Counting Model								
	Year 1	Year 2	Year 3	Year 4	Year 5		Year 6	
Order of Teaching	1	3	1 (3 digit)	1 (10,000)	0.01	from any positive integer or decimal	0.001	from any positive integer or decimal
	10		10 (3 digit)	10 (10,000)	0.1		0.01	
	2		100 (3 digit)	100 (10,000)	1		0.1	
	5		4	0.1	10		1	
			8	6	100		10	
			50	12	1000		100	
			fraction steps (1/5, 2/5, 3/5)	9	fraction steps and convert equivalent fractions (1/9, 2/9, 1/3)		1000	
				11			25	
			Units of measure (length/capacity/ mass)	7			2.5	
							0.2	
							0.25	

1. **Direct Modelling**

- Begin to develop conceptual understanding using representations and models, e.g. numicon

2. **Concrete Counting**

- Counting unitary (one-by-one) e.g. 1, 2, 3, 4, 5, 6, 7 = 1 group 1, 2, 3, 4, 5, 6, 7 = 2 groups
- Begin to group
- Counting on e.g. 1, 2, 3, 4, 5, 6, 7 = 1 group 8, 9, 10, 11, 12, 13, 14 = 2 groups
- Then, 7 = 1 group, 8, 9, 10, 11, 12, 13, 14

3. **Counting Rhythmically**

- Concrete/ pictorial approach.
- Opportunities to count rhythmically- begin using a hundred square, where the numbers being counted are highlighted.
- Use hundred square without highlighted numbers.
- Take hundred square away- starting at zero
- Count back to zero
- Count on from different starting points within sequence.
- Count backwards from different starting points within the sequence.

4. **Explore Patterns** (Concrete- pictorial- abstract approach)

- Patterns within hundred square (e.g. 9's diagonal/ +ten – one)
- Build on understanding of number bonds (addition and subtraction facts)
- Crossing the next 10.
- Doubling halving (2, 4, 8 x tables 3, 6, 12 etc)
- Recognise patterns of ones and where the tens change e.g. 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
- Identify missing numbers within a sequence