

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

<b>Achievement Objectives</b>	<b>Number and Algebra: Level One</b>
	<u>Number Strategies:</u>
	<ul style="list-style-type: none"> <li>Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions</li> </ul>
	<u>Number Knowledge:</u>
	<ul style="list-style-type: none"> <li>Know the forward and backward counting sequences of whole numbers to 100.</li> </ul>
	<u>Number Knowledge:</u>
	<ul style="list-style-type: none"> <li>Know the groupings with five, within ten, and with ten.</li> </ul>

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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 many 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	<b>Teaching Addition, Subtraction, and Place Value (Book 5)</b> <a href="#">Lucky Dip</a> (11) <a href="#">Number Mat and Lily Pads</a> (11) <a href="#">Pipe Cleaner Numbers</a> (11)  <b>BSM</b> 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.	<b>Teaching Number Knowledge (Book 4)</b> <a href="#">Number Mat and Lily Pads</a> (2) <a href="#">Tens Frames</a> (2) <a href="#">Pipe Cleaner Numbers</a> (4) <a href="#">Number Fans</a> (4)  <b>BSM</b> 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...”	<b>Teaching Addition, Subtraction, and Place Value (Book 5)</b> <a href="#">Counting as We Go</a> (12) <a href="#">How Many Now?</a> (12) <a href="#">Loud and Soft</a> (12) <a href="#">Clapping</a> (12) <a href="#">Walk the Bridge</a> (13)  <b>BSM</b> Counting Together 3-1-21 (18) Counting Movements to Nine 3-1-22 (19)	Instantly recognise patterns to five, including finger patterns.	<b>Teaching Number Knowledge (Book 4)</b> <a href="#">Fabulous Fives</a> (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	<b>Teaching Addition, Subtraction, and Place Value (Book 5)</b> <a href="#">Match it Up</a> (13) <a href="#">Caterpillar Legs</a> (13) <a href="#">Petals and Flower Centres</a> (14) <a href="#">Feed the Elephants</a> (14) <a href="#">Birthday Cakes</a> (14)	Say the forward and backward number word sequences in the range 0-10.	<b>Teaching Number Knowledge (Book 4)</b> <a href="#">Counting</a> (11) <a href="#">Number Line Flips</a> (15)  <b>BSM</b> 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..."	<b>Teaching Addition, Subtraction, and Place Value (Book 5)</b> <a href="#">Before and After</a> (14) <a href="#">Ordering Numerals</a> (15) <a href="#">Up or Down</a> (15) <a href="#">How Many Beans</a> (15)  <b>BSM</b> 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?	<b>Teaching Addition, Subtraction, and Place Value (Book 5)</b> <a href="#">Patterns to Five, then Ten</a> (15) <a href="#">Fabulous Fives</a> (16)  <b>BSM</b> How Many Different Sets of Five Can You Make? 5-3-54 (34)	Order the numbers in the range 0-10.	

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