

1. Patterns and Numerosity		
Knowledge and Skills		1.1 Subitising- Recognising 'how many' without counting
Activity	Task and Question	Responses and Observations Strengths/Difficulties
a) Dice pattern	a) Show a dice (or tens frames or Numicon tile) or cards of dice patterns. Show briefly or encourage saying without counting. <ul style="list-style-type: none"> How many spots? 	Observations - do they quietly count?
b) Random pattern (up to 4 objects)	b) Briefly display the random dot cards <ul style="list-style-type: none"> How many spots? Why do you think that? 	

2. Counting		
Knowledge and Skills		2.1 Counting objects
Activity	Task and Question	Responses and Observations Strengths/Difficulties
1-1 Object counting	Place 5 counters in front of the pupil. How many counters? Repeat for 8 and 12 counters	Does the pupil count accurately? Does the pupil touch/move the counters?
Conservation	Place 6 counters in front of the pupil. How many counters? (support 1:1 counting if an issue) Move/muddle the counters around in view of the pupil. How many counters? Then repeat. Next ask the pupil to muddle/move the counters. How many counters?	Does the pupil automatically know the quantity of counters remained the same after a) The adult has moved them? b) The pupil has moved them?
How many fingers? (other manipulatives/visuals)	Show me 3/5/8/10 fingers	Does the pupil show fingers instantly or count out?

Knowledge and Skills		2.2 Rote Counting in ones
Forwards	<p>Can you count up to 10? Can you count up to 20? Can you count up from 4? (Stop the pupil at 20) Can you count up from 12? (Stop the pupil at 23) Can you count up from 37? (Stop at 42) Can you count up from 64? (Stop at 75) Can you count up from 95? (Stop at 103) Can you count up from 296? (Stop at 304)</p>	<p>Does the pupil use their fingers/tapping etc to support counting?</p> <p>Does the pupil have difficulties with the 'teen' numbers?</p> <p>Does the pupil have difficulties crossing the 10/100 boundaries?</p>
Backwards	<p>Can you count back from 10? Can you count back from 20? Can you count back from 8? Can you count back from 26? (Stop the pupil at 9) Can you count back from 37? (Stop at 28) Can you count back from 64? (Stop at 55) Can you count back from 104? (Stop at 98) Can you count back from 402? (Stop at 396)</p>	<p>Comment as above:</p>
Knowledge and Skills		2.3 Counting on a number track
along	<p>Place a number track in front of the pupil Starting at 3 count on 2 (5) Now count on 4 (9) Finally count on 7 (16) If the pupil needs support remembering write the start number and how many to count on to on a whiteboard.</p>	<p>Difficulty retaining numbers? Yes/No</p> <p>Able to locate starting number? Yes/No</p> <p>Accurate counting 1:1? Yes/No</p> <p>Able to use track to obtain answers? Yes/No</p>
back	<p>Place a number track in front of the pupil Starting at 9 count back 2 (7) Now count back 4 (3) If the pupil needs support remembering write the start number and how many to count on to on a whiteboard.</p>	<p>Comment as above:</p>

Knowledge and Skills	2.4 Counting on a number square	
along	<p>Place a number square in front of the pupil</p> <p>Starting at 6 count on 2 (8) Now count on 4 (12) Now count on 10 (22) Finally count on 23 (45)</p> <p>If the pupil needs support remembering instructions write the start number and how many to count on to on a whiteboard.</p>	<p>Difficulty retaining numbers? Yes/No</p> <p>Able to locate starting number? Yes/No</p> <p>Does the pupil count with 1-1 correspondence?</p> <p>Does the pupil successfully cross the tens boundary? Yes/No</p> <p>Does the pupil point/say the correct final number without counting along the number square? Yes/No</p>
back	<p>Place a number square in front of the pupil</p> <p>Starting at 8 count back 2 (6) Starting at 14 count back 6 (8) Starting at 27 count back 10 (17) Starting at 34 count back 22 (12)</p> <p>If the pupil needs support remembering instructions write the start number and how many to count on to on a whiteboard.</p>	<p>Comment as above:</p>