

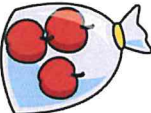


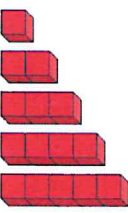
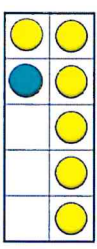
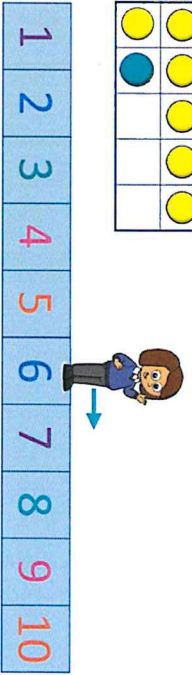
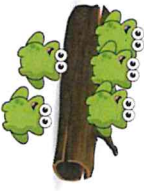
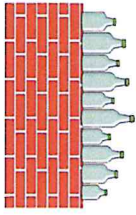
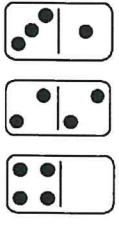
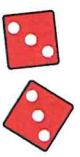
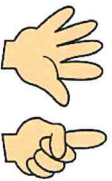

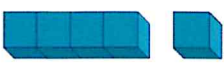
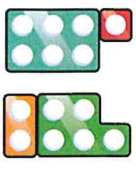
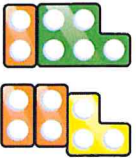
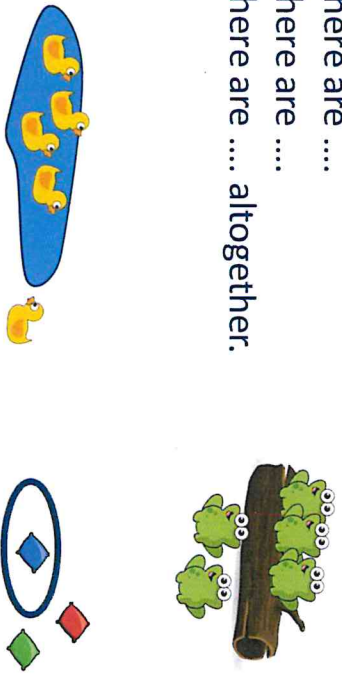
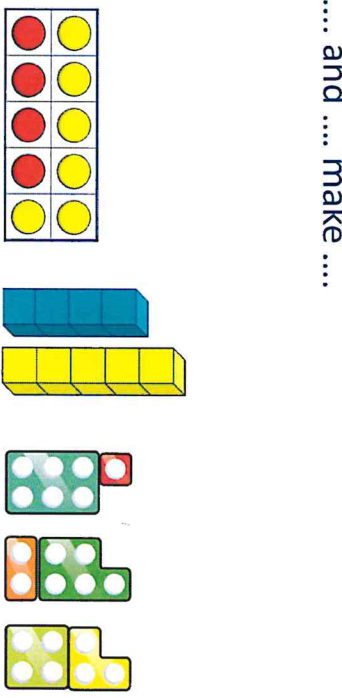
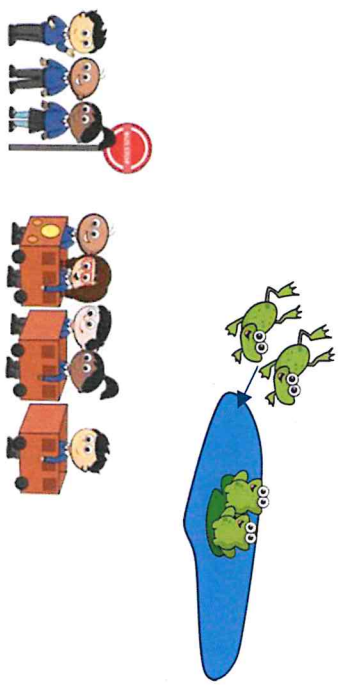
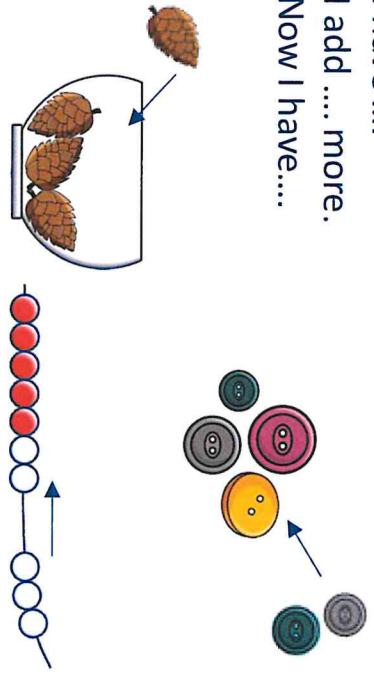



