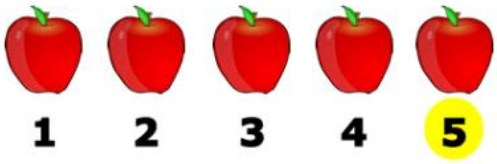
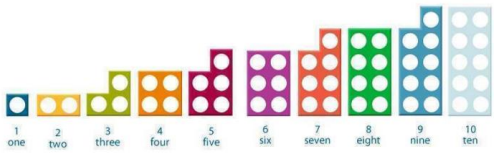
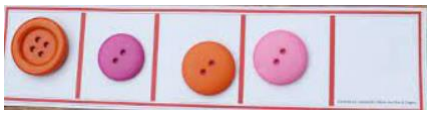
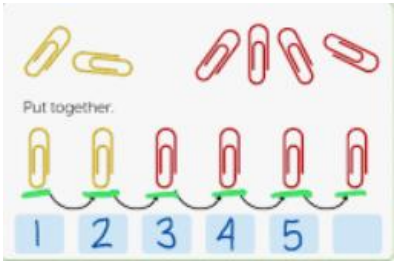
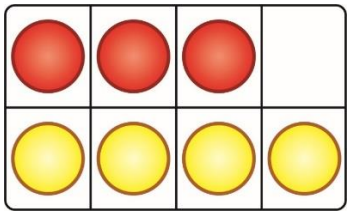
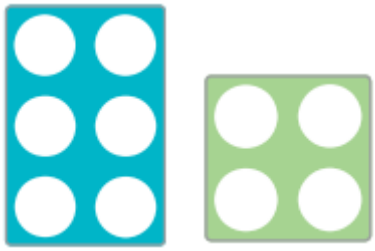
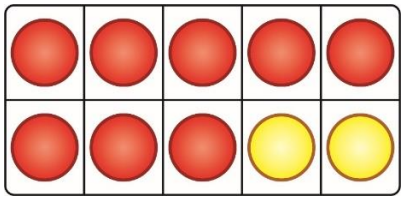
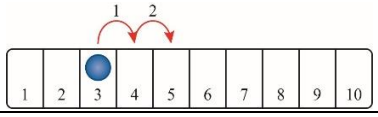
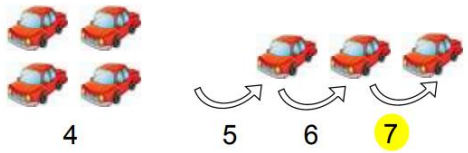
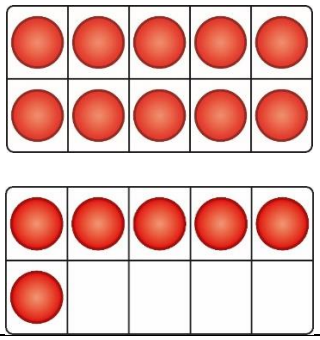
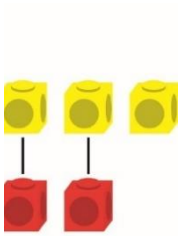
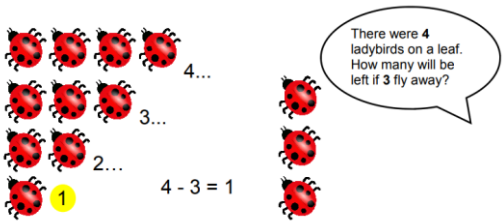
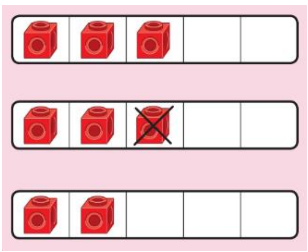
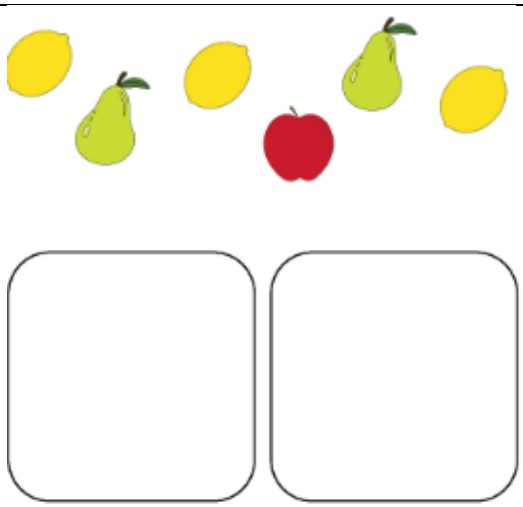
