






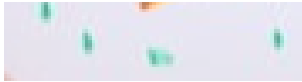



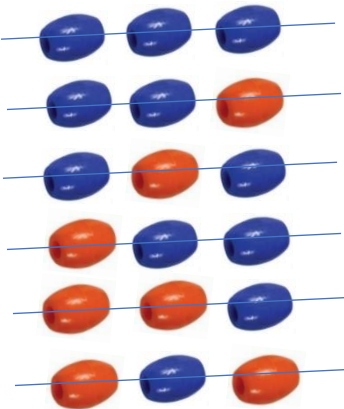


F1	Addition	
Vocabulary: subitise, more, and, add, how many? How many altogether? What do you see? What is different? What is the same?		
Concrete	Pictorial	Abstract
<p>Perceptual subitising Instantly recognising how many are in a small set. Initially focus on items arranged in <u>regular arrangements</u> e.g. dice/domino patterns.</p> <div></div>	<p>Number talk Plan number talk opportunities and take advantage of incidental opportunities for number talk when looking at books and images or when drawing, drawing attention to subitising and/or the concepts of adding amounts together, adding 1 more, how a group (number) can be split up into parts.</p> <div></div>	<p>No formal written method. Mental Encourage children to visualise a particular dice pattern and attempt to ‘draw the dots’ in the air/arrange toys or manipulatives in that way.</p> <p>Behind a screen, tap an instrument twice, pause then add another tap...”How many times did I tap my instrument altogether” repeat this time verbalising as you tap “1...2.....and 1 more...makes 3 taps” .</p>
<p>Discussion of mathematical ideas throughout the day Attention to an amount/a group getting bigger when more is added to it. E.g., balls of playdough, milk in a cup, sand in a bucket.</p> <div></div> <p>“First I had a small ball of playdough...then I added some more...now I have got a bigger ball of playdough, I have <u>more</u>.”</p> <p>“We’ve got 3 children in our circle, 2 more are joining in...oh look our circle is bigger now, first we had 3 children...then 2 more came...now...how many children have we got altogether?”</p>	<div></div> <p>“3...4, 5... there are 5 children altogether”.</p>	<p>Begin to explore with own symbols and marks (jottings)</p> <div> </div>
<p>One more “4 children are in my line and here comes 1 more... that makes 5 children in my line.”</p> <p>“I’m picking up my toys...1...2...3 and 1 more makes 4!”</p> <div></div> <p>Picture books, songs and rhymes that add 1 more each time.</p>		<p>Begin to explore with own symbols and marks (jottings)</p> <div></div>

<p><u>One to one correspondance</u> <i>"Have we got enough chairs? We need to get 1 more! 2 and 1 more makes 3"</i></p> 		
<p><u>Adding amounts together/combining groups</u> <i>"1 pinecone standing up and 1 pine cone laying down...1,2...2 pine cones altogether"</i></p> 		<p><u>Match amounts to numerals</u></p> 
<p><u>Begin to explore the composition of numbers up to 5</u> <i>2 pots of different coloured beads. Let's make a necklace with 3 beads...can you make another necklace with 3 beads that is different? What is different and what is the same?</i></p> 	<p>Children draw the beads on a line to show early composition of 5.</p>	