

INTEGRATION

Identify the numbers before and after a number. Identify a number from number before and after (ECG 6)

Counting forwards is adding one each time. Counting backwards is taking away one each time (ECG 7)

Number after is one more. Number before is one (less) fewer (ECG 8)

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.	15	Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group.
7	Counting forwards is adding one each time. Counting backwards is taking away one each time.		
8	Number after is one more. Number before is one (less) fewer.		

Explicitly Teach Differentiated Levels of this concept: Identify the numbers before and after a number. Identify a number from number before and after (ECG 6)

Counting forwards is adding one each time. Counting backwards is taking away one each time (ECG 7)

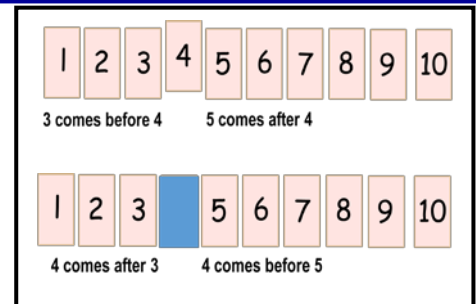
Number after is one more. Number before is one (less) fewer (ECG 8).

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.

As children are developing their understanding of number before and after, they also investigate that counting forwards is adding 1 each time and counting backwards is subtracting 1 each time.

They then Integrate these 2 concepts as they investigate that the number after is 1 more, and the number before is 1 fewer.



Please add 1.
What did you do?
How many do we have?
1 2 3 4 5
When we count forwards, how many are we adding each time?

Please take away 1.
What did you do?
How many do we have?
1 2 3 4 5
When we count backwards, how many are we taking away each time?

When we count forwards, how many are we adding each time?
1 2 3 4 5
Is 2 the number after 1?
Is 2, 1 more than 1?

When we count backwards, how many are we taking away each time?
1 2 3 4 5
Is 2 the number before 3?
Is 2, 1 fewer/less than 3?