	Count forwards by ones, knowing and describing the forward sequence of numbers to at least 10, then 20, then 30. Count backwards by ones, knowing and describing the backward sequence of numbers from at least 10, then 20.	10	Estimating and comparing Early Counting and Grouping Concept Sequence
2	Write numerals correctly, in the correct orientation.	11	Identify that numbers are inclusive.
3	Recognise numeral when its name is spoken. Recognise number when seeing its numeral.	12	Make groups with group markers. Make equal groups and unequal groups with group markers. Make groups with no group markers. Make equal groups and unequal groups with no group markers. Compare the number in groups using one-to-one correspondence. Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as.
4	Count items with one-to-one correspondence. Count items with one-to-one correspondence explaining that the last number said is the total.	13	Joining groups to add. Describe joining groups and record in informal number sentences using 'and', 'is'.
5	Recognise that a number always represents the same amount (Conservation and Number sense).	14	Taking away to subtract. Describe taking away and record in informal number sentences using 'is' take away'
6	Identify the numbers before and after a number. Identify a number from number before and after.		

Explicitly Teach Differentiated Levels of this concept:
 Count forwards by ones, knowing and describing the forward sequence of numbers to at least 10, then 20, then 30
 Count backwards by ones, knowing and describing the backward sequence of numbers from at least 10, then 20 (ECG 1)
 Write numerals correctly, in the correct orientation (ECG 2)

Recognise numeral when its name is spoken. Recognise number when seeing its numeral (ECG 3)

Count items with one-to-one correspondence explaining that the last number said is the total (ECG 4)

Recognise that a number always represents the same amount (Conservation and Number sense) (ECG 5).

Children Investigate each Level at just beyond their current understanding.

These counting concepts are related concepts and will ultimately be investigated simultaneously as an Integration.

