

EYFS Addition

Guidance/Models and images

Children begin to combine groups of objects or pictures using concrete apparatus.

Solve simple problems using fingers.

Construct number sentences verbally – first then now

Count on to find the answer

Have an understanding of what “more” means and be able to say what is one more than a given number

Number tracks can be introduced to count up on and to find one more

Children make a record in pictures, words or symbols of addition activities.

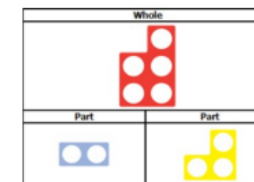
Numicon shapes are introduced to identify 1 more/less, combine pieces to add and find number bonds

Using five and tens frames to support addition of single digits – counting all/combining two groups.

Explore part whole relationship – combining two parts to make a whole

Construct number sentences verbally – first then now

Recording number stories using concrete, pictorial and number sentences



$$2 + 5 = 7$$

EYFS Subtraction

Guidance/Models and images

Concrete apparatus is used to relate subtraction to taking away and counting how many objects are left.

Children would be encouraged to physically move objects using touch counting. By touch counting and dragging in this way children can keep track of how many they are removing so they don't have to keep recounting. They will then touch count the amount that are left to find the answer.

Solve problems using fingers

Count back to find the answer

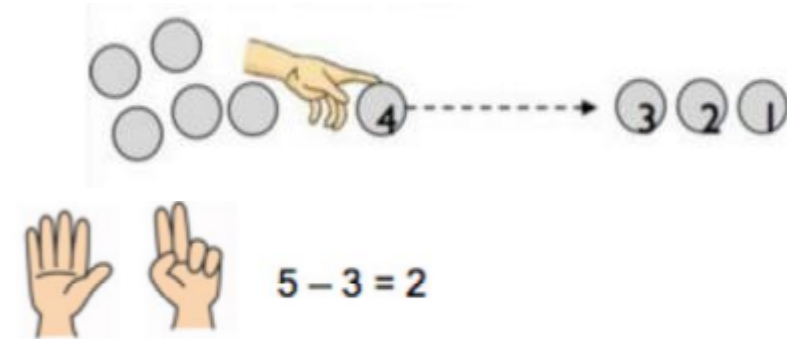
Have an understanding of what "less" means and be able to say what is one less than a given number. What is one less than 9?

Number tracks can be introduced to count back and to find one less

Children make a record in pictures, words or symbols of subtraction activities.

Construct number sentences verbally – first then now

Recording number stories using concrete, pictorial and number sentences



EYFS Multiplication

Guidance/Models and images

Experiencing equal groups of objects

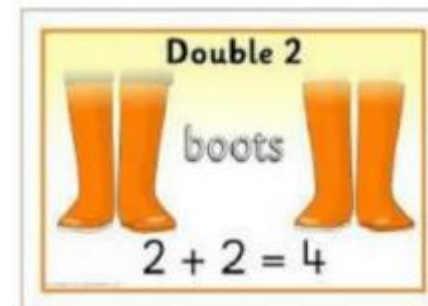
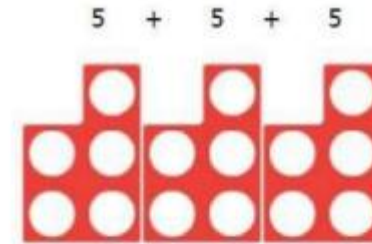
The link between addition and multiplication can be introduced through doubling and reinforced through repeated addition of the same number.

Numicon is used to visualise the repeated adding of the same number

Children begin with mostly pictorial representations e.g. how many groups of 2 are there? $2 + 2 + 2$, so 3 groups of 2.

Real life contexts and use of practical equipment is used to count in repeated groups of the same size e.g. how many feet are there altogether?

They think about doubling when solving practical problems



EYFS Division

Guidance/Models and images

Division can be introduced through halving or sharing an equal amount into 2 groups using concrete apparatus (introducing children to fractions)

Children can then be introduced to pictorial representations linked to real life contexts

Children need to see and hear representations of division as both grouping and sharing

Grouping model

Mum has six socks. She grouped them into pairs. How many pairs did she make?

Sharing model

I have 10 sweets. I want to share them with my friend. How many will we have each?

Children make a record in pictures, words or symbols of division activities

