

# End of Kindergarten – Trusting the Count

- One to One correspondence: being able to match 4 objects from one group with 4 from another e.g. 4 knives with 4 forks, 6 socks with 6 shoes. Being able to count the items in one group and match it with the correct numbers e.g. touching each toe and counting aloud as they go, touching counters as they count them aloud.
- Understanding that '3' means a collection of '3' no matter how it is shown e.g. with the numeral '3', the word 'three', a group of 3 dots etc. This is true for all numbers to 10.
- Recognises that the last number counted tells how many – **trusting the count**. Knowing that even when the collection is covered up or separated slightly the number that was last counted is still the correct total. Trusts the Count when asked to add numbers i.e.  $4 + 3$  they will start at 4 and count on, not go back and count on from 1.
- Matches words and numerals to collections up to 10.
- Reads, writes, and uses the words and numerals 0-9, forwards and backwards. Can identify the number before and after.
- Recognises a number as a subitised collection. For example, think of the number 5 and how it is represented on a dice or on dominoes. When you see that number you instantly know it is 5, you don't need to count each dot individually.
- Being able to identify that a number has a part-part-whole identity e.g. recognise 7 instantly and know it is : 4 and 3, 5 and 2, 7 and 0, 6 and 1, 3 and 4, 2 and 5 etc.
- Knowing a number's relationship to ten e.g. 7 needs 3 more to make 10, 4 needs 6 more to make 10 etc.

## ***What does this look like as an activity?***

- Regular opportunities to make, name and record numbers to 10 using dice, dominoes, ten frames, number cards, games, unifix, centicubes etc.
- Count and compare collections
- Subitising – flash cards, matching pattern to number cards, using IWB Flipcharts
- Make a permanent 10 frame - use with different numbers to review what is known and extend number knowledge. Use an A3 version of the 10 frame home to be used with fridge magnets – say what they see and why
- Make a set of number cards for the numbers 0 to 10. One set each for numerals, words, collections, different 10 frames and part-part-whole relationships – play matching games, concentration , 'Snap'

## **Activity**

- On a 10 frame, place counters **randomly**. Communicate and record all the part-part—whole combinations you see. "I see 6, I also see 4 and 2, 6 is 4 less than 10, 1 and 1 and 4, etc."
- Repeat for other numbers