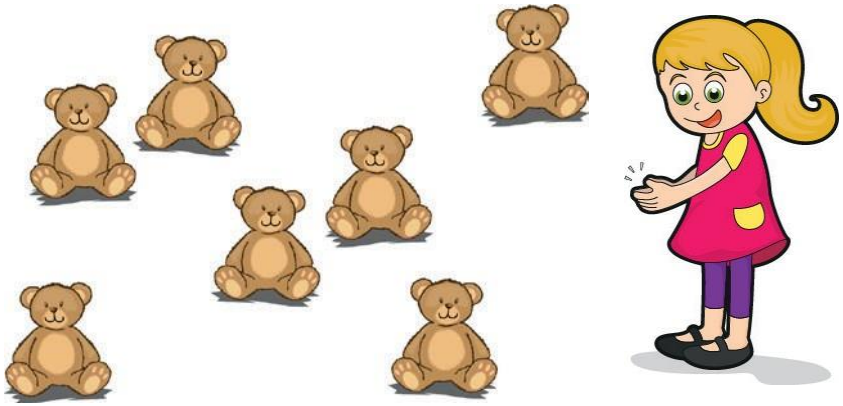
Counting

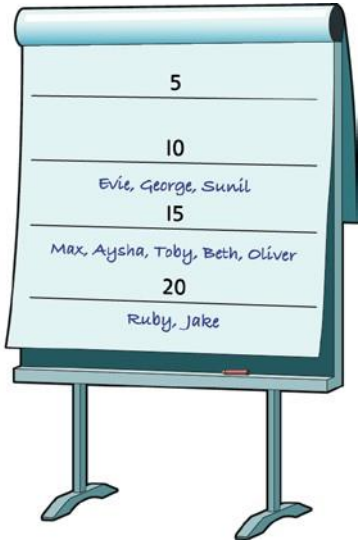
Reception

How many in a set?



Seven hand claps

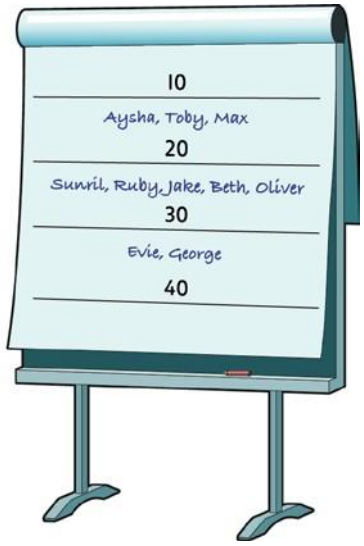
Estimate, and encourage estimation, within a range



Year 1

How many in a set?

Estimate, and encourage estimation, within a range



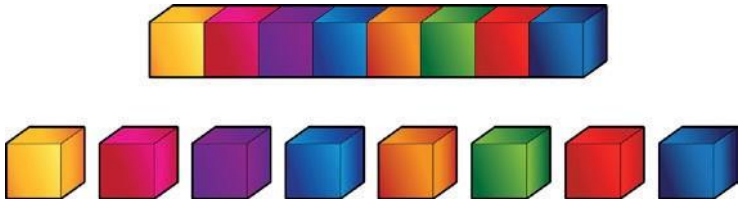
Count a large set of objects in 2s, 5s or 10s

