

Planning for Depth of Understanding in Early Years

<p style="text-align: center;">COMPARISON</p> <p>Comparing size Comparing the size of quantities, same/bigger/smaller</p> <p>More/less More/less when comparing quantities, how many more/less</p> <p>Ordering Order numbers, larger/smaller/equal, number patterns</p> <p>Equivalence and difference Equal and not equal, numerical difference (addition and subtraction)</p>	<p style="text-align: center;">CARDINALITY</p> <p>Number conservation How ever the objects are arranged and regardless of differences in the objects, there is the same quantity</p> <p>Subitising (procedural) Recognising small quantities without counting (including fingers)</p> <p>Counting Number sequence, 1:1 correspondence, counting out from a larger group, estimation, items (objects, actions, sounds), counting in groups</p> <p>Hierarchical Inclusion A quantity includes all smaller quantities counted up to that number</p>
<p style="text-align: center;">COMPOSITION</p> <p>Knowing how numbers are made of other numbers Numbers within numbers, odd/even patterns</p> <p>Part-whole relationships 2 or more parts that make a whole, equal parts</p> <p>Subitising (conceptual) Recognition of small groups (without counting) within a larger whole (e.g. recognising 3 and 4 within 7)</p> <p>Partitioning Separating into 2 or more groups, patterns of number composition (e.g. pairs of numbers which make 10), partitioning using 5 or 10 (5 and some more, 10 and some more)</p>	<p style="text-align: center;">CHANGE</p> <p>Aggregation (combining) Combining two or more groups (including groups of 0), 'counting all', undoing partitioning (separating)</p> <p>Partitioning (separating) Separating one group of objects into two or more groups, undoing aggregation (combining)</p> <p>Augmentation Increasing as adding to, counting on, growing patterns, undoing reduction</p> <p>Reduction Decreasing as taking from/away, counting on/back, undoing augmentation</p>