	Common Language	Elaborate	Evaluate
1. Primitive Modelling	**Subitising** Instantly recognizing the number of objects in a small group, without counting. You can see that there are 5 coins without counting. **Trusting the Count** The different ways of making numbers to 10, "8 is 8 regardless of how it is arranged / presented" without having to model or count-all or recount the whole collection, using the count-on from larger strategy. **Part-Part-Whole Knowledge** The ability to see and recognise a number in terms of its parts. e.g. The ability to see 8 in terms of: 4 and 4, or 5 and 3 more or 2 less than 10.	**Higher Order Questions:** **Chicken Scramble** Why did you choose this method? Why is your method of counting better than another? Can you think of another way to count your counters? **Array Play** Where have you seen arrays in the real world? Could you arrange the counters in another array? **Trusting the Count** Why do we count on from the bigger number? **Using Part- Part Whole** Convince me that you have this number. How else could it be made? Show me.	**Chicken Scramble** What does this activity tell us about effectively counting large groups? **(SRA) Share/Reflect/Assess** **Turn and Talk. Refer to Glossary.** **Array Play** What is the value/benefit of arranging numbers in an array? The amount is 24, how many different arrays can you make? **Trusting the Count** **(SRA) Secrets of your Success** How were you able to recognise the amount in the collection? **Using Part- Part Whole** **(SRA) See/Saw** How many ways can you make ten? Recall number facts to ten.