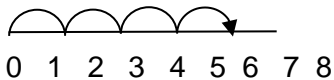



# Addition

## By the end of Foundation Stage

Understand concept and vocabulary of plus, more, sum, total, add, altogether and through practical activities in meaningful contexts within 10 and 20:

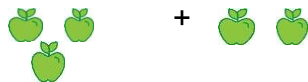
- Songs – e.g. 1,2,3,4,5  
Once I caught a fish alive.
- Count on, altogether, one more etc
- Matching numbers to objects up to 20
- Illustrate number stories with number sentences
- Representing numbers e.g. making marks or using their fingers
- Counting on fingers in a consistent way
- Counting forwards in 1s, 2s and 10s, up to 100 (in preparation for year 1) 20, 100 respectively (Ext 5s) on a number line, number square and with coins



Use Numicon  +  = 

$$4 + 1 = 5$$

Terry has 3 apples and Tony has 2 apples. How many altogether?



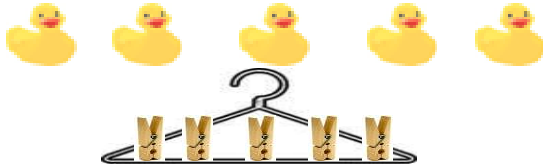
- Begin to work on number bonds to 10 and within 10. Extend up to 20 or within 20 (using Numicon)
- Money – use Numicon to help recognition value of coins and simple addition e.g. 5p + 2p (Blu tack on)

# Subtraction

## By the end of Foundation Stage

Understand concept and vocabulary of -, difference, subtraction, less, minus, take away through practical activities in meaningful contexts within 10 (extend up to 20)

- Songs such as 5 little ducks went swimming one day...

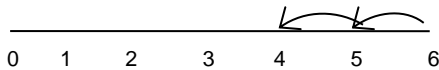


(using images such as pegs)  
e.g. 1 less than 5 (cover 1 peg up)

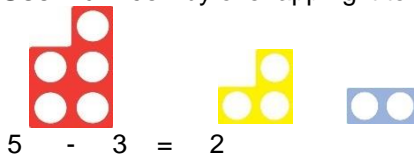
- 1 less , 2 less
- Counting back through practical activities in meaningful contexts
- Pictures/ Marks/Taking objects away  
We made 6 cakes. We ate 2 of them.  
How many cakes are left?



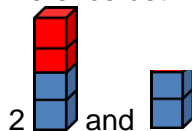
Link to number line  $6 - 2 =$



- Use Numicon by overlapping it to show the difference



The difference between



Ext: Begin to understand inverse of number bonds to 10. e.g.  $10 - 8 = 2$

# Multiplication

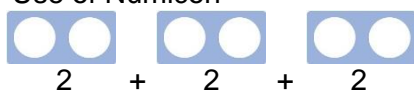
## By the end of Foundation Stage

Understand concept and vocabulary of multiplication (lots of, multiplied by, x times) through practical activities in meaningful contexts

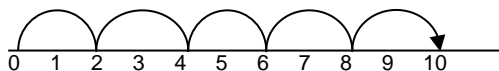
- Counting in 2s and 10s (Extend to 5s)  
Use images/objects/Numicon to support



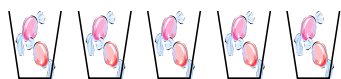
- Beginning to double through the use of objects/images
- Grouping objects in twos or tens, then adding groups of the same number  $2 + 2 + 2$   
Use of Numicon



- Begin to use Number Lines



- There are 2 sweets in one bag. How many sweets are there in 5 bags?



# Division

## By the end of Foundation Stage

- Understand concept and vocabulary of division (sharing, shares, equal groups, 1 whole/half) through practical activities in meaningful context

Sharing 6 cakes between 2 people (scribe the numbers involved in the problem)



Share a bag of 10 sweets between 2 children – one for you, one for me

- Grouping objects equally

How many pairs of socks are there in the “laundrette”?



10 grouped into 2s How many groups?



- Introduce halving even numbers up to 10  
Using multilink, counters etc.

Half of 4

Halving coins

