

Skill - Early Object Permanence	Skill - Early Object Permanence	Skill - Early Object Permanence	End point
Stage 1	Stage 2	Stage 3	
WALT: To give a reflex response to a very obvious stimuli. Cog Reflexive	WALT: To attend and locate a stimulus. Cog Reactive	WALT: To look briefly at a disappearing object. Cog Responsive	
<p><b>Hazel Learner</b>  <b>Sensology session</b> - Introduce sensory stimuli related to Text.                       Use a familiar smell and light cue for consistency                       Move light/sound/smell stimuli across the visual field starting at the midline                       To focus on the object in front of them and to hold some stillness or attention briefly.                      Present a transparent box with a light inside - light goes off and on. Cardboard box that unfolds open (create excitement) presenting a textured stimulus to touch and feel - a bear.                       Or use a range of sensory approaches such as TAC PAC and Sing and Swing, incorporate the language of number including more, lots more.</p>	<p>Use the approach and resources that the children have become familiar with. Ensure that you continue to incorporate the language of number including more, lots more.                       Begin to hide familiar stimuli once an item has been noticed by the child                       Start with hiding items at the midline before introducing left and right                       Engage in hiding and re-emerging of stimuli throughout the session                       Using the box (various sizes, colours, textures) again make the box appear and then cover with fabric and reappear. Pull boxes with string to track, hanging mobile of small glitter boxes with a light source to support the tracking and reaching. Opportunities to immerse hands/feet inside huge boxes of textures and feeling and reaching out for objects pouring or falling from boxes or glitter stars pouring out of moon boots.                       Start and stop with sounds and introduction of stimuli and look for anticipation responses and any early ability to initiate more with gesture, facial expressions and vocalisations.                       Increased and prolonged eye-contact is also a good indicator of improved attention span at this stage.                       Ensure you are aware of when to repeat and when to introduce new stimuli. Repetition will encourage anticipation and initiation responses in your learner and encourage more communicative responses which can prolong attention span whereas new stimuli may spark interest initially but is more curiosity focused rather than building progression and memory skills.</p>	<p>Continue with the familiar structure and continue to hide items throughout the session. Ensure that you continue to incorporate the language of number including more, lots more.                       Hide out of sight/under blankets etc and wait for opportunities for children to uncover items/smile in anticipation/initiation vocally that they would like to see the stimulus again                       Ensure pauses are given for children to show realisation leading to anticipation, leading to initiation skills                      Different sized objects that can be scooped (one hand or both) or need a gentle grasp to hold and release them (squashy balls or foam objects). Trays with smaller objects (3D stars) in that can be scooped with a cup or jug and pour into large and small containers. Present different sized objects that can be lifted into the box again vary the weight and size - bear in a box, wellies in a box, colander in a box etc -theme of your text.                       At this stage, the child is familiar with the stimuli and is perhaps demonstrating preferences. Look for signs of anticipation through their own methods of communication. Provide opportunities for children to look towards or reach out to stimuli and for them to interact with the stimuli. Remove the stimuli and observe for consistent responses.                       Look for ability to turn head or their body towards or away from a stimuli, give them time to demonstrate anticipation of the familiar stimuli,                       Look for indicators that they demonstrate they know what will happen next, or that something has moved. Where appropriate provide visuals or an alternative signifier to reinforce the language used and to help the child recognise what will happen next. Provide images/symbols or signifiers in the environment so that the children can initiate by looking towards, reaching out or if they are able to point/exchange.</p>	<p>To focus attention between two objects (knows two objects are present) Orange 1</p>
Skill - To match	Skill - To match	Skill - To name	
WALT: To manipulate into piles, groups or stacks. Yellow Focus on stepping or clapping to mark the count.	WALT: To show an awareness of number names. Green Model using fingers to indicate counting.	WALT: To indicate 0,1,2. Green Model representing marks on paper when counting.	
