

DIFFERENTIATION

Count Forwards and Backwards

Early Counting and Grouping 1

Children will continually investigate all number concepts every day. This may be in short 10 - 15 minute lessons. Based on your Professional Teacher Judgment children will increase their range of numbers as they demonstrate they are ready. **1** **2** **3** represent every lesson. Over time, related concepts can be investigated in the same lesson.

ECG 1 Know the number sequence forwards and backwards.

1 2 3 4 5 6 7 8 9 10

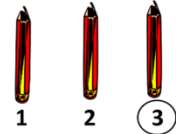
ECG 2 Write numerals correctly

2

ECG 3 Recognise numeral when its name is spoken, and when seeing its numeral

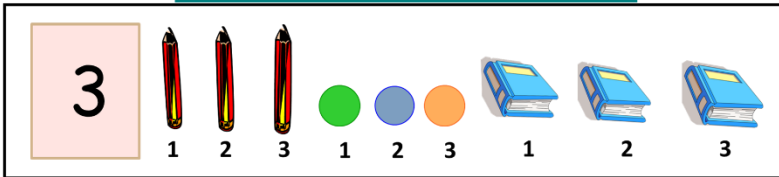
5 3 4 2 1

ECG 4 Count items with one-to-one correspondence. Explaining that the last number said is the total.



How many are there?
What was the last number we said?
What does the last number we said tell us?

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



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

1 2 3 4 5 6 7 8 9 10
3 comes before 4 5 comes after 4

1 2 3 4 5 6 7 8 9 10
4 comes after 3 4 comes before 5

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

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?

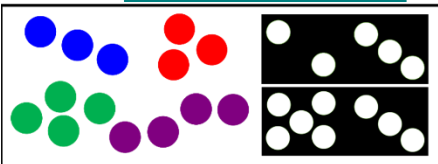
Please take away 1.
What did you do?
How many do we have?
1 2 3 4 5
When we count backwards, how many are we taking away each time?

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

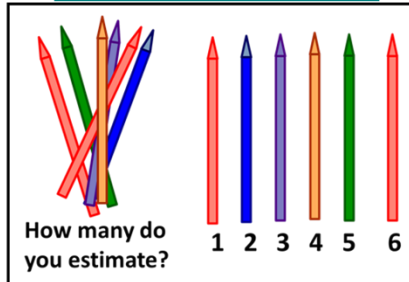
When we count forwards, how many are we adding each time?
1 2 3 4 5
Is 2 the number after 1?
Is 2, 1 more than 1?

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?

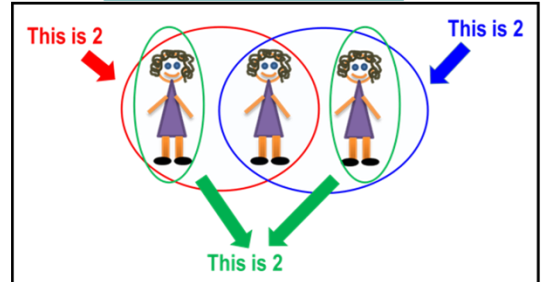
ECG 9 Subitise the number in a small collection without counting



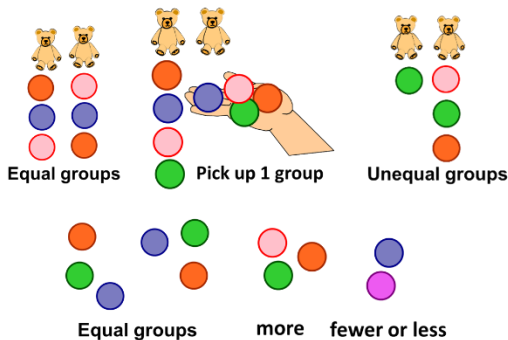
ECG 10 Estimate the number in a group, then counting using one-to-one correspondence



ECG 11 Identify that numbers are inclusive.



ECG 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.



ECG 13 Join groups to add. Record in informal number sentences using 'and', 'is'.

3 and 4 is 7

ECG 14 Take away to subtract. Record in informal number sentences using 'is', 'take away'.

If I make a group of 6 I will have enough to take away a group of 4.

6 take away 4 is 2

ECG 15 Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group.

