

## Numeration and counting

	<b>Stage 1</b> (Junior & Senior Infants)	<b>Stage 2</b> (1st & 2nd Class)	<b>Stage 3</b> (3rd & 4th Class)	<b>Stage 4</b> (5th & 6th Class)
<i>Through appropriately playful and engaging learning experiences, children should be able to</i>				
<b>Learning Outcomes</b>	<p>develop an awareness that the purpose of counting is to quantify.</p> <p>use a range of counting strategies for a range of purposes.</p>	demonstrate proficiency in using and applying different counting strategies.		
<b>Mathematical concepts</b>	Quantities can be subitised and compared without needing to count or assign a numerical value.	Estimation and counting strategies can be applied to determine quantities / calculations.		
	There are five principles of counting; one-one, stable order, cardinal, order irrelevance and abstraction.	The reasonableness of estimations can be tested by counting.		
	The last number in the count indicates the quantity in a set.	There are a range of strategies for counting forwards and backwards.		
	There are a range of counting strategies, including grouping objects and arranging objects in various visual configurations.			