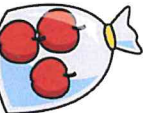



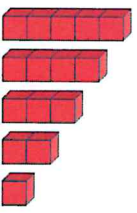
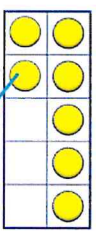
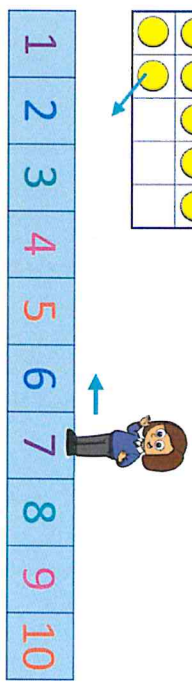

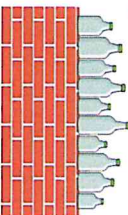

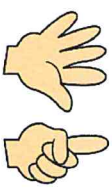


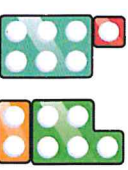


# Addition

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

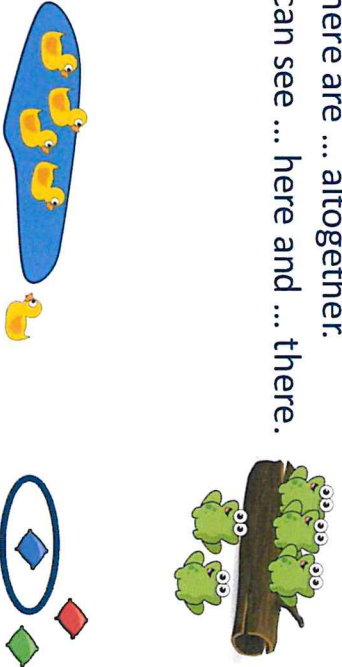
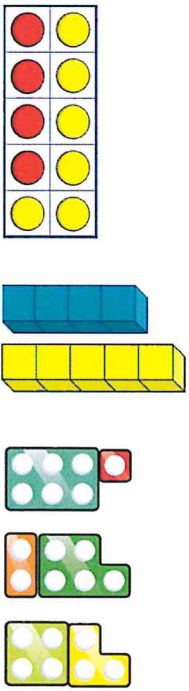
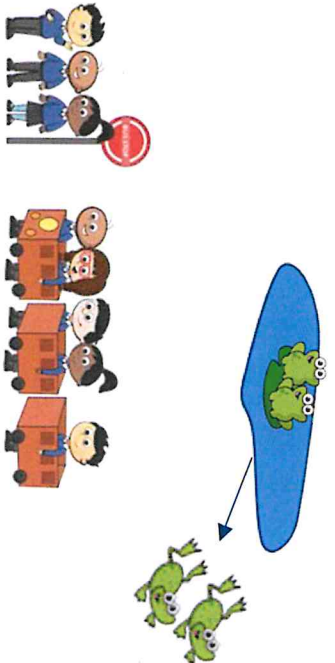
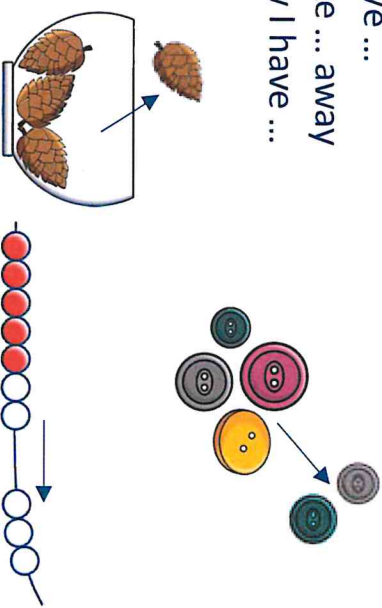
# Addition

Progression of skills	Key representations		
<p><b>Combine 2 groups</b></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><b>Add more</b></p> <p>A quantity is increased.</p>	<p>First... Then.... Now....</p> 	<p>I have ... I add ... more. Now I have....</p> 	

