

## Learning Trajectory Counting

| Range | Unique Child:<br>What a child might be doing   | Positive Relationships:<br>what adults might do   | Enabling Environments:<br>what adults might provide   |
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| 1     | Reacts to changes of amount when those amounts are significant (more than double).   | <ul style="list-style-type: none"> <li>- Notice and mirror children's reactions to changes in amount.</li> <li>- Use feeding, changing and bathing times for finger-play with young babies</li> </ul>   | <ul style="list-style-type: none"> <li>- Provide small groups of the same objects in treasure baskets, as well as single items.</li> </ul>  |
| 2     | <p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers.</p> <p>Looks for things which have moved out of sight.</p>  | <ul style="list-style-type: none"> <li>- Take opportunities during play to sing number rhymes.</li> <li>- During personal care routines make a point of using numbers.</li> <li>- Play peek-a-boo hiding games with toys and people.</li> </ul>   | <ul style="list-style-type: none"> <li>- Plan to sing number rhymes with actions. Involve families in sharing number rhymes from home cultures.</li> </ul>  |
| 3     | <p>Says some counting words.</p> <p>May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence.</p>  | <ul style="list-style-type: none"> <li>- Model counting things in everyday situations and routines.</li> <li>- Take opportunities to say number words in order with children as they play, e.g. <i>1,2,3 go!</i></li> </ul>   | <ul style="list-style-type: none"> <li>- Count while engaging in everyday tasks and while moving around.</li> <li>- Sing songs with counting strings.</li> </ul>  |
| 4     | Begins to say numbers in order, some of which are in the right order (ordinality).   | <ul style="list-style-type: none"> <li>- Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality).</li> <li>- Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. <i>1,2,3. There are 3 leaves.</i></li> <li>- Use opportunities to model and encourage counting on fingers.</li> <li>- When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together <i>How many now?</i></li> <li>- Encourage children to use marks to represent their mathematical ideas in role play.</li> <li>- Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit.</li> </ul> | <ul style="list-style-type: none"> <li>- Provide buckets and bags for children to create collections of objects which they can count.</li> <li>- Sing counting songs and rhymes which help to develop children's understanding of number.</li> <li>- Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards.</li> </ul>   |
| 5     | <p>May enjoy counting verbally as far as they can go.</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Uses some number names and number language within play, and may show fascination with large numbers.</p> <p>Begin to recognise numerals 0 to 10.</p> | <ul style="list-style-type: none"> <li>- Encourage children to share items between two people or toys.</li> <li>- Capitalise on children's fascination with counting by joining in when they count in games.</li> <li>- Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices, e.g. high or growly.</li> <li>- Use opportunities within daily routines to support children's developing sense of number.</li> <li>- Model and encourage counting and representing numbers within role play, e.g. making a telephone call using a list of numbers.</li> <li>- When counting with children, playfully make deliberate mistakes for fun, expecting children to correct them.</li> <li>- Model writing numerals, e.g. on badges, birthday cards and banners.</li> </ul>                                 | <ul style="list-style-type: none"> <li>- Provide a numeral rich environment, e.g. in role-play areas, mud-kitchen recipes, numbers on trikes and toilet doors.</li> <li>- Provide numerals that children can pick up and use within all aspects of their play.</li> <li>- Provide resources indoors and outside for children to explore and talk about higher numbers.</li> <li>- Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and numerals, to enable children to use those resources independently.</li> <li>- Play with either dot or numeral dice. Discuss that six on the dice is worth more than four.</li> <li>- Provide a variety of mathematical picture books and share them as</li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>- When counting objects with children emphasise the cardinal principle: <i>1, 2, 3, there are three cups.</i></li> <li>- Invite children to count out a number of things from a larger group, e.g. <i>Can you get five crackers?</i></li> <li>- Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</li> </ul>  | <p>part of “warm and cuddly” maths times.</p> <ul style="list-style-type: none"> <li>- Model counting items rhythmically, including objects into a container, claps or drumbeats.</li> </ul>   |
| 6 | <p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.</p> <p>Increasingly confident at putting numerals in order 0 to 10 (ordinality).</p> | <ul style="list-style-type: none"> <li>- Play games such as hide and seek that involve counting, forwards and backwards.</li> <li>- Discuss the order of numbers in context, e.g. finding a page number.</li> <li>- Encourage cardinal counting by saying how many there are after counting (...<i>6, 7, 8. There are 8 balls.</i>)</li> <li>- In everyday activities, ask children to count out a number of things from a group (e.g. <i>Could you get seven cups for snack time?</i>)</li> </ul> | <ul style="list-style-type: none"> <li>- Involve children in voting, e.g. for books to read at story time, using linking cubes with children’s names on.</li> <li>- Jump with children along a number track, counting each jump or counting on.</li> <li>- Sing counting songs and count together forwards and backwards, sometimes starting from different numbers and in different step sizes. Discuss numbers coming <i>before, after</i> and <i>between</i> and stress patterns.</li> <li>- Plan opportunities to order mixed-up numerals.</li> <li>-Set up an estimation station where everyone records guesses; later count and order the guesses.</li> <li>- Provide numeral cards for children to order on a washing line.</li> <li>- Drop marbles into a tin and ask the children to listen (without looking) to count how many there are.</li> <li>- Provide dice, board and card games, sometimes involving older children, families and members of the local community.</li> <li>- Provide resources to make “staircase” patterns which show that the next counting number includes the previous number plus one.</li> </ul> |

### A Unique Child

When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

#### Key to understanding the age ranges:



**Reference:** Birth to 5 Matters – Non-statutory guidance for the Early Years Foundation Stage.

[www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)