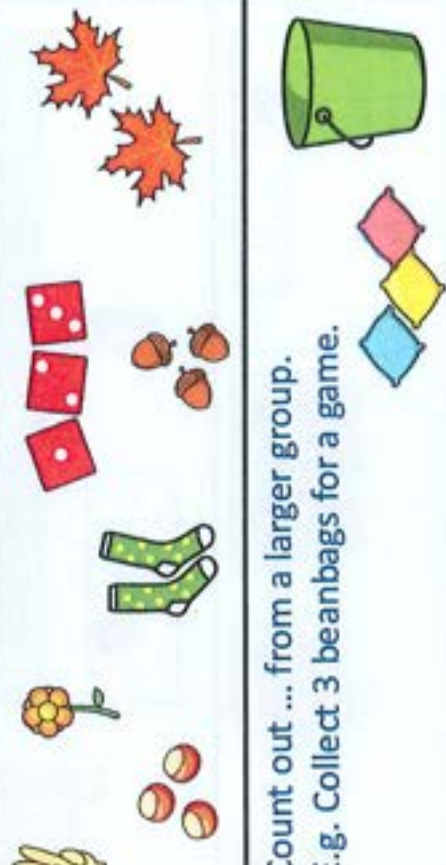














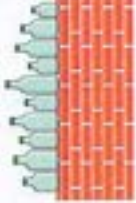








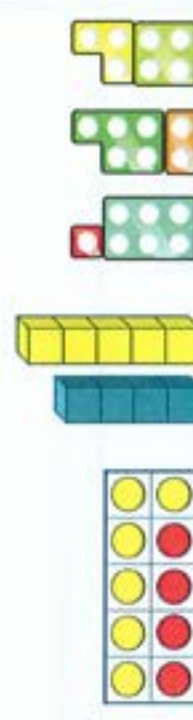




Addition

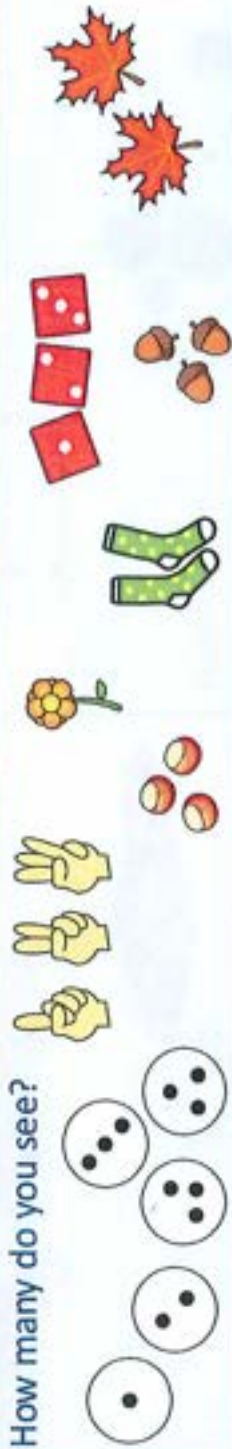



	<ul style="list-style-type: none"> Begin to have an understanding of numbers to 5 We recommend focusing on noticing and representing small quantities, perceptual subitising and counting. 	
<p>Progression of skills</p>	<p>Key representations</p> 	
<p>Subitise to 3</p> <p>Instantly see how many.</p>	<p>How many do you see?</p> 	<p>Count out ... from a larger group. E.g. Collect 3 beanbags for a game.</p> 
<p>Count how many</p> <p>Begin to count objects using 1-1 correspondence.</p>	<p>How many are there?</p> <p>1 2 3 4 5</p> 	<p>Begin to link numerals to quantities.</p> 
<p>Make numbers to 5</p> <p>Start by showing 1, 2 and 3 using fingers.</p>	<p>Show me...</p> 	<p>How many do I have now?</p> 
<p>Add 1 more</p> <p>Through stories, songs and rhymes.</p>		