Overview of strategies and methods – Counting

Counting

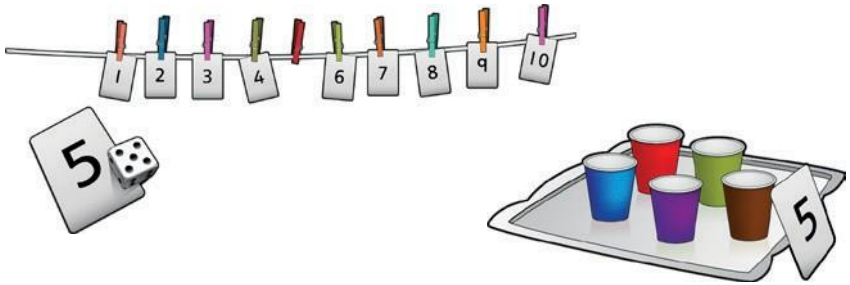
Reception

Count, matching one-to-one



Conservation of number

Match numerals to a set of objects, sounds or images

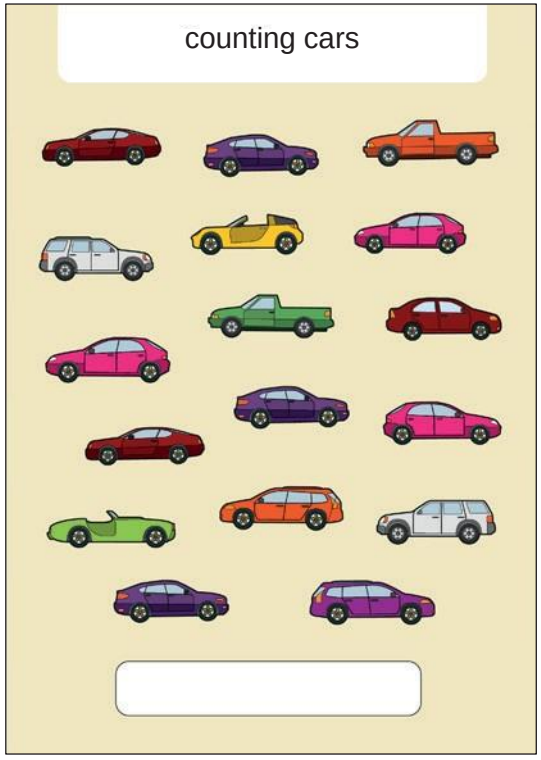


Subitise

e.g. know there are 4 without counting

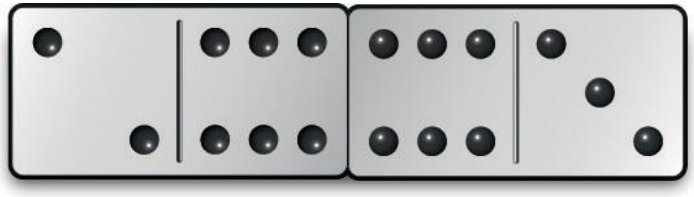
Year 1

Match numerals to a set of objects, sounds or images



Subitise

e.g. know there are 6 without counting

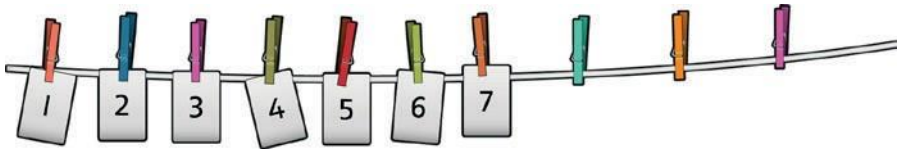


Counting

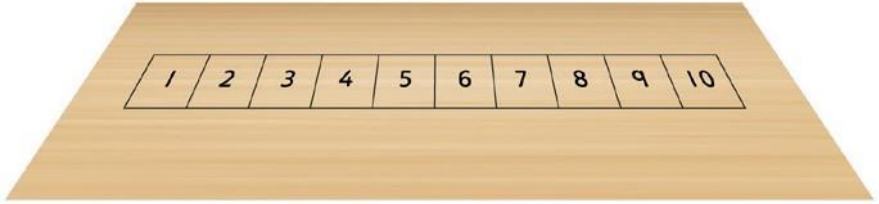
Reception

Numbers in a line or sequence

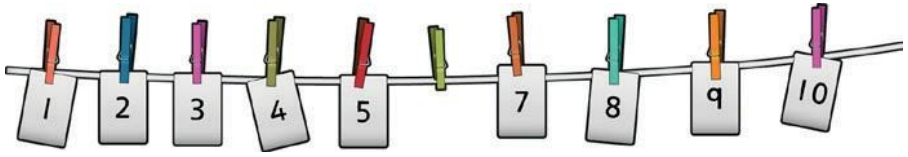
Recognise numerals



Count along a number line or track



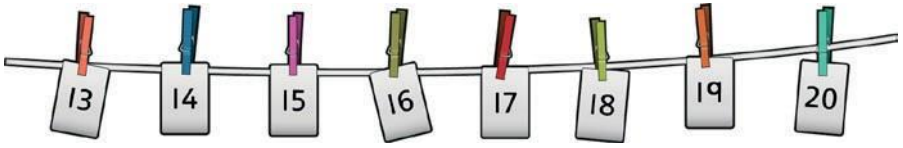
Spot missing numbers in the line



Year 1

