
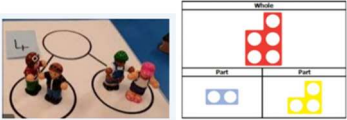

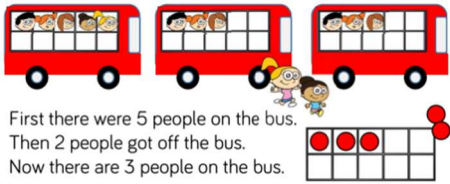

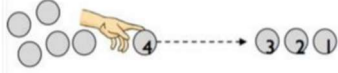
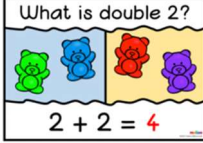

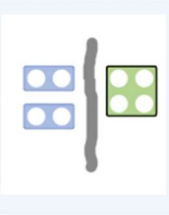
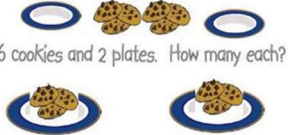


R	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
	<p>In Reception, key skills including subitising, counting, composition, sorting and matching and comparing and ordering are taught. By the end of Reception, children are expected to know their number bonds to 10.</p> <p>Real objects, number tracks, counters, number frames, Numicon, stories, rhymes and songs are used to develop understanding of number and addition.</p> <p>Children explore the different compositions of numbers up to 10, focusing on 3 first, then 4 and 5, then 6, 7 and 8, then finally 9 and 10. E.g. 3 can be composed of 2 and 1.</p> <p>Objects, ten frames and numicon are used to explore number bonds to 10.</p> <p>Five frames, objects, fingers and counters are used to find one more than a given number and the link between counting forwards and one more is made explicit.</p> <p>Ask children to make a number on a five frame.</p>  <p>Can you show me one more? One less?</p> <p>Children are introduced to parts and whole to combine 2 amounts together using part-whole models. Using objects and Maths stories, children learn how to add more by finding the number of objects they have at first and then counting on to find the total.</p> 	<p>In Reception, children will engage in a variety of counting songs and rhymes and practical activities related to subtraction.</p> <p>Five and ten frames, number tracks objects and counters are used to find one less than a given number and the link between counting backwards and one less is made explicit.</p> <p>Ask children to make a number on a five frame.</p>  <p>Can you show me one more? One less?</p> <p>Real objects and Maths stories are used to show children that the quantity of a group can be changed by taking items away.</p>  <p>First there were 5 people on the bus. Then 2 people got off the bus. Now there are 3 people on the bus.</p>  <p>After counting out objects, children are encouraged to physically remove these by counting and dragging them away. They then count how many are left.</p> 	<p>In Reception, children will engage in a wide variety of songs, rhymes, games and activities related to multiplication. In practical activities and through discussion they will begin to solve problems involving doubling.</p> <p>Children are given opportunities to build doubles using real objects and they begin to relate doubles as repeated addition.</p>  <p>eg: 'Three apples for you and thee apples for me. How many apples altogether?'</p>   <p>Children learn the concept of equal groups and can recognise when groups are equal or not equal.</p>	<p>In Reception, children will engage in a wide variety of stories, songs, rhymes, games and activities. In practical activities and through discussion they will begin to solve problems involving halving and sharing.</p> <p>Children learn to recognise what equal groups are and practise sharing items out equally and problem solve with grouping and sharing.</p>  <p>Eg. Can you arrange the sweets into groups of 2? How about groups of 3? Can you give me half your sweets?</p> <p>Children are taught to identify even and odd numbers by being shown that some quantities will share equally into 2 groups and some wont.</p>