<p><b>Maple Learner</b>                       Invite a small group to come and play- set a timer and allow a short period of time for children to drop/release or throw balls/beanbags into hoops, boxes and objects from the story - box and toys, box and wheels, box and bears. Compare by eye differences in the hoops/boxes. In one hoop only have a few balls, in the other pile as high as they can the beanbags. So they can see what a pile of objects looks like. Repeat with a group and a stack.                       Using objects in your environment model to the children making piles of pumpkins, conkers, leaves, animals.                      Demonstrate how to gather objects, place objects and balance objects.                      Encourage piles, groups, stacking of same objects so children are matching objects at the same time as creating different quantities of groups.                      Model and encourage the same when stacking items and grouping and noticing the differences - encouraging the children to notice a change in the number of objects.                      Create piles, groups or stacks of objects not the same.                      (too early to ask the children if it is "lots of" or "more of" but it does need to be modelled)                       As piles, groups and stacks are created model counting and touching each object- match the count to the quantity. Model counting as you make a pile, group or stack and then model the reverse as you put the pile, group away or take the stack down. Encourage participation from the children.                       Create opportunities for engagement during these sessions by creating large piles in a tray and shake so they fall away, when stacking squirt foam between each stack. Use instruments to emphasise the count or stamp or clap.</p>	<p>This section is about counting the amount and matching the number names and matching the count (number) 1:1 to each object.(no numerals at this point). Using the piles, groups and stacks of objects create counting songs and rhymes around them.                      Pile of wellies - sing 1,2,3,4,5 yellow wellies do a jive 6,7,8,9,10 let us count them all again ! (1,2,3,4,5, once I caught a fish alive)                      Stack of boxes - build up the tower with 1 box, build up the tower with 2 box, build up the tower with 3 box so go Alice (name) go ! (Alice the camel) These rhymes demonstrate adding and the amount becoming more.                      Sing songs and rhymes that show the pile, group or stack becoming less.                      5 little bears in a flying saucer flew round the world one day...                      5 little boxes stacked against the wall... if one little box should accidentally fall....                      Drum roll                      Role model counting the props you use in the rhymes.                      Sing a counting song and leave a gap so that the children can fill it in.                       Model language of "lots of" and "more". During songs and rhymes use fingers or adult touch fingers to represent the counting.                       Introduce banging a drum to count an amount. Use a PowerPoint and make images from the text appear on screen. As they appear bang the instrument and count. Using instruments encourage the children to bang out the counting on their instrument. Once all images are present count 1:1 and give the final number on the last count.                      Discreetly introduce numicom to support the counting on screen and practically.                       Box of props from the stories e.g. bears, wellies, play people - drop them individually into a tin. Children to close/cover their eyes and count by listening as they drop into the tin.</p>	<p>This section is about counting the amount and matching the number names and matching the count (number) 1:1 to each object.(no numerals at this point). Using large paper place numicom on the paper and using paint and fingers print dots and count in the holes. After counting the holes indicate the amount 2 or 1 or 3 or 0.                       Role model counting out different objects (props from the story so you are keeping the theme)from 0-5 and ask the child to respond to how many? They then check the amount through counting.                       Using the theme of the box have a variety of boxes in different sizes and colours and textures. Fill the boxes with objects/images from the story e.g. - box full of wellies, box full of wheels, box full of books etc. Indicate there are lots of ...                      Take objects out of the boxes and say that they've gone - there's nothing/zero left. Focus on 0, nothing, zero and create practical opportunities to do this with lots of situations (snack time, lunchtime)                       After focussing on this then invite the children to create nothing in a box or to give you 0 objects on request.                      Using your story e.g. - use the language of 0,1,2,3 in your imaginative play - bear is going to the moon he needs 1 picnic rug, two wellies, 1 colander or 2 sandwiches and 0 coke. The children are then using the language, indicating and demonstrating an understanding of what the words mean in relation to the amount/value.                       Invite the children to count the correct number of objects or images from story and put them in to a box or receptacle.                      Consolidate this by using IWB to visually represent small sets of objects (so they begin to see amounts in groups - gradually over time they will then recognise that's 3 objects without counting them, but that is not our expectation at this point)                      Also check the count by using numicom.</p>	<p>To use number names and number language spontaneously. Green 2</p>

