

Progression in Counting

At Beechwood Primary School counting is a fundamental part of maths that is practised from Nursery through to year 6 every day. Counting should always be modelled both forwards and backwards, and be supported by suitable models and images. Year group expected curriculum objectives are set out below. All year groups will need to revisit prior counting objectives and where appropriate children should be extended. A large emphasis will be on repetition and revisiting key skills to ensure children develop fluency in counting.

Year group	Curriculum objectives	Activities and opportunities
Nursery	Recites numbers in order to 10. Realises not only objects, but anything can be counted, including steps, claps and jumps. Counts up to three or four objects by saying one number name for each item.	5 minutes during snack time and during maths group time - Counting forwards and backwards to 10 – Chanting in different voices - Counting a variety of objects - Subitising - Counting using actions e.g. claps, beats, jumps - Representing numbers/counting using fingers - Number songs counting forwards and backwards - My turn, your turn counting - Show me, grow me, throw me – finger counting - Ten frame flash (more able) - Counting sounds e.g. claves, drums
Reception	Count reliably with numbers from one to 20. Say which number is one more or one less than a given number.	Daily 5-10 minute counting sessions - Forwards and backwards to 20 – Chanting in different voices - Number aerobics – starting from any 1 digit number - Beginning to count in multiples of 2s, 5s, 10s - One more and one less - Representing numbers to 20 in different ways - Numicon flash - Number fan/ten frame flash - Fizz buzz - Counting sounds - Counting number songs - Rally robin – Partner work
Year 1	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less.	Daily 5-10 minute counting sessions - Counting in 1s to 100 – Forwards and backwards – from different starting points - Counting focusing on crossing tens – Forwards and backwards - Counting in multiples of 2s, 5s and 10s – Forwards and backwards - Counting songs with actions - Super movers - Number aerobics - Rally robin – Partner work

		• Chanting and then changing the action for each 10 (other multiples). • Number sequences - What comes after..... • Use number fans for 1 more and 1 less
Year 2	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.	Daily 5-10 minute counting sessions (Check fluency of previous objectives and revisit prior learning throughout) • Counting forwards and backwards to 100 in 1s (crossing tens). Starting from different points. • Counting on and back in multiples 2s, 5s and 10s • Counting on and back in 3s • Counting in halves – pictorial representations to support with objects. • Counting using chanting, actions and songs • Rally Robin – Partner work • Missing number sequence
Year 3	Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.	Daily 5-10 minute counting sessions (Check fluency of previous objectives and revisit prior learning throughout) • Counting in multiples 2, 5, 10, 3, 4, 8 – Forwards and backwards • Counting 1s 10s 100s to 1000 from different starting points -Forwards and backward • Linked counting in multiples to counting in 20s 50s 100s 30s 40s 80s to tables for multiplication and calculations (if we know e.g. $3 \times 7 = 21$, $30 \times 7 = 210$) • Counting in fractions e.g. $\frac{1}{3}$ $\frac{2}{3}$ 1 whole... • Chanting times tables • Songs, actions, using different voices • Count with model of 100 square or number line from a different number • Counting stick • Rally Robin – Partner work
Year 4	Count backwards through zero to include negative numbers. Count in multiples of 6, 7, 9, 25 and 1 000. Find 1 000 more or less than a given number.	Daily 5-10 minute counting sessions (Check fluency of previous objectives and revisit prior learning throughout) • Count in multiples of 6, 7, 9 (Plus previous objectives) – Forwards and backwards • Count in steps of 25 – Forward and backwards. • Count in steps of 1000s –Forward and backwards to 10000 • Counting in steps of 50 – Forward and backward • Count in fractions • Counting in decimals – Forwards and backwards • Rally Robin – Partner work

Year 5	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	Daily 5-10 minute counting sessions (Check fluency of previous objectives and revisit prior learning throughout) • Counting in all multiples – particularly linking to times table – Forwards and backwards • Counting in related facts (e.g. 3, 0.3, 30) • Counting in decimals and fractions – Forwards and backwards • Counting through zero to include negative numbers • Rote counting, chanting and actions • Rally robins – Partner work • Whiteboard - Fluency
Year 6	Use negative numbers in context, and calculate intervals across zero.	Daily 5-10 minute counting sessions (Check fluency of previous objectives and revisit prior learning throughout) • Counting in all multiples and related facts (e.g. 6, 60 and 0.6) • Counting in fractions e.g. tenths, halves • Counting in decimals e.g. 0.1, 0.5 • Counting in percentages • Counting through zero with different starting points • Rote counting, chanting and actions • Rally robin – Partner work • Whiteboard – Fluency