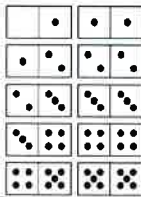
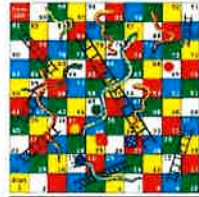
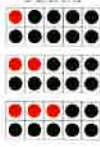





Strands 1 & 2: Pattern, Numerosity and Counting



Progress Tracker - Strands 1 and 2	Baseline	Review 1	Review 2	Review 3
Dice patterns (1.1)	Date:	Date:	Date:	Date:
Random patterns (1.1)	Date:	Date:	Date:	Date:
Counting objects within 10 (2.1)	Date:	Date:	Date:	Date:
Counting in 1s oral forwards & backwards within 20 (2.2)	Date:	Date:	Date:	Date:
Counting in 1s oral forwards & backwards within 100 (2.2)	Date:	Date:	Date:	Date:
Counting in 1s oral forwards & backwards 100 + (2.2)	Date:	Date:	Date:	Date:
Counting in 1s number track (2.3)	Date:	Date:	Date:	Date:
Counting in 1s number square (2.4)	Date:	Date:	Date:	Date:

Approaches and strategies

<p>Early dice pattern & early counting - Encourage parents/carers to play board games/dominoes with pupil or set up a lunchtime club.</p>	 
<p>Random patterns & 1:1 counting- use sorting trays, use tens frames to give structure. Talk about 'seeing' numbers within numbers e.g. 10 has a 3 and a 7 in it / a 5 and a 5 in it - double sided counters are good to show this visually.</p>	  
<p>Counting aloud- Make it fun and multisensory. Use spaced practice ('little and often'). Use counting sticks, counting in P.E. e.g. as throwing & catching, whilst moving around the school. Help the pupil to visualise number lines and 'internalise' them.</p>	
<p>Number lines /squares- make reasonable adjustments for pupils having difficulty accessing class versions. Consider the following:</p> <ul style="list-style-type: none"> • Enlarge • Print/copy onto pastel colours • Put arrows on a number line to help with counting forwards and backwards • On a number square colour decades in different colours • Cut up a 100 square to work only with the pupil's number range • Use card to cover up the parts of the number square not being used to help the pupil focus on the part being studied • Using a Numdrum* 	<p>★</p> 