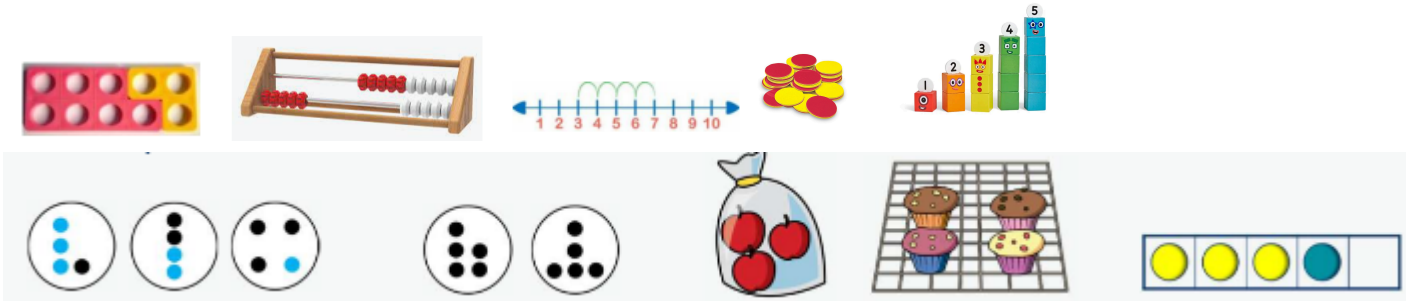
EYFS

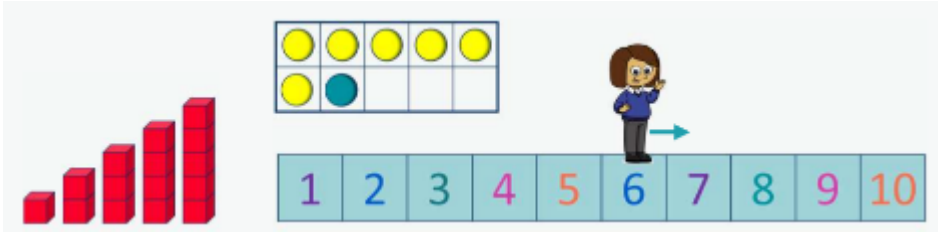
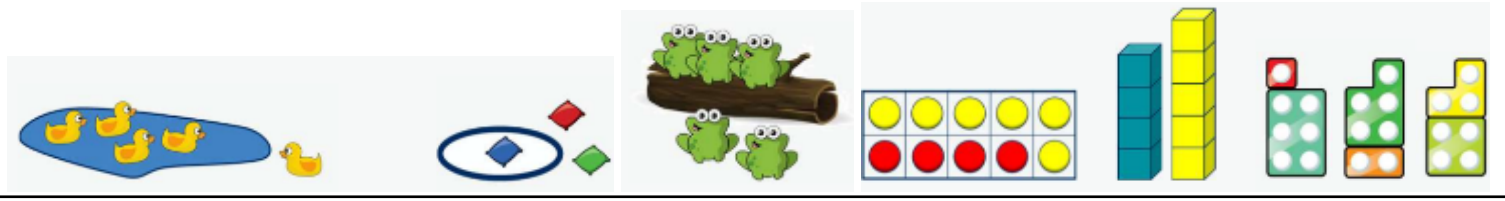
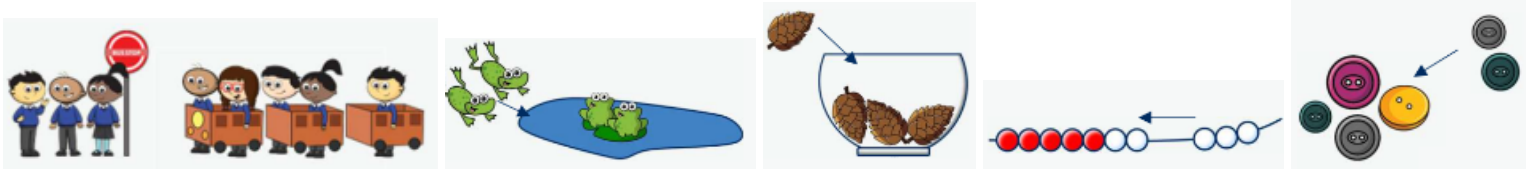
Children will develop a strong grounding in number which are the building blocks to excel mathematically. Children will be confident in counting, seeing and recognising patterns, developing relationships between number and having a secure and deep understanding of numbers up to 10. These will be achieved by:

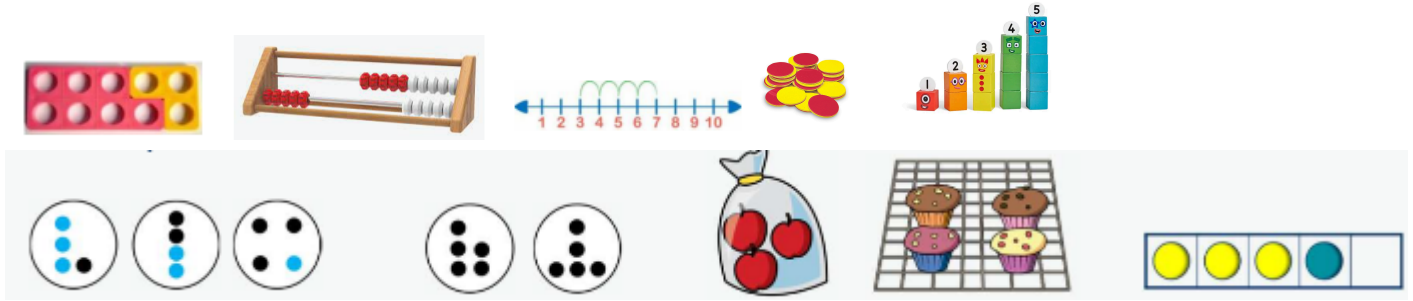
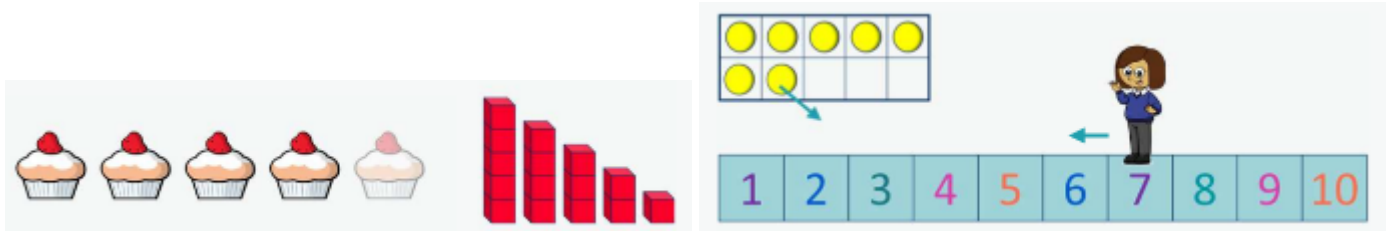
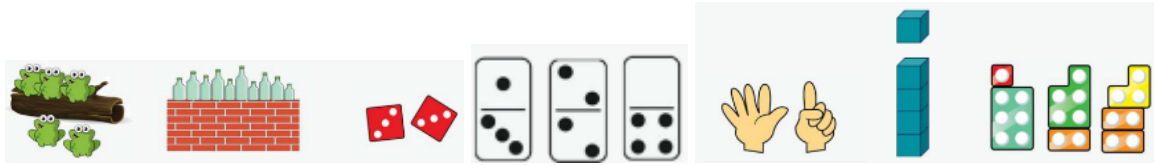
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Key language:

whole, part, ones, ten, tens, number bond, add, addition, plus, total, altogether, subtract, subtraction, find the difference, take away, minus, less, more, group, share, equal, equals, is equal to, groups, equal groups, times, multiply, multiplied by, divide, share, shared equally

Addition:	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.
Progression of skills:	**Key representations and resources used:**
Conceptually subitise to 5 - Notice the parts that make up the whole. - Make connections to patterns.	What do you see? How do you see it? 
1 more - Understand addition as counting forwards - Link to stories, songs and rhymes	1 more than ___ is ___

- Use concrete and pictorial representations	
Notice the composition of numbers within 10 - See number bonds and patterns of number - Link to stories, songs and rhymes	How many…? How many altogether…? How many ways can you make…? 
Combine 2 groups - 2 groups are combined to find the total. - 2 parts make a whole - Start to use the + and = symbol for abstract number sentences - Use inequality statements as well as the symbols < > = to compare	There are … There are … altogether ___ and ___ makes ___ ___ + ____ = ____ 
Add more - A quantity is increased when adding more - Counting up in 1s and 2s - Use inequality statements as well as the symbols < > = to compare	First … then … now … I have … I add … Now I have … 
Subtraction:	● Have a deep understanding of number to 10, including the composition of each number. ● Subitise (recognise quantities without counting) up to 5. ● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Progression of skills:	**Key representations and resources used:**

