01 Count each object once

Aim

Coordinate number words with objects.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Move four counters into a counted row, saying one number for each. The final number tells how many.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. 3.
2. 4.
3. 2.
4. 5.
5. 4; arrangement does not change quantity.

If pupils struggle

Use sets of 1-3 and move each object.

Next challenge

Count a larger scattered set and explain how double counting was avoided.

Classroom link

Count classroom equipment by moving each item once.

01 Count each object once

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Count 3 counters in a row.

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2. Count 4 counters in a scattered group.

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3. Count 2 counters far apart.

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4. Count 5 counters in a row.

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5. Move 4 counted counters. How many now?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____