

# Criteria for planning and assessing subitising

Subitising	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
<b>Notice</b>	<ul style="list-style-type: none"> <li>• help children to recognise groups of objects and marks in familiar positions</li> <li>• use everyday materials with consistent grouping of marks, such as playing cards, dominoes and dice, to play games</li> <li>• action songs with quantities up to five</li> <li>• play matching games to point out groups of marks that are the same</li> <li>• play snap</li> <li>• model guessing a quantity up to four in different contexts, such as snack time or pencils in a pot</li> <li>• reaffirm children's guesses by modelling accurate counting, pointing to each mark until children no longer require this level of support</li> <li>• play games that enable children to develop their visual discrimination and memory, such as Kim's Game, so that children can notice what is the same, different or missing</li> </ul>	<ul style="list-style-type: none"> <li>• everyday materials with consistent grouping of marks, such as dice, playing cards, dominoes</li> <li>• number lines and floor tiles, with dots corresponding to numerals</li> <li>• different types of dice, for indoor and outdoor use</li> <li>• large and small playing cards that represent quantity to 10</li> <li>• varied sets of dominoes</li> <li>• frequent interactive displays, which use different materials to present quantities up to five in a familiar arrangement</li> <li>• egg boxes, muffin trays and candleholder, as everyday examples of regular representations of number</li> <li>• coloured objects that can be arranged in small groups, e.g. counters, compare bears</li> </ul>	<ul style="list-style-type: none"> <li>• children will have a go at guessing a number of marks or objects</li> <li>• children will be able to instantly recognise and say the correct quantity without counting marks or objects</li> <li>• children will begin to point out and independently seek familiar arrangements of groups of objects or marks</li> </ul>

# Review and evaluate

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## Behaviours a child could demonstrate to show understanding:

- children will have a go at guessing a number of marks or objects
- children will be able to instantly recognise and say the correct quantity without counting marks or objects
- children will begin to point out and independently seek familiar arrangements of groups of objects or marks

### Observation:

Evie said, **"I can see six eggs in the box."**

### Evaluation:

Evie is pointing out a familiar pattern of six, like on dice.

### Observation:

Oliver guessed there were three bananas in the group. He then said, **"That looks like three bananas."**

### Evaluation:

Oliver is guessing sensible amounts before counting.

### Observation:

Jude said, **"There are only two apples left."**

### Evaluation:

Jude is 28 months old and instantly recognised only two apples in a bowl of fruit.

### Observation:

Leo said, **"There are three lids."**

### Evaluation:

Leo is able to instantly recognise three; he did not need to count them.