

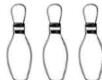



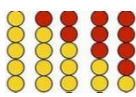
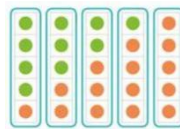
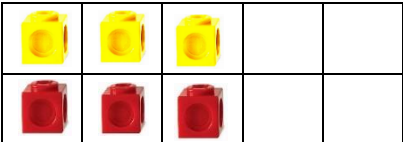


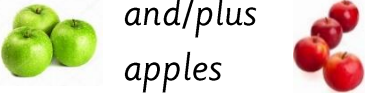
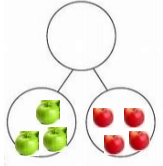

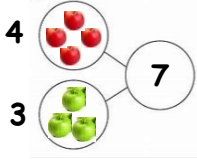


F2		Addition												
Vocabulary: subitise, number, numeral, composition, whole/part/part, number bonds, double, and, add, plus, equals, altogether, total, count on														
Concrete		Pictorial												
<p>Composition of numbers</p> <p>Children talk about the different arrangements they can see within a whole. Play games e.g., skittles and looking at how many are standing. How many have fallen over? How many are there altogether?</p> 		<p>Show children pictures of the skittles. Can children identify the two parts?</p>  <p>How can they show it?</p> <p>Circle. </p> <p>Draw it. </p>												
<p>Exploring a number</p> <p>How many different ways can we make 4? What is different? What is the same?</p>  <p>Also use cubes and ten frame.</p> <p>Number talk opportunities through books and daily routines.</p>		 <p>4 is 3 and +1</p> <p>Numeral track to show one more</p> <table border="1"><tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table>		0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10				
<p>Systematic working and commutativity (counters/cubes)</p> <p>Ways to make numbers to 5 (can show on a 5/10 frame).</p> 		<p>Ways to make numbers to 5</p> 												
		<p>Abstract</p> <p>Children record their mathematical knowledge and skills using pictorial representations, part, whole model, drawings, jottings and mathematical statements/language.</p> <p>Encourage children to draw signs in the air.</p> <p>Instant Recall</p> <ul style="list-style-type: none">• Number bonds to 5• Some number bonds to 10												

<p><u>Exploring numbers using equipment</u></p> <p><i>Numicon, rekenrek (in provision)</i></p> <p><i>And counters, cubes, sorting bears, etc.</i></p>	<p>Jottings</p> <p>4 and 1 makes 5</p> <p>○○○○○</p>	<p>Mental</p> <p>Encourage children to visualise a hidden group and calculate how many altogether for example there are 3 apples in the bowl, there are 4 apples next to the bowl, how many apples altogether? 3 plus 4 equals... how do you know? Convince me.</p>
<p><u>5 frames and 10 frames.</u></p> <p>3 + 3</p> 	<p>Jottings</p> <p>3 + 3</p> <p>○○○ ○○○</p>	
<p><u>Conceptual subitising</u></p> <p>Recognising smaller groups within a larger set and adding those small groups together, such as 2 dots plus 2 dots equal four dots.</p> 	<p>Many different representations</p> <p>2 + 2 = 4</p> <p>●● ●● 4</p> <p>Lots of different pictorial representations such as dice patterns.</p>	
<p><u>Bar model (to be used concrete only)</u></p> 		
<p><u>Joining two groups and counting all.</u></p> <p>and/plus apples makes/equals 7</p>   <p><i>Then moving on to using cubes and counters.</i></p>	  <p>Tell a number story to match a picture.</p> <p>The boy has 3 green apples, and the girl has 4 red apples.</p> <p>Altogether they have 7 apples.</p>	