

EYFS – Mathematics – Number

Counting Irregular Arrangements to 5

Early Learning Goal:

ELG 11: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Development Matters Statements Links:

(M-N4) Knows that numbers identify how many objects are in a set.

(M-N21) Counts an irregular arrangement of up to ten objects.

Year 1 (1N2c) Read and write numbers from 1 to 20 in numerals and words.

Year 1 (Non-Statutory) Pupils practice counting (1, 2, 3...), ordering (for example, first, second, third ...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.

Ideas to meet M-N4:

Using this resource: Children to identify the different sets of objects with support. Discuss how many each object can be seen. Encourage children to count with you; pointing at each object in turn. Explain that the final number identifies how many are there in a set. 'There are ____ objects in this set.' Children to show the number using their fingers; attempt to write the number or trace the number written by an adult.

In other areas of the classroom: Allow for the children to count and work with groups of objects, for example dominoes, small world objects, natural materials in the outdoor area, stones/ pebbles in the sand tray.

Ideas to meet M-N21:

Using this resource: Children to count each set of objects and represent this number in the table provided. Encourage the children to count systematically giving one number name to each object.

In other areas of the classroom: Allow for the children to count and work with irregular arrangements of objects, for example dominoes with irregular arrangements, small world objects, natural materials in the outdoor area, stones/ pebbles in the sand tray.

More [EYFS Mathematics](#) resources.

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Suggested questions for this resource:

M-N4	M-N23	Year 1 (1N4)
<p>What objects can you see?</p> <p>How many ___ are in that group?</p> <p>(M-N5) Can you show the number ___ using your fingers?</p> <p>(M-N12) Can you write the number ___?</p>	<p>Can you count the objects?</p> <p>Can you put the objects in order starting with the fewest?</p> <p>(M-N18) How many objects can you see altogether?</p> <p>(M-N19) How many ___ are in the arrangement?</p> <p>(M-N25) Can you draw one more than ___?</p> <p>(M-N28) Can you record how many ___ there are and explain what you have written?</p> <p>(M-S10) Which object is next to the ___?</p>	<p>Can you count the ___?</p> <p>Can you write the quantity using words?</p> <p>Can you order the objects starting with the fewest/most?</p> <p>Can you draw one more than ___?</p>
Exceeding	Exceeding	Extension question(s)
<p>Can you count the objects?</p> <p>(M-N28) Can you record how many ___ there are and explain what you have written?</p>	<p>What is $3 + 1$? Can you use the images to help?</p>	<p>Can you write a number sentence using the images help you? E.G. $3 + 2 = 5$ (snowflake + igloos = 5 objects in total)</p>

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Name:	Date:
Completed by:	
ELG 11 Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.	
Development links: 30-50 months (M-N4) Know that numbers identify how many objects are in a set. 40-60 months (M-N23) Counts an irregular arrangement of up to 10 objects.	
Suggested links: 30-50 months (M-N5) Beginning to represent numbers using fingers, marks on paper or pictures. (M-N12) Shows an interest in representing numbers. (M-S3) Use positional language. (M-S4) Shows an interest in shape by talking about shape or arrangements. (L-W1) Sometimes gives meaning to marks as they draw and paint. 40-60 months (M-N12) Shows an interest in representing numbers. (M-N18) Counts objects to 10, and beginning to count beyond 10. (M-N19) Counts out up to 6 objects from a larger group. (M-N25) Says the number that is one more than a given number. (M-N28) Records, using marks that they can interpret and explain. (M-S10) Can describe their relative position such as 'behind' or 'next to'. (L-W3) Gives meaning to marks they make as they draw, write and paint.	
Characteristics of Effective Learning: Creating and thinking critically – thinking Active learning – motivation Playing and exploring – engagement	
Other links and comments:	
Next steps:	