	<p>Repeat activity and then introduce the corresponding numicom for the children to count the holes as they hear the objects drop.</p> <p>Using props and boxes - throw props in and count. Ask how many? Count them back out of the box to check. Place objects into the holes of the numicom to check. Using fingers count to check the amount and saying the number names out loud.</p>	<p>Activities to practice indicating an understanding of 0,1,2,3</p> <ul style="list-style-type: none"> <li>Dabbers on paper to indicate the correct number.</li> <li>Colourful soft play balls - place into a pot labelled 0, 1 and 2.</li> <li>Press numicon shapes into playdough or paint and make prints. Count the spots.</li> <li>Create a number picture - image of the charging horse box from Sudden Hill - children stick 1 nose, 4 wheels, 2 eyes etc</li> </ul> <p>Begin to use the numicom resource for 1,2,3,4,5 and use dabbers to create marks - once dried then match numicom to correct marks in response to Where's two ?</p>	
<p>Skill - To carry out a simple process (or actions)</p>	<p>Skill - To know and use number</p>	<p>Skill - Modify a set of actions (or processes) to get a desired result</p>	
<p>To count up to 5/10 objects correctly. Blue Model recording counting through tallying marks &amp; counters</p>	<p>WALT: To solve problems using objects. Indigo Model forming &amp; writing numerals.</p>	<p>WALT: To calculate using a range of resources. Indigo/Violet Model forming &amp; writing numerals.</p>	
<p><b>Oak Learner</b></p> <p>Count out the correct number of objects or items relating to the story. Use real objects to begin with - pumpkins, conkers, leaves etc</p> <p>Model counting the objects in a row first - touch and say the number name as you count. Then touch count the objects in different arrangements and say the number name that comes last at the end of the count.</p> <p>Invite the children to play a game... Roll a large dice, count the spots (textured if possible) &amp; throw the correct number of wellies in a box. Or stack 5 boxes before the timer runs out. Use the objects from the story to print with e.g. wellie foot prints or circular wheels, suns or clouds(cotton wool) etc. and create marks and count as you print.</p> <p>Print in rows and different arrangements. Begin to use the number 10 numicom compared to the number 1 numicom and use the language "lots of" and "more". When paint has dried match numicom to the dots. Use giant numicom for outside learning - place objects or children in the spots.</p> <p>Model and revisit the counting out of the objects (from the story or play related) in rows and arrangements with a focus on 1:1 counting and saying the number on the last count.</p> <p>Create imaginative scenario's from the story...</p> <p>Count the number of objects you need - they will be random objects, count them in a row and count them in different arrangements.</p> <p>Model using IWB or white boards and pen to tally as you count.</p> <p>When counting amounts always have numicom available to use and use it on your PowerPoints - put the numicom in the corner of the page you maybe counting. So you count the objects and then check it using numicom.</p> <p>Match the numeral to the numicon shape - press into playdough or paint and make a print on paper.</p> <p>Numeral cards - match with picture cards of the objects / items from your story e.g. books, dolls, cars, flags, wheels, boxes</p> <p>Place pictures of objects from the story to 'stick' into / onto a box e.g. leaves on a twig to make a tree or legs on an animal to make it complete. Then count the</p>	<p>Order number cards correctly from 0 forwards.</p> <p>Use objects/images to solve simple one more problems - use story or theme related objects. Adding 1 more toy to the box - how many now??? How many altogether?</p> <p>Introduce + sign for addition, more, lots.</p> <p>Throw soft play balls into a tin/bucket/box and count the total. Linking to addition and 'more'. Adding more than one to a group. Continue to role model how many altogether? How many did we start with? Use number lines as tool to support learning - model moving up the number line as the amount becomes more.</p> <p>Numicon frames - pushed together, (frames representing two groups coming together) print, pressed into playdough. Count altogether and indicate the amount is now greater than before. Adult should role model the forming and writing of numerals. Encouraging the children to record their answers.</p> <p>Use objects to calculate a simple addition problem by combining groups.</p> <p>Order number cards correctly from 10/20 backwards to 0.</p> <p>Use objects/images to solve simple one less problems - use story or theme related objects. Take away 1 toy from the box - how many are left now???</p> <p>Introduce - sign for subtraction, take away, less, left over.</p> <p>Use objects to solve a simple subtraction problem by removing objects. Remind children to start with the largest number first.</p> <p>Put objects into a pot/tin/box and then take away(use numerals) - count the remainder to solve. Link to subtraction and 'less'.</p> <p>Adult should role model the forming and writing of numerals. Encourage the children to record their answers. Use number lines as a tool to support learning and how the number gets less. Model moving down the number line as the amount becomes less.</p> <p>Giant number lines outside are a great way to physically get the children to jump up and down the number line.</p> <p>Count objects from story - combine groups together and remove from largest number to subtract.</p> <p>Solve using objects - pictures, relating to text. Two groups coming together. Adult to role model writing of numerals and beginnings of number sentences. How many</p>	<p>Present a simple addition number sentence. Start with the largest number and ask children to hold that in their head. Then ask them to count on from that number to solve the problem. Repeat for subtraction counting backwards from largest number. Throughout role model and highlight the use of the different symbols (+-). Use the language of addition, plus, altogether/subtract, minus...</p> <p>Props / images from story - Use number lines to add and subtract them. Jump forwards for addition and backwards for subtraction. Use large number lines on the floor and ask children to jump. Use chalk on playground to record answers and write sums.</p> <p>Use 100 square to solve problems with larger numbers. (children that are secure with place value - units then down or up to add/subtract tens).</p> <p>Pick card with a different term for addition or subtraction and sort into the correct group. (add, plus, take away, minus, subtract etc.)</p> <p>IWB mental maths game using different addition and subtraction terminology to solve problems.</p> <p>Selection of different story themed problems to solve - addition and subtraction - use preferred practical resources to solve. Record and write the sums and show how they worked it out. Can they demonstrate it practically using counters or drawing or tallying and forming numerals correctly.</p> <p>Selection of different story themed word problems - use number recall and mental strategies to solve. Can they find the relevant numbers within a problem and know what process is required e.g. addition or subtraction.</p> <p>Investigate number bonds and explore and record the different possibilities of using the numbers in addition and subtraction problems.</p> <p>Focus on teaching the inverse relationship between addition and subtraction and the possibilities within this. So they see the pattern of <math>6 + 4 = 10</math> - <math>10 - 4 = 6</math> <math>16 + 4 = 20</math> - <math>20 - 16 = 4</math> <math>26 + 14 = 40</math> - <math>40 - 26 = 14</math></p>	<p>Can solve simple number problems. Indigo 2</p> <p>Can recall number bonds to 10 and 20 in both additive and subtractive forms.</p> <p>Violet 1</p>