Numbers in a line or sequence

Recognise numerals



Count along a 100-square, spotting missing numbers

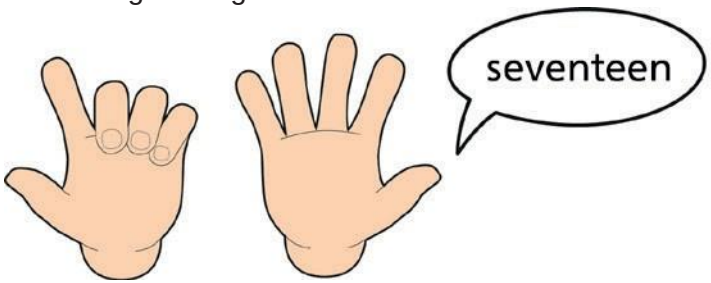
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting

Reception

Chant numbers in order to 10 and 20

Match the ones digit to fingers



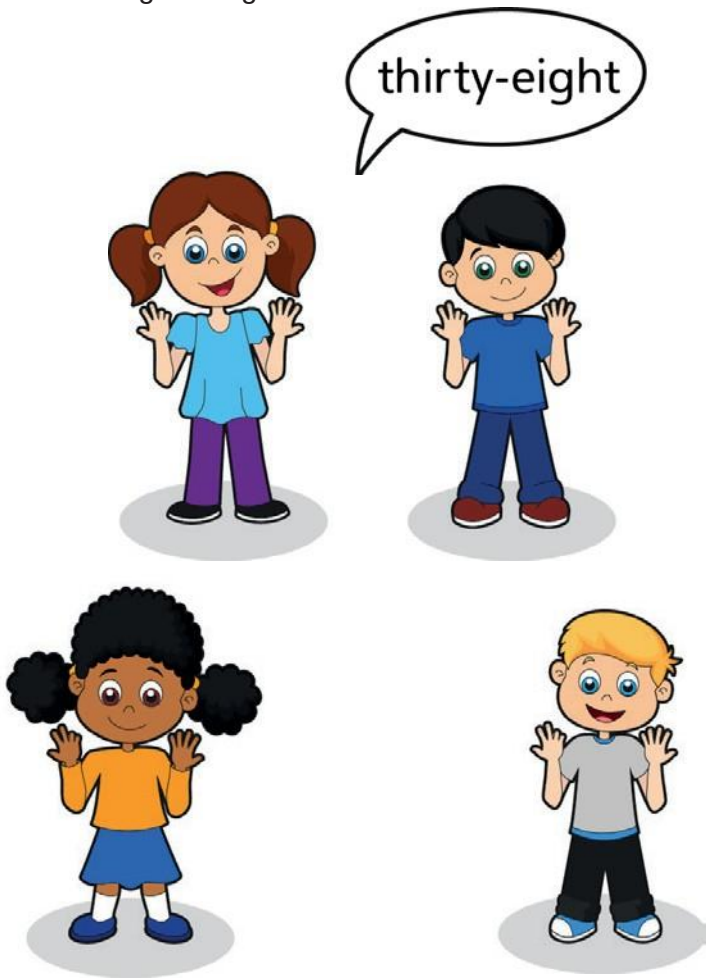
Chant numbers in order to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Year 1

Chant numbers in order to 100

Match the ones digit to fingers



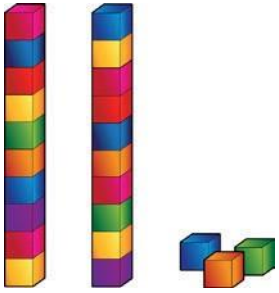
Counting

Reception

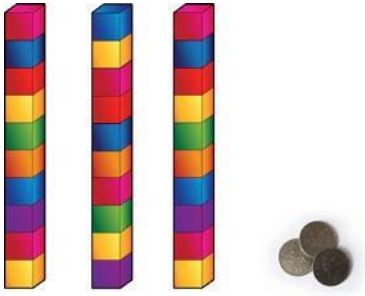
Place value

Understand ‘teen’ numbers (10 to 20)

Begin to recognise 2-digit numbers



Begin to count in 10s

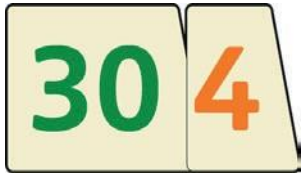


Year 1

Place value

Understand ‘teen’ numbers (10 to 20)

