Addition

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|  | Objective & Strategy | Concrete | Pictorial | Abstract |
| 40-60 months | Find the total number of items in two groups by counting all of them. |  |  | See the source image |
| Says the number that is one more than a number given |  |  | 1 2 3 4 5 6 7 8 9 10 |
| Finds one more from a group of up to five **objects,** then 10 objects. | Use number staircases to show a starting point and how you arrive at another point when something is added. |  |  |
| In practical activities and discussion, beginning to use the vocabulary involved in adding. |  |  | + = |
| Begins to identify own mathematical problems based on own interests and fascinations. | Adult: ‘Get 1 more and then we’ll both have 2’. |  |  |
| Early Learning Goals | Children count reliably with numbers from 1-20, place them in order and say which number is 1 more than a given number. |  |  |  |
| Using quantities and objects, they add two single digit numbers and count on to find the answer. |  |  |  |
| They solve problems including **doubling**, halving and sharing. |  |  |  |

Subtraction

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|  | Objective & Strategy | Concrete | Pictorial | Abstract |
| 40-60 months | Finds one less from a group of up to five objects, then 10 objects. | Use number staircases to show a starting point and how you arrive at another point when something is taken away.  (DM - Enabling Environments) |  |  |
| In practical activities and discussion, beginning to use the vocabulary involved in subtraction. |  |  | - = |
| Begins to identify own mathematical problems based on own interests and fascinations. |  |  |  |
| Early Learning Goals | Children count reliably with numbers from 1-20, place them in order and say which number is 1 less than a given number. | [Image result for raisins](https://www.google.co.uk/url?sa=i&url=https://www.healthline.com/health/food-nutrition/are-raisins-good-for-you&psig=AOvVaw0Ki2sZSvMm9VaUveiRGFKk&ust=1583876784786000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMi6kvOtjugCFQAAAAAdAAAAABAE)  He counted out 10 raisins and then counted down as he ate them. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. |  |  |
| Using quantities and objects, they subtract and count back to find the answer. |  |  |  |

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|  | Objective & Strategy | Concrete | Pictorial | Abstract |
|  | They solve problems including doubling, **halving** and sharing. | Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make 6 eggs altogether.  (DM - Enabling Environments) |  | Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate.  (DM – Positive Relationships) |

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|  | Objective & Strategy | Concrete | Pictorial | Abstract |
|  | They solve problems including doubling, halving and **sharing.** | Adult: Encourage children to extend problems, eg. ‘Suppose there were three people to share the bricks between instead of two’. |  | Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate.  (DM – Positive Relationships) |