

Aspect 2: I Can Solve Counting Problems

NSW Numeracy Continuum, Aspect 2: Counting as a Problem Solving Process – Early Arithmetic Strategies (Source: NSW Department of Education & Communities (2010), Numeracy Continuum K – 10. Available at URL: <u>http://www.numeracycontinuum.com/index.php/continuum-chart</u>)

EMERGENT



I can recognise some number words.

PERCEPTUAL

- I can count items to find the total.
 - I can add numbers by using materials or my fingers.
 - I can subtract numbers by using materials or my fingers.

FIGURATIVE

I can visualise hidden items and find the total by counting from one.

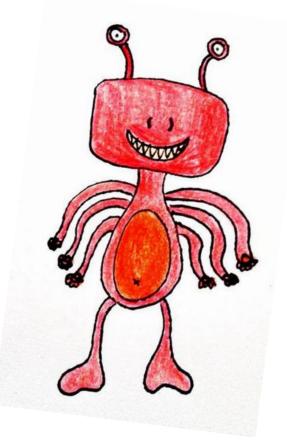
I can use my fingers to help me find the total of two hidden collections (for totals greater than 10).

COUNTING ON AND BACK

- I can count on from any number to solve addition problems.
- I can count back from any number to solve subtraction problems.

FACILE (FLEXIBLE)

- I can use known facts to solve addition problems involving one or two digits (e.g. 7 and 3 makes 10 so 17 and 3 makes 20).
- I can use known facts to solve subtraction problems involving one or two digits (e.g. 10 take away 6 is 4 so 20 take away 6 is 14).



Important Note to Teachers, Parents and Caregivers: This this guide should be used with direct reference to the relevant aspect and section of the NSW Department of Education & Communities Numeracy Continuum K – 10, 2010.