objects and match the numeral – count objects/images as a whole or individually so you are using different numerals.  
Put the correct number of items or features on boxes or items in boxes in response to number names and then match numeral.

Hoops/buckets and throw toys, and other autumnal things. Listen to the sound of the objects landing, count together, and then match the numeral. Remind children when counting a small pile we should put them into an arrangement - eg a line to make it easier to check. Adult should role model this.

Adult jumps/claps/bangs on drum/dance moves/ actions and asks children to identify the correct numeral to match the count. They could then repeat the action. Adult could then role model using counters to give a visual representation of the counting and amount.

IWB games relating to counting and matching

Have a selection of boxes with different amounts in. Model counting and match numerals -checking with numicon (you could place images onto the holes of the numicon).

Model using IWB or white boards and pen to tally as you count.

Use different die some with spots and some with numerals or dominoes and ask children to identify the numeral and then match the quantity according to the pattern. Read the numeral first and then touch count the spots correctly to determine the quantity.

Present the numeral first and then use numicon to match the numeral and count how many in different frames. Press into playdough or make a print with paint.

Numerals on the floor or roll a dice with numbers on (not dots) - correct number of jumps/claps/bangs on drum/dance moves.

Invite the children to give or choose a numeral and match/place objects/images into different arrangements and count them. (horizontal/vertical/group/zig zag etc). Ensure children are touch counting correctly.

Place numeral cards on the floor and ask children to find the correct number of images to match the numeral and ensure role modelling of tally / matching to numicon / writing numerals. **Opportunities for adults to model correct sequence of movements to form the numerals.**

are there altogether? Role model including the addition sign between the two groups.

Make paint splats/ dabbers in two different groups, and count the total to solve addition problems. Then splat the total. Continue to practice writing the corresponding numeral.

Use whiteboards /paper/easel and chalk to record addition number sentences and write answers.

Roll two die/pick 2 numicon frames/number cards to create addition and subtraction number sentences. Remind children to start with the largest number.

Throw balls into a tin and count the sounds. Remove the balls and count back for subtraction use a number line. How many are left? Model and create the number sentences using objects/ images/ counters, numerals and symbols.

Create number sentences with missing +,-,= and the children fill in the gaps.

Use whiteboards /paper/easel and chalk to record subtraction number sentences and write answers.

Invite children to problems solve simple scenarios e.g. Three boys were playing with 3 boxes how many items all together? Then make the sum together. This can be done practically with objects and then with numerals and symbols.  
Use counters to solve the word problems.