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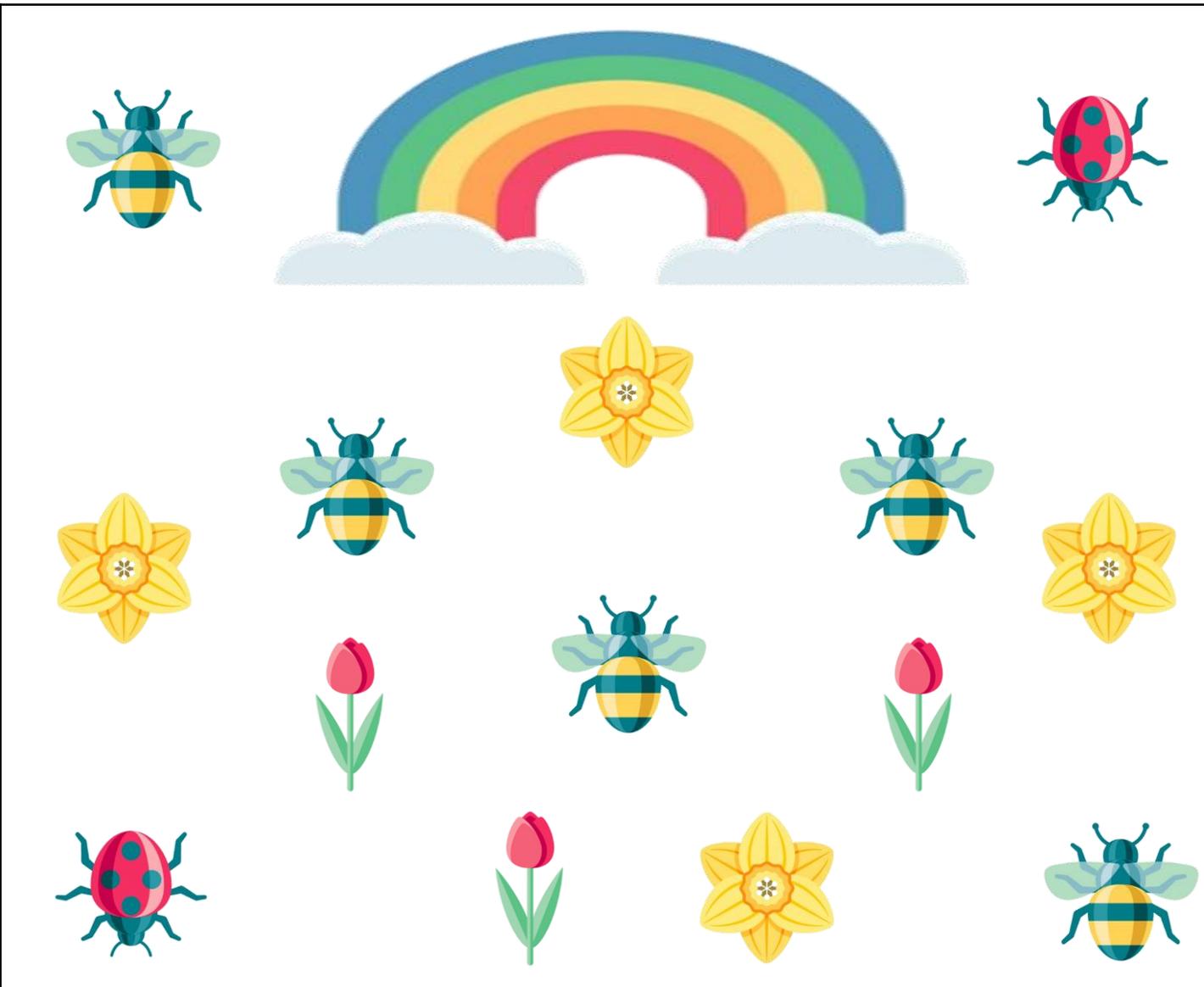
Object	How many?
	
	
	
	
	

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The illustration shows a winter scene with a yellow house with a red door and icicles hanging from its roof. There are two snow globes, two snow globes, two igloos, two snow globes, and two pairs of ice skates scattered around the house.

Object	How many?
	
	
	
	
	

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Object	How many?
	
	
	
	
	

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Object	How many?
	
	
	
	
	

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