
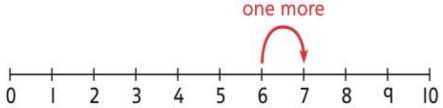
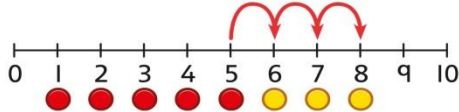

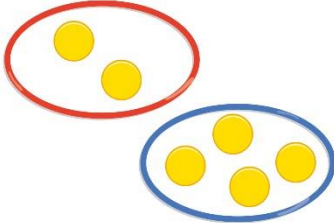
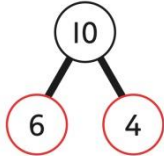


EYFS

	Concrete	Pictorial	Abstract
EYFS Addition	<p>Counting and adding more Children add one more person or object to a group to find one more.</p>	<p>Counting and adding more Children add one more cube or counter to a group to represent one more.</p>  <p><i>One more than 4 is 5.</i></p>	<p>Counting and adding more Use a number line to understand how to link counting on with finding one more.</p>  <p><i>One more than 6 is 7. 7 is one more than 6.</i></p> <p>Learn to link counting on with adding more than one.</p>  <p>$5 + 3 = 8$</p>
	<p>Understanding part-part-whole relationship Sort people and objects into parts and understand the relationship with the whole.</p>  <p><i>The parts are 2 and 4. The whole is 6.</i></p>	<p>Understanding part-part-whole relationship Children draw to represent the parts and understand the relationship with the whole.</p>  <p><i>The parts are 1 and 5. The whole is 6.</i></p>	<p>Understanding part-part-whole relationship Use a part-whole model to represent the numbers.</p>  <p>$6 + 4 = 10$</p> <p>$6 + 4 = 10$</p>

Knowing and finding number bonds within 10
Break apart a group and put back together to find and form number bonds.

$3 + 4 = 7$

$6 = 2 + 4$

Knowing and finding number bonds within 10
Use five and ten frames to represent key number bonds.

$5 = 4 + 1$

$10 = 7 + 3$

Knowing and finding number bonds within 10
Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.

a)

b)

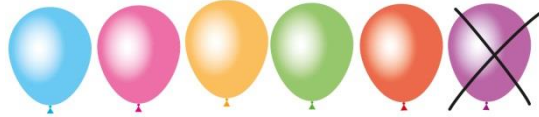
$4 + 0 = 4$
 $3 + 1 = 4$

Adding by counting on
Children use knowledge of counting to 20 to find a total by counting on using people or objects.

Adding by counting on
Children use counters to support and represent their counting on strategy.

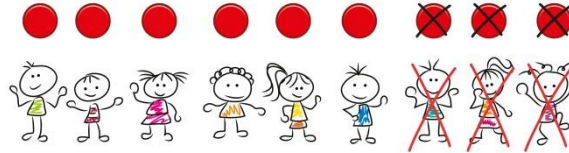
**EYFS
Subtraction**

Counting back and taking away
Children arrange objects and remove to find how many are left.



1 less than 6 is 5.
6 subtract 1 is 5.

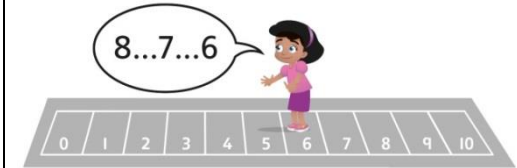
Counting back and taking away
Children draw and cross out or use counters to represent objects from a problem.



$$9 - \square = \square$$

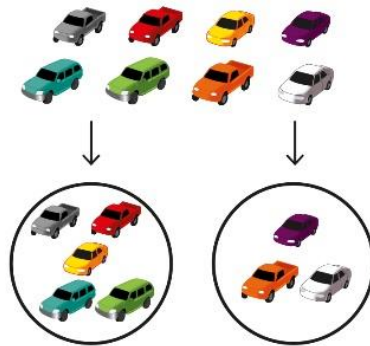
There are children left.

Counting back and taking away
Children count back to take away and use a number line or number track to support the method.




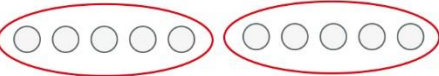


$$9 - 3 = 6$$

Finding a missing part, given a whole and a part
Children separate a whole into parts and understand how one part can be found by subtraction.



$$8 - 5 = ?$$

	<p>Subtraction within 10 Understand when and how to subtract 1s efficiently.</p> <p>Use a bead string to subtract 1s efficiently.</p>  <p>$5 - 3 = 2$</p>	<p>Subtraction within 10 Understand when and how to subtract 1s efficiently.</p>  <p>$5 - 3 = 2$</p>	<p>Subtraction within 10 Understand how to use knowledge of bonds within 10 to subtract efficiently.</p> <p>$5 - 3 = 2$</p>
<p>EYFS Division Double and halving</p>	<p>Grouping Learn to make equal groups from a whole and find how many equal groups of a certain size can be made.</p> <p>Sort a whole set people and objects into equal groups.</p>  <p><i>There are 10 children altogether. There are 2 in each group. There are 5 groups.</i></p>	<p>Grouping Represent a whole and work out how many equal groups.</p>  <p><i>There are 10 in total. There are 5 in each group. There are 2 groups.</i></p>	
	<p>Sharing Share a set of objects into equal parts and work out how many are in each part.</p> 