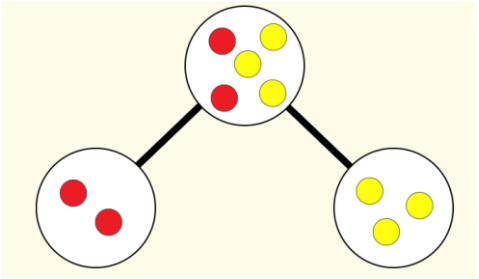
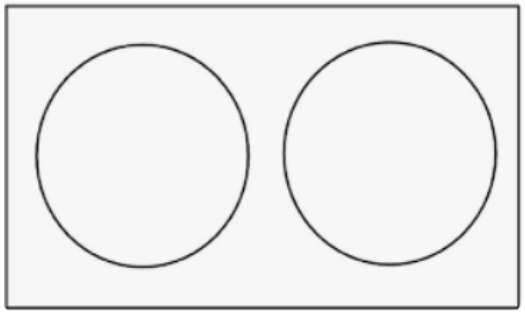
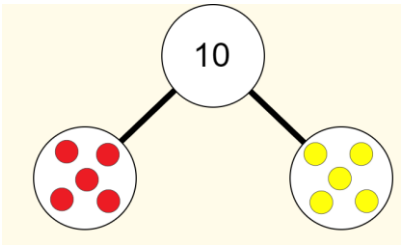
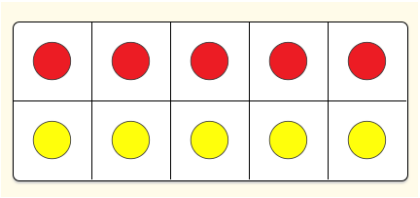
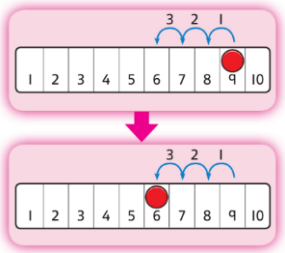
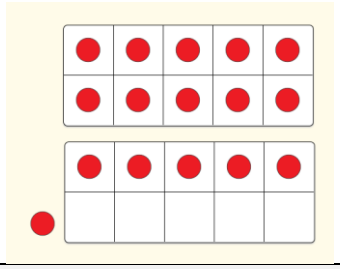
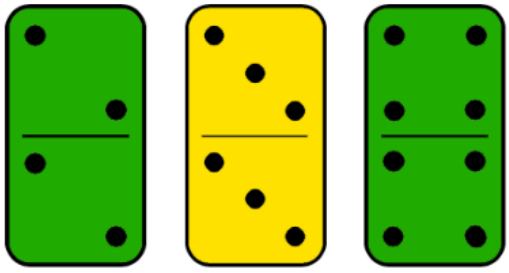
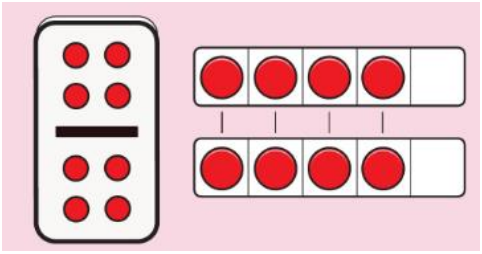
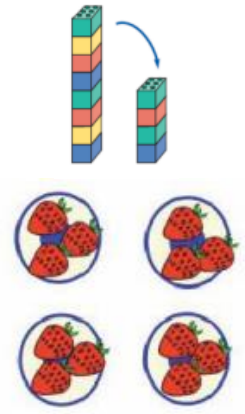
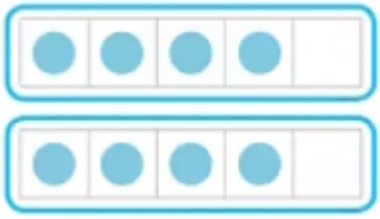
Addition	add, more, and make, sum, total altogether double one more, two more … ten more how many more to make …? how many more is … than …? how much more is …?	
