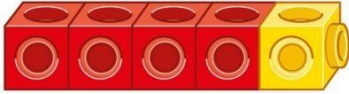
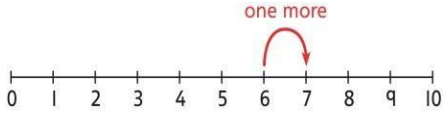
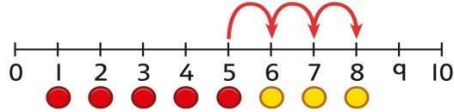

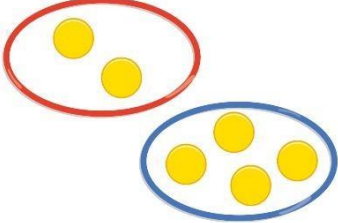
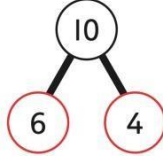


EYFS

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

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)

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

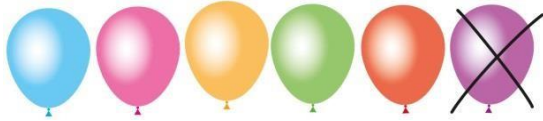
Adding by counting on
Children use knowledge of counting to 20 to find a total by counting on using people or objects.

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

EYFS Subtraction

Counting back and taking away

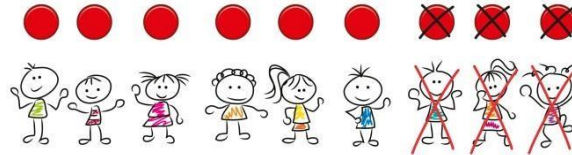
Children arrange objects and remove to find how many are left.



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.

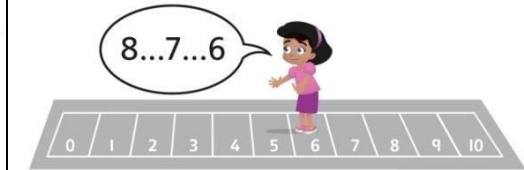


$$9 - \square = \square$$

There are children left.

Counting back and taking away

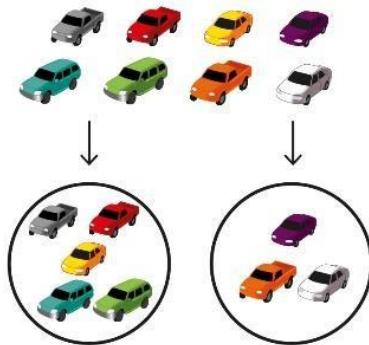
Children count back to take away and use a number line or number track to support the method.



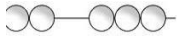
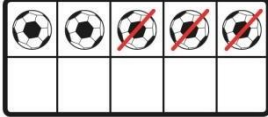

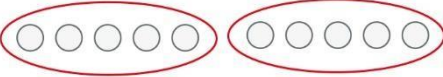
$$9 - 3 = 6$$

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> 