Conceptually subitise to 5 - Notice the parts that make up the whole. - Make connections to patterns.	What do you see? How do you see it? 
1 less - Understand subtraction as counting backwards - Link to stories, songs and rhymes - Use concrete and pictorial representations - Use crossing out to show subtraction - Physically take an object away to show less than.	1 less than ___ is ___ 
Notice the composition of numbers within 10 - See number bonds and patterns of number - Link to stories, songs and rhymes	How many…? How many altogether…? How many ways can you make…? 
Partition - Use objects to explore different ways of partitioning a number - Partition into two or more parts	There are … altogether I can see … here I can see … there There are … in one group

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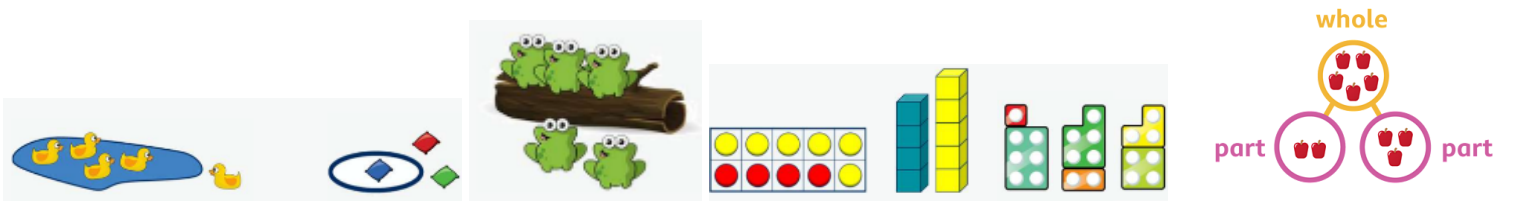
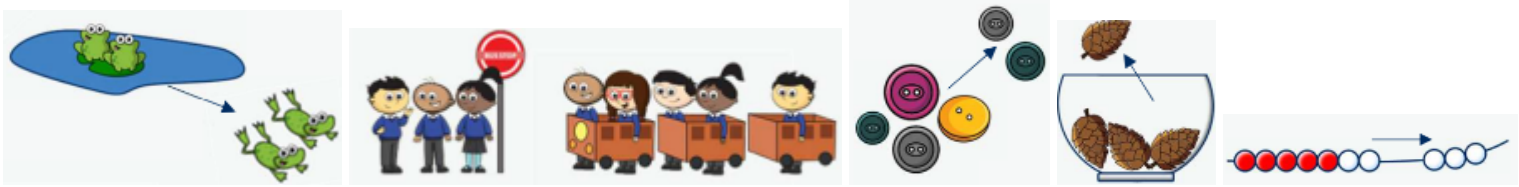
<tr><td></td><td> 
</td></tr>
<tr><td>Take away
- A quantity is reduced when taking away
- Counting back in 1s and 2s
- Start to use the - and = symbol for abstract number sentences</td><td>First … then … now …
I have … I take away … Now I have …
  </td></tr>
<tr><td></td><td></td></tr>
<tr><td>Multiplication</td><td>● Have a deep understanding of number to 10, including the composition of each number.
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● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</td></tr>
<tr><td>Progression of skills:</td><td>Key representations and resources used:</td></tr>
<tr><td>Double to 10
- Prompt children to notice that doubles means twice as many and to notice that there are two equal groups</td><td>Double ___ is ___
 
</td></tr>
<tr><td>Make equal groups
- Provide opportunities to make equal groups.
- Encourage children to check that each group has the same (equal) amount.</td><td>There are ___ groups of ___
There are ___ altogether</td></tr>
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- Counting forwards and backwards in twos - Identify odds and evens	
Division	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Progression of skills:	**Key representations and resources used:**
Sharing - Practical activities to show sharing - Show that sharing can be done equally - Children to check whether items are shared equally.	There are ___ altogether They are shared equally between ___ groups 
Grouping: - Practical opportunities to make equal groups by grouping - Children are to check that they have made equal groups.	There are ___ groups of ___ There are ___ altogether