Reliably count the number of objects in a set using the numbers one to twenty.  		Place numbers in order. 
Counting and adding more (within 5)	Children add one more person or object to a group to find one more. 	Children represent first, then, now stories on a five frame. They make the first number and then add one more.  First, there are 3 buttons. Then, 1 more button came. Now, there are 4 buttons.
Combining groups to find the whole	Children sort people and objects into parts and combine them to find the whole.  	Children use counters or cubes in a part-whole model to find the whole.  *The parts are 3 and 4. The whole is 7.*
Finding number bonds to 10	Children combine 2 groups to find a number bond to 10 	Use ten frames and part-whole models to represent key number bonds.  *8 and 2 is 10. There are 10 altogether*
Adding by counting on (number track)	Children jump along a physical number track. They start at the larger number and count on the smaller number to find the total.	Children use a number track and a counter. They start at the larger number and count on the smaller number to find the total. 
Adding by counting on (ten frames)	Children find the total number by counting on from the larger number.	Children make the larger number on the ten frames and then make the smaller number, counting on to find the total. They can use

	 4 + 3 = 7	counters, cubes or other objects on the ten frames. 
Say which number is one more or one less than a given number.		
Subtraction	take away how many are left/left over? how many have gone? one less, two less, ten less … how many fewer is … than …? how much less is …? difference between	
Comparing groups	Children line up objects to compare the amount. They line the objects up either horizontally or vertically. 	Children line up cubes or counters to compare the amount in each group. Lines can either be horizontal or vertical. A starting line helps to line the objects accurately. There are more yellow cubes. There are fewer red cubes. 
Counting back and taking away (within 5)	Children remove one more person or object from a group to find one less. 	Children use five frames and objects to make a number. They then remove or cross out one object to find one less.  One less than 3 is 2
Introducing the part-whole model	Children sort everyday objects into parts.	Children use counters or cubes to represent objects in a part-whole model.

		 The whole is 5. 2 is a part. 3 is a part.
Finding number bonds to 10	Children partition 10 into different groups to find the number bonds to 10   	Children use part-whole models, ten frames and counters to find the number bonds to 10  10 is the whole. 5 is a part and 5 is a part.  10 is the whole. 5 is a part and 5 is a part.
Counting back and taking away (number track)	Children use game boards and human number tracks to subtract by counting back.  9 take away 3 equals 6 9…8…7…6	Children use a number track and a counter. They start at the larger number and count back the smaller number to find the answer.  9 take away 3 equals 6 9…8…7…6
Counting back and taking away (ten frames)	Children count backwards to find one less with numbers up to 20	Children remove counters from ten frames to support in counting back with numbers up to 20.

	 One less than 16 is 15	 One less than 16 is 15
Multiplication	Sharing, doubling, halving, number patterns, parts of a whole, half, quarter	
Making doubles	Children explore doubles in their environment including in games such as on dominoes or dice. They focus on the understanding of doubles being 2 equal groups.  *Double 4 is 8* *Double 2 is 4* *Double 3 is 6*	Children use five frames to find doubles by lining up counters or cubes.  *Double 4 is 8* Children use concrete objects to make and count equal groups of objects.
Division	Sharing, doubling, halving, number patterns, parts of a whole, half, quarter	
Halving and sharing	Children explore halving and sharing through practical sharing using real life scenarios including sharing fruit or classroom equipment. 	Children use five frames to share amounts fairly and to check that the groups are equal. They share the counters/cubes one by one.  *Half of 8 is 4*