	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
<p>Progression of skills</p> <p>Conceptually subitise to 5</p> <p>Notice the parts that make up the whole.</p> <p>1 more</p> <p>Continue to link to stories, songs and rhymes.</p>	<p>Key representations</p> <p>What do you see? How do you see it?</p>      <p>1 more</p>  
<p>Notice the composition of numbers within 10</p> <p>Link to stories, songs and rhymes.</p>	<p>How many...? How many...? How many altogether?</p>     <p>How many ways can you make...?</p>     


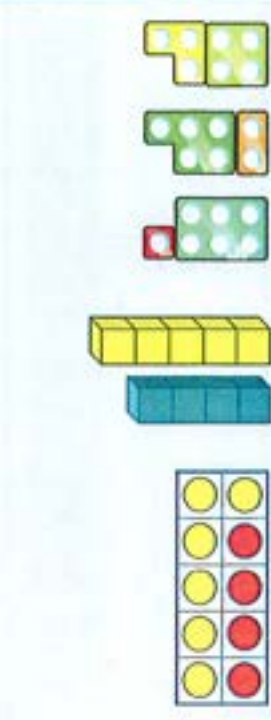

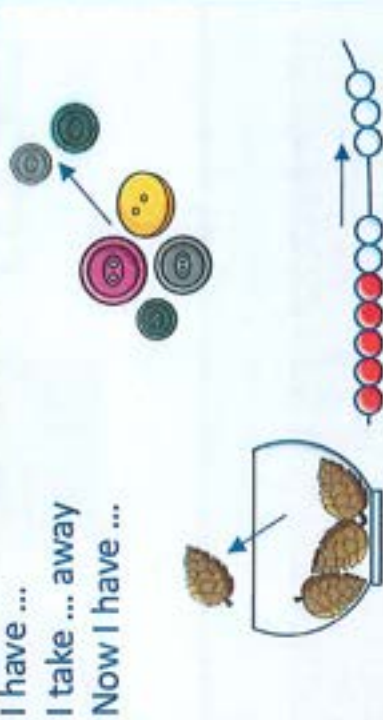
Addition

Progression of skills	Key representations	
<p>Combine 2 groups</p> <p>2 groups are combined to find the total.</p>	<p>There are ... There are ... There are ... altogether.</p> 	<p>.... and make</p> 
<p>Add more</p> <p>A quantity is increased.</p>	<p>First... Then.... Now....</p> 	<p>I have I add more. Now I have....</p> 


Subtraction

	<ul style="list-style-type: none"> Begin to have an understanding of numbers to 5 We recommend focusing on noticing and representing small quantities, perceptual subitising and counting.
<p>Progression of skills</p>	<p>Key representations</p>
<p>Subitise to 3</p> <p>Instantly see how many.</p>	<p>How many do you see?</p> 
<p>Count how many</p> <p>Begin to count objects using 1-1 correspondence.</p>	<p>How many are there?</p> <p>1 2 3 4 5</p>  <p>Count out ... from a larger group. E.g. Collect a cup for everyone at the table.</p>
<p>Make numbers to 5</p> <p>Start by showing 1, 2 and 3 using fingers.</p>	<p>Show me...</p>  <p>Begin to link numerals to quantities.</p>
<p>Take 1 away</p> <p>Through stories, songs and rhymes.</p>	<p>How many do we have now?</p> 

Subtraction

Progression of skills	Key representations	
<p>Partition</p> <p>Using objects, explore different ways to partition a number into 2 or more parts.</p>	<p>There are ... altogether. I can see ... here and ... there.</p> 	<p>... and ... make ...</p> 
<p>Take away</p> <p>A quantity is reduced.</p>	<p>First... Then... Now...</p> 	<p>I have ... I take ... away Now I have ...</p> 

Division

	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Progression of skills</p> <p>Sharing</p> <p>Provide practical activities such as sharing items during snack time. Encourage children to check whether items have been shared fairly (equally).</p>	<p>Key representations</p> <p>There are ... altogether. They are shared equally between ... groups.</p> 
<p>Grouping</p> <p>Provide opportunities to make equal groups when tidying up or during snack time. Encourage children to check that each group has the same amount.</p>	<p>There are ... groups of ... There are ... altogether.</p> 