

## COUNTING GROWTH POINTS

*0. Not apparent.*

Not yet able to state the sequence of number names to 20.

*1. Rote counting*

Rote counts the number sequence to at least 20, but is not yet able to reliably count a collection of that size.

*2. Counting collections*

Confidently counts a collection of around 20 objects.

*3. Counting by 1s (forward/backward, including variable starting points; more/less)*

Counts forwards and backwards from various starting points between 1 and 100; knows numbers before and after a given number.

*4. Counting from 0 by 2s, 5s, and 10s*

Can count from 0 by 2s, 5s, and 10s to a given target.

*5. Counting from  $x$  (where  $x > 0$ ) by 2s, 5s, and 10s*

Given a non-zero starting point, can count by 2s, 5s, and 10s to a given target.

*6. Extending and applying counting skills*

Can count from a non-zero starting point by any single digit number, and can apply counting skills in practical task

*7. Extending and applying counting skills*

Fractions and decimals

# Activities

**Marbles in a jar:** Ask your child to close their eyes and count as you drop each marble.

Children could:

- count by 2s, 5s, 10s from 0
  - count by 2s, 5s, 10s from any number
  - count by any number from any number
  - count from larger numbers (3 and 4 digit numbers)
  - count by fractions and decimals
- \*\*\*Remember to encourage counting backwards as well.

**Pattern Wheel:** Ask your child to choose a number to count by and see the pattern that emerges. Children can then use the patterns they have created to practise skip counting.

**Hundreds Chart:** The hundreds chart has endless amounts of activities. Some include:

- use the chart to skip count, children pointing to the number they are saying
- locating numbers, ten more, ten less, 100 more, 100 less
- turn chart over....can you locate number 53.
- turn chart over...now the chart begins at \*\*\*\*\*, what number is here.
- Change the starting number to larger numbers or even decimal numbers.

**Deck of cards:**

- Turn over 2 (or 3 or 4) cards, say the number, turn over another card and continue counting by that number
- With your child, take turns at turning over a card, counting the total as you go
- Each turn over 2 cards, who has the biggest?