

Counting Progression 2020-2021

Counting is important because the meaning attached to counting is the key conceptual idea on which all other number concepts are based. Children have often learnt the counting sequence as a rote procedure. They need to be able to 'break the chain' of counting so that they can count on and back from any number. Children need to learn the meaning of counting by using counting skills in a variety of meaningful situations.

Visual representations (i.e. counting stick, number line, hundred square) should be used regularly to support children's conceptual development of the number system.

Reception

- Count in ones forwards and backwards to 10, 20 and beyond
- Count on and back from different numbers (i.e. break the chain of counting) e.g. 12, 13, 14 and 16, 15, 14 etc
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count forwards in 2s initially by pattern. E.g. count odd numbers softly whilst tapping knees and even numbers loudly whilst clapping hands; jumps of 2 on a number line; count circled numbers on a 100 square; count pairs of..., count 2p coins etc.
- Count forwards in 10s initially by pattern. E.g. count jumps of 10 on a number line; count circled numbers on a 100 square; count sets of 10 objects, count 10p coins etc.
- Count back in 2s and 10s using the concrete and visual representations to support.

Year 1

- Count in ones forwards and backwards to 100 then beyond 100
- Count on and back from different numbers (i.e. break the chain of counting) e.g. 23, 24, 25 and 31, 30, 29 etc
- Count forwards and backwards over tens boundaries (48, 49, ...) and from tricky number starting points such as 13/30, 15/50
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count forwards and backwards in 2s using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in 2s from different starting points.
- Count in odd numbers forwards and backwards from different starting points.
- Count forwards and backwards in 10s using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in 10s from different starting points (and over 100).
- Stress the importance of 'ty' for tens numbers and deal with misconceptions regarding 80, 90, ____
- Count forwards and backwards in 5s using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in 5s from different starting points.
- Count in fractions using concrete and visual representations - count in $\frac{1}{2}$ s, count in $\frac{1}{4}$ s including over whole numbers.

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Year 2

- Count in ones forwards and backwards to and beyond 100
- Count on and back from different numbers (i.e. break the chain of counting) e.g. 73, 74, 75 and 101, 100, 99 etc
- Count forwards and backwards over tens boundaries (88, 89, ...) and from tricky number starting points such as 19/90, 15/50
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count forwards and backwards in 2s, 5s and 10s from different starting points and over trickier boundaries.
- Count forwards and backwards in 3s using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in 3s from different starting points.
- Count in fractions using concrete and visual representations - count in $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{3}$ s including over whole numbers.

Year 3

- Count in ones, tens and hundreds forwards and backwards to and beyond 1000
- Count on and back from different numbers (i.e. break the chain of counting) e.g. 783, 793, ... and 357, 257, 257,... etc
- Count forwards and backwards over boundaries
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count forwards and backwards in 2s, 3s, 5s and 10s from different starting points and over trickier boundaries.
- Count forwards and backwards in multiples of 4 using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in multiples of 4 from different starting points.
- Count forwards and backwards in multiples of 8 using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in multiples of 8 from different starting points.
- Count forwards and backwards in multiples of 50 and of 100 using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in multiples of 50 and of 100 from different starting points.
- Count forwards and backwards in multiples of 25 (i.e. 75, 100, 125, 150, 175 etc) using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count up and down in fractions using concrete and visual representations - count in $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{3}$ s, $\frac{1}{5}$ s, $\frac{1}{6}$ s etc. including over whole numbers and identifying key equivalences.
- Count up and down in tenths using concrete and visual representations and over whole numbers.

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Year 4

- Count backwards in ones through zero to include negative numbers.
- Count forwards and backwards with negative numbers.
- Continue a counting sequence with different increments involving negative numbers i.e. 25, 20, 15, 10, 5, 0, -5 etc
- Count on and back in multiples of 3, 4 and 8 from different starting points.
- Count in multiples of 30, 40 and 80 from different starting points (forwards and backwards)
- Count forwards and back in multiples of 50, 100 and 1000 from any number i.e. 849, 949, ...)
- Count forwards and backwards in multiples of 25 (i.e. 50, 75, 100, 125, 150, 175, 200, 225).
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count forwards and backwards in multiples of 6, 7 and 9 using concrete and visual representations, spotting patterns and continuing the sequence. Identify when the sequence goes wrong.
- Count on and back in multiples of 6, 7 and 9 from different starting points.
- Count up and down in fractions using concrete and visual representations including over whole numbers and identifying key equivalences.
- Count up and down in hundredths using concrete and visual representations and over whole numbers.
- Count forwards and backwards in decimal numbers e.g. 0.7, 0.8, 0.9, ... 1.6, 1.4, 1.2, 1.0, ...etc.

Year 5

- Count forwards and backwards in steps of any multiple (3, 4, 6, 7, 8, 9) - from different starting points (and including negative numbers)
- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Count forwards and backwards in multiples of 25 (i.e. 50, 75, 100, 125, 150, 175, 200, 225).
- Count forwards and backwards in multiples of 10, 50, 100, 1000 from different starting points and over boundaries (and including negative numbers) e.g. 7017, 8017, 9017 150, 50, 100, 50, 0, -50 etc
- Count backwards in ones through zero to include negative numbers and decimal negative numbers
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count up and down in fractions using concrete and visual representations including over whole numbers and identifying key equivalences.
- Count up and down in decimals (1dp and 2dp) using concrete and visual representations and over whole numbers. E.g. 0.7, 0.9, 1.1, ... 0.6, 0.4, 0.2, 0.0, ... 1.18, 1.19, 1.2 etc

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Year 6

- Count forwards and backwards in steps of any multiple (times tables including square numbers) from different starting points (and including negative numbers)
- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Count forwards and backwards in multiples of 10, 25, 50, 100, 1000 from different starting points and over boundaries (and including negative numbers)
- Count forwards/back and stop - Can children identify the next number, the next but one number to count etc?
- Count up and down in fractions using concrete and visual representations including over whole numbers and identifying key equivalences.
- Count up and down in decimals (1dp and 2dp) using concrete and visual representations and over whole numbers.