**Transition: Emergent to One to One Counting (CA) Domain: Addition and Subtraction**

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| **Achievement Objectives** | **Number and Algebra: Level One** |
| Number Strategies:   * Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions   Number Knowledge:   * Know the forward and backward counting sequences of whole numbers to 100.   Number Knowledge:   * Know the groupings with five, within ten, and with ten. |

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| **Key Teaching Ideas** | **Example Problems** | **References** | **Knowledge being developed** | **Resources** |
| Symbols/words for numbers in the range 1-10 are identified  (Key Idea #1) | How many things are here…?  3, 6, 5, 9, 4, 8, 10, 7  How may things are here…? (two collections)  2 and 1, 3 and 2, 1 and 4, 3 and 3, 5 and 2, 2 and 2, 5 and 5, 3 and 4 | ***Teaching Addition, Subtraction, and Place Value (Book 5)***  [Lucky Dip](https://nzmaths.co.nz/node/873) (11)  [Number Mat and Lily Pads](https://nzmaths.co.nz/node/1036) (11)  [Pipe Cleaner Numbers](https://nzmaths.co.nz/node/1037) (11)  ***BSM***  2-1-5, 3-1-3, 3-1-4, 3-1-5,  3-1-44, 3-1-45, 3-1-46, 3-1-47, 3-1-48, 3-1-49, 3-1-82, 3-3-48, 3-3-49, 4-1-23, 4-3-21, 4-3-44, 4-3-46, 5-1-7. | Identify all of the numbers in the range 0–10. | ***Teaching Number Knowledge (Book 4)***  [Number Mat and Lily Pads](https://nzmaths.co.nz/node/1036) (2)  [Tens Frames](https://nzmaths.co.nz/node/1035) (2)  [Pipe Cleaner Numbers](https://nzmaths.co.nz/node/1037) (4)  [Number Fans](https://nzmaths.co.nz/node/1039) (4)  ***BSM***  2-1-23, 2-1-41, 2-1-42, 2-1-82, 2-3-6, 2-3-82, 3-1-7, 3-1-23, 3-3-6, 3-3-7, 3-3-46, 4-1-3, 4-1-4, 4-1-6, 4-1-43, 4-1-46, 4-1-49, 4-1-50, 4-1-82, 4-1-83, 4-3-8, 4-3-9 |
| The number word sequence for numbers in the range 1-10 is said accurately  (Key Idea #2) | “ One, two, three, four…” | ***Teaching Addition, Subtraction, and Place Value (Book 5)***  [Counting as We Go](https://nzmaths.co.nz/node/872) (12)  [How Many Now?](https://nzmaths.co.nz/node/871) (12)  [Loud and Soft](https://nzmaths.co.nz/node/865) (12)  [Clapping](https://nzmaths.co.nz/node/866) (12)  [Walk the Bridge](https://nzmaths.co.nz/node/864) (13)  ***BSM***  Counting Together 3-1-21 (18)  Counting Movements to Nine 3-1-22 (19) | Instantly recognise patterns to five, including finger patterns. | ***Teaching Number Knowledge (Book 4)***  [Fabulous Fives](https://nzmaths.co.nz/node/1075) (22) |

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| **Key Teaching Ideas** | **Problem progression** | **References** | **Knowledge being developed** | **Resources** |
| The symbols/words for numbers in the range 1-10 are matched to the number of objects in the set.  (Key Idea #3) | Form a set of…  3, 5, 10, 7, 4, 8, 6, 11, 13 | ***Teaching Addition, Subtraction, and Place Value (Book 5)***  [Match it Up](https://nzmaths.co.nz/node/853) (13)  [Caterpillar Legs](https://nzmaths.co.nz/node/851) (13)  [Petals and Flower Centres](https://nzmaths.co.nz/node/862) (14)  [Feed the Elephants](https://nzmaths.co.nz/node/855) (14)  [Birthday Cakes](https://nzmaths.co.nz/node/860) (14) | Say the forward and backward number word sequences in the range 0-10. | ***Teaching Number Knowledge (Book 4)***  [Counting](https://nzmaths.co.nz/node/1054) (11)  [Number Line Flips](https://nzmaths.co.nz/node/1061) (15)  ***BSM***  2-1-1, 2-1-2, 2-1-4, 2-1-21,  2-1-84, 2-3-8, 2-3-24, 3-1-2,  3-1-21, 3-1-22, 3-3-22, 4-1-48, |
| The sequence of numbers in the range 1-10 is ordered correctly  (Key Idea #4) | “Two comes after one then three, and then four comes next…" | ***Teaching Addition, Subtraction, and Place Value (Book 5)***  [Before and After](https://nzmaths.co.nz/node/887) (14)  [Ordering Numerals](https://nzmaths.co.nz/node/879) (15)  [Up or Down](https://nzmaths.co.nz/node/886) (15)  [How Many Beans](https://nzmaths.co.nz/node/25695) (15)  ***BSM***  Making a Series to Nine 6-3-3 (8) | Say the number before and after a given number in the range 0–10. |  |
| Patterns for numbers 1-5 are recognised instantly  (Key Idea #5) | How many fingers?  How many dots on the dice?  How many dots on the five frame?  How many beads on the abacus? | ***Teaching Addition, Subtraction, and Place Value (Book 5)***  [Patterns to Five, then Ten](https://nzmaths.co.nz/node/25698) (15)  [Fabulous Fives](https://nzmaths.co.nz/node/1075) (16)  ***BSM***  How Many Different Sets of Five Can You Make? 5-3-54 (34) | Order the numbers in the range 0-10. |  |