

Addition FS2 and Y1

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.

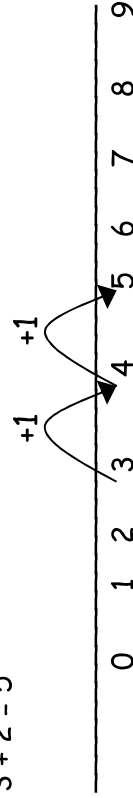


I buy 3 cakes and my friend buys 2 cakes. How many cakes did we buy altogether?

$$3 + 2 = 5$$

They use number lines and practical resources such as finger work to support calculation and teachers demonstrate the use of the number line.

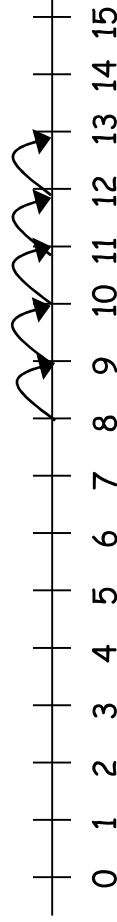
$$3 + 2 = 5$$



Children then begin to use number lines to support their own calculations to count on in ones.

$$8 + 5 = 13$$

$$+1 \quad +1 \quad +1 \quad +1$$



Add by putting the largest digit first.

Subtraction FS2 and Y1

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.



I have 5 cakes and eat 2. How many do I have left?

$$5 - 2 = 3$$



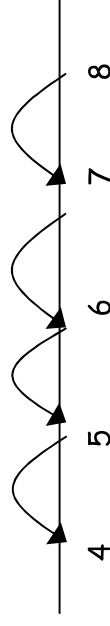
Comparing model



Take-away model

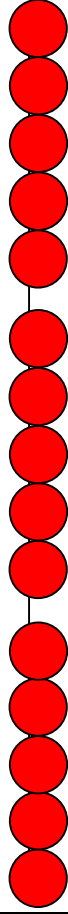
They use (numberless) number lines and practical resources to support calculation. Teachers demonstrate the use of the number line.

$$8 - 4 = 4$$



Multiplication
FS2 and Y1

Children will experience equal groups of objects and will count in 2s and 10s and begin to count in 5s. They will work on practical problem solving activities involving equal sets or groups.



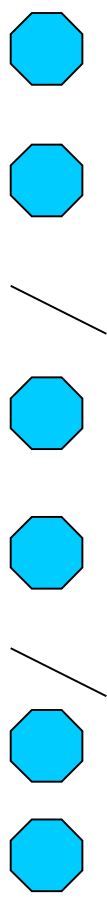
Numicon will be used to model and practise the calculation of multiplication facts and doubling.



Division
FS2 and Y1

Children will understand equal groups and share items out in play and through practical problem solving. They will count in 2s and 10s and later in 5s.

There are 6 sweets, how many people can have 2 sweets each?



Numicon will be used to model and practise the calculation of division facts.

Finding half of even numbers by sharing.