**Number and Number Processes**

**AN ENVIRONMENT OF OPEN-ENDED POSSIBILITIES**

**EARLY LEVEL**

- **6, 7, 8**
- **7th**
- **Seven**

**NUMBER SENSE**

- Numbers relate to each other through a variety of concrete and visual representations.

**INTERACTIONS**

- Use of appropriate language in context.

**SPACES**

- Everyday real-life contexts.

**COUNTING PRINCIPLES**

- Key steps for children to move on from rote counting to rational counting.

**EXPERIENCES**

- Show workings in a variety of ways.

**SUBITISING**

- Ability to identify a quantity without counting.

- Regular vision.

**MULTISENSORY APPROACH**

- With fingers in the air.

**STAGES**

- In order: 1, 2, 3, 4, 5, 6.

**COMPARISON**

- Abstraction principle (different objects).

**RECOGNISING and IDENTIFYING NUMERALS**

- Recognising with numeracy as part of loose parts play and learning during outdoor experiences; promote the use of natural materials, where possible.

**CONSERVATION OF NUMBER**

- Children understand that the total in the group does not change regardless of the physical arrangement or size changes.

**CONSISTENCY IN UNDERSTANDING**

- For example: 6 is still 6.

**GROUPING AND SHARING**

- Can you sort the pencils?

- Can you sort the pens in groups of three?

**TO FIRST LEVEL**

- Using a range of visuals and materials, learners will develop consistency in understanding.