

Criteria for planning and assessing subitising

Subitising	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
Notice	<ul style="list-style-type: none"> • help children to recognise groups of objects and marks in familiar positions • use everyday materials with consistent grouping of marks, such as playing cards, dominoes and dice, to play games • action songs with quantities up to five • play matching games to point out groups of marks that are the same • play snap • model guessing a quantity up to four in different contexts, such as snack time or pencils in a pot • reaffirm children’s guesses by modelling accurate counting, pointing to each mark until children no longer require this level of support • 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 	<ul style="list-style-type: none"> • everyday materials with consistent grouping of marks, such as dice, playing cards, dominoes • number lines and floor tiles, with dots corresponding to numerals • different types of dice, for indoor and outdoor use • large and small playing cards that represent quantity to ten • varied sets of dominoes • frequent interactive displays, which use different materials to present quantities up to five in a familiar arrangement • egg boxes, muffin trays and candle holders, as everyday examples of regular representations of number • coloured objects that can be arranged in small groups, e.g. counters, compare bears 	<ul style="list-style-type: none"> • 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

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Copy	<ul style="list-style-type: none"> • arrange identical groups of objects and marks and help children to recognise the exact match • play matching games such as snap to reinforce the match and its value, e.g. a five of clubs and a five of hearts. Then ask the children to copy the pattern using objects • make your own playing cards to repeat the positions of the markings • encourage children to have a go at matching a small group of natural objects that you have arranged • encourage children to talk about what is the same • provide examples of incomplete groupings or markings, and encourage the children to complete the arrangement, so that it is an exact match, e.g. "There is one shell missing here. Where does it go?" • provide examples in which the number of objects or marks are equal but their positions do not exactly match, e.g. "Can you help me to move this ball so that it is in the right place?" 	<ul style="list-style-type: none"> • everyday materials with consistent grouping of marks such as dice, playing cards, dominoes • number lines and floor tiles with dots, corresponding to numerals • different types of dice, for indoor and outdoor use • large and small playing cards that represent numbers to ten • varied sets of dominoes • egg boxes, muffin trays and candle holders, as everyday examples of regular representations of number • many varied objects that can be arranged in small groups, which are natural and manmade • images and photographs that reinforce the regular arrangements of numbers, for the children to copy • opportunities to copy groupings using as many different media as possible 	<ul style="list-style-type: none"> • children will have a go at copying the number of objects or marks they can see and count in the correct positions • children will be able to instantly recognise and say the correct quantity in the original arrangement and will make their copy with confidence • children will find familiar models to copy • children will look critically at different arrangements, to identify an exact match • children will identify missing characteristics in an inaccurate replica • children will remain confident that they can replicate the new model accurately when the objects are changed or moved • children will be able to explain the accuracy of their copy

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Extend	<ul style="list-style-type: none"> • play games that enable children to recognise quantities in regular and irregular representations, e.g. packs of cards with varied dot arrangements or flashcards of varied dot arrangements, for children to recognise in a short time • point out and model when children recognise familiar arrangements of objects or marks within a larger group, e.g. "I can see three cakes in a muffin tray. What can you see?" • encourage children to have a go and talk about quantities they can see, prompting further recognition such as "I can see three eggs in the egg box and three spaces for more eggs" • empower parents to continue conversations about recognising quantities at home 	<ul style="list-style-type: none"> • irregular patterns of small quantities of objects or marks • irregular patterns of larger quantities of objects or marks, in order that children can begin to recognise the familiar smaller numbers within the larger arrangement • interactive displays providing examples of regular and irregular arrangements of objects or marks • many and varied examples and opportunities to recognise and rearrange small numbers of objects • a larger collection of objects, which could be regrouped into smaller collections. For example: regrouping five into a group of three and a group of two 	<ul style="list-style-type: none"> • children will be able to recognise smaller quantities in different arrangements, up to six objects, depending upon the way in which they are arranged • children will begin to recognise smaller quantities within a larger arrangement of marks or objects • children will be confident in their approach and demonstrate resilience when regrouping larger quantities, visually, using their memory of familiar groups • children will talk about the arrangements they can see and recognise • children will talk about how they use the numbers they recognise and know how to break up larger quantities
Create	<ul style="list-style-type: none"> • model arranging items in familiar positions in small groups • plan activities that encourage children to regroup objects from a larger group into smaller groups, to make regular and irregular arrangements, talking about recognisable quantities during the process • seize opportunities during independent learning and encourage children to explore many different ways of arranging groups of quantities they recognise 	<ul style="list-style-type: none"> • a variety of mark-making implements, for children to recreate quantities they recognise in familiar arrangements, e.g. bingo markers, ink stamps, etc • play dough, salt dough, clay with cake trays, chocolate trays, and other implements to order and organise small amounts in varied arrangements • opportunities for children to independently use open-ended resources that invite them to apply group recognition skills, indoors and outdoors, when subitising naturally occurs. For example, blocks of different sizes, junk modelling, etc 	<ul style="list-style-type: none"> • children will meet their own challenges, using objects and mark-making tools to create familiar groupings • children will begin to use their group-recognition skills to regroup numbers. For example, the children will recognise three conkers and count one more • children will be able to explain how they identified small quantities