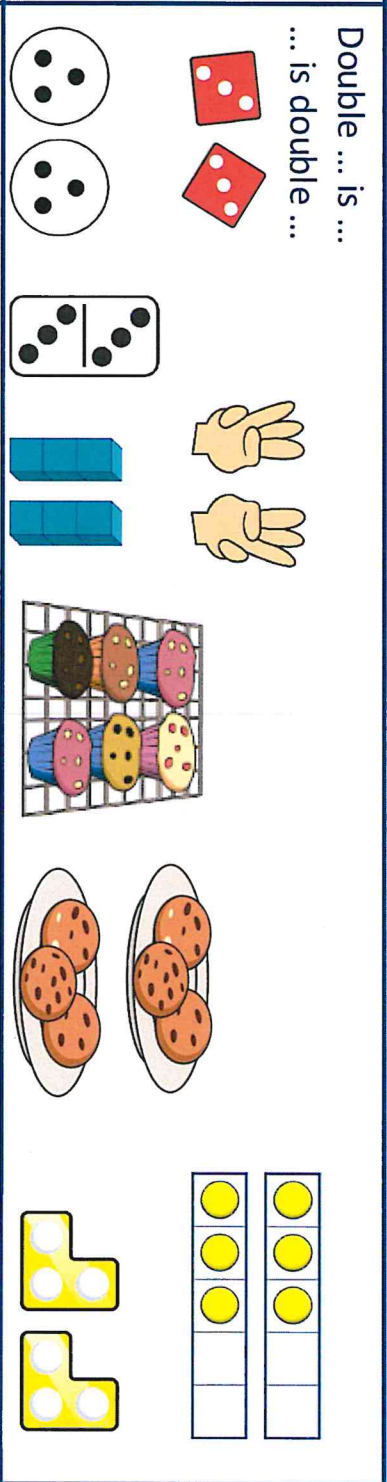
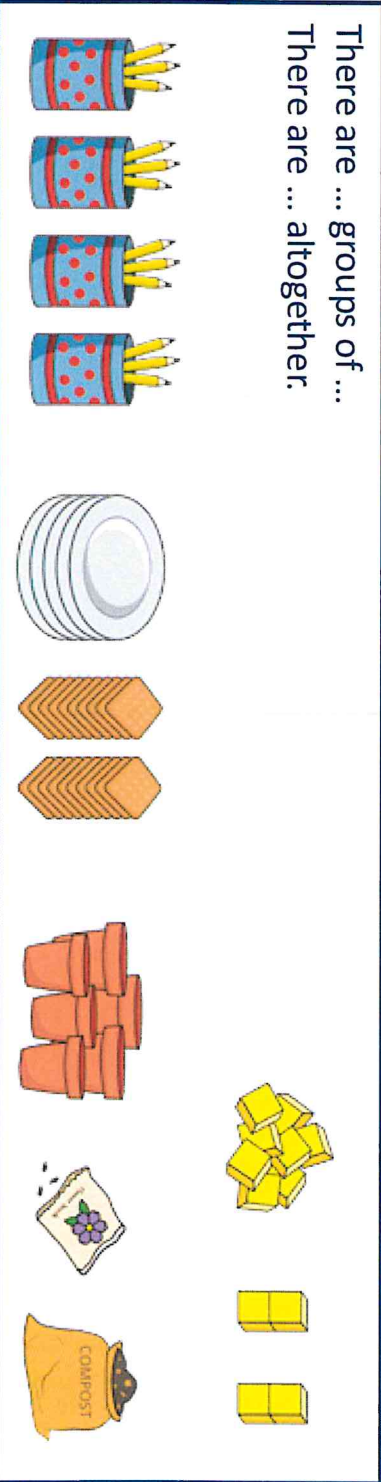
# Subtraction

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

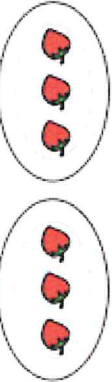

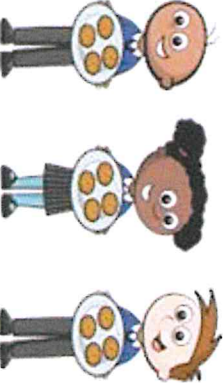
# Subtraction

Progression of skills	Key representations	
<p><b>Partition</b></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><b>Take away</b></p> <p>A quantity is reduced.</p>	<p>First... Then... Now...</p> 	<p>I have ... I take ... away Now I have ...</p> 

# Multiplication

<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>
<p><b>Double to 10</b></p> <p>Prompt children to notice that double means twice as many and to notice that there are two equal groups.</p>	<p>Double ... is ... ... is double ...</p> 
<p><b>Make equal groups</b></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> 

# Division

<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Progression of skills</b></p>	<p><b>Key representations</b></p>
<p><b>Sharing</b></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>There are ... altogether. They are shared equally between ... groups.</p>   
<p><b>Grouping</b></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> 