



Implementation summary

The goal of counting, quantifying and numeral–quantity match is **quantifying amounts accurately and as efficiently as possible**.

- Students need to learn **different ways of quantifying amounts**. They may count each object, recognise a small quantity without counting, use groups to work out how many, or match a quantity to a numeral.
- Build strong counting foundations. Teach students to say number words in order, count each object once, keep track of counted objects, and understand that **the last number counted tells how many**.
- Move gradually from **small, structured quantities** towards **larger and less structured quantities** through **counting, subitising and groupitising**.
- Use structured representations such as **fingers, dice patterns, dominoes, five-frames, ten-frames, rekenreks, cardinality charts and bundles of ten** to help students see and explain quantities.
- Make children aware that there can be **different ways of seeing and organising quantities**. For example, 7 might be counted one by one, recognised as 5 and 2 more on a ten-frame, shown as 5 fingers and 2 more fingers, or built as 7 blocks.
- Keep viewing times short during subitising and groupitising practice to reduce reliance on counting, and decrease viewing time as fluency increases.
- Use counting strategically. Count to build accuracy and cardinality, and use **"count to check"** when students are unsure, when there is an error, or when the focus is matching a numeral to a quantity.
- Use brief, frequent **core routines** for whole-class practice, such as cardinality charts, number recognition card flash, finger automaticity, dot cards, and five-/ten-frame quick images.
- When students are inaccurate or unsure, adapt core routines for explicit instruction using: **Warm-up → Teacher Modelling → Guided Practice → Supported Independent Practice → Correction routine**.
- Provide many opportunities for students to respond. Use choral responses, fingers, partner talk, building with materials, and short explanations such as: "I counted each object once." "I knew it without counting." "I saw 5 and ____ more."
- Use frequent, brief practice sessions to develop **accuracy, efficiency and fluency** before moving to cumulative review across mixed quantities, arrangements, numerals and representations.