Recognise place value in 2-digit numbers



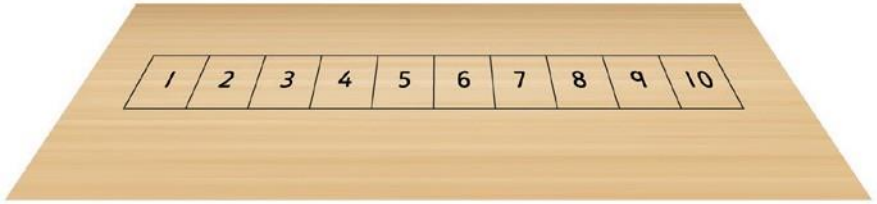
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Addition

Reception

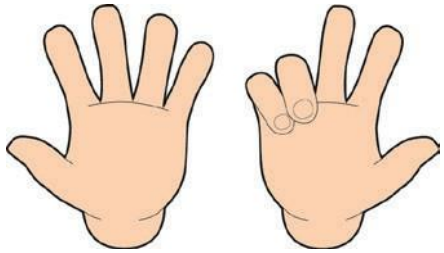
Counting on

Count on one more, saying the next number



7 + 1 = 8

Count on 2 or 3 or 4 more from any number up to 10



5 + 3 = 8

Year 1

Using place value

Count in 1s
e.g. 45 + 1

Count in 10s
e.g. 45 + 10 without counting on in 1s

34	35	36
44		46
54	55	56

Add 10 to any given 2-digit number

Counting on

Count on in 1s
e.g. 8 + 3 as 8, 9, 10, 11

Add, putting the larger number first
Count on in 10s
e.g. 45 + 20 as 45, 55, 65

Addition

Reception

Number bonds

Subitise

Split sets into bonds

4 + 2 = 6

4 + 3 = 7

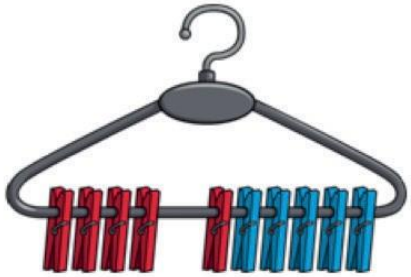
Make small amounts

Year 1

Using number facts

'Story' of 4, 5, 6, 7, 8 and 9
e.g. 7 = 7 + 0, 6 + 1, 5 + 2, 4 + 3

Number bonds to 10
e.g. 5 + 5, 6 + 4, 7 + 3, 8 + 2, 9 + 1, 10 + 0



4 + 6 = 10

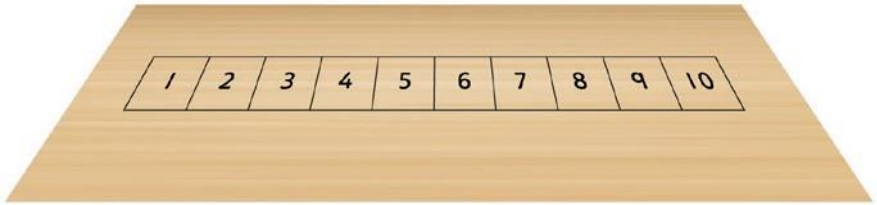
Use patterns based on known facts when adding
e.g. 4 + 3 = 7 so we know 24 + 3, 44 + 3, 74 + 3

Subtraction

Reception

Counting back

Count back 1 less, saying the number before



7 − 1 = 6

Take away 2 or 3 or 4 from any number up to 10

5 − 2 = 3

7 − 1 = 6

Year 1

Using place value

Count back in 1s
e.g. know 53 – 1

Count back in 10s
e.g. know 53 – 10 without counting back in 1s

32	33	34
42	43	44
52		54

Taking away

Count back in 1s
e.g. 11 – 3 as 11, 10, 9, 8
e.g. 14 – 3 as 14, 13, 12, 11

Count back in 10s
e.g. 53 – 20 as 53, 43, 33

Subtraction

Reception

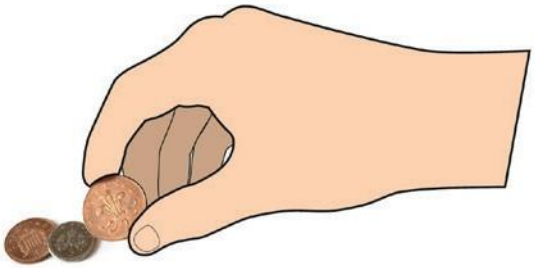
Number bonds

Subitise

Split sets into bonds

6 − 2 = 4

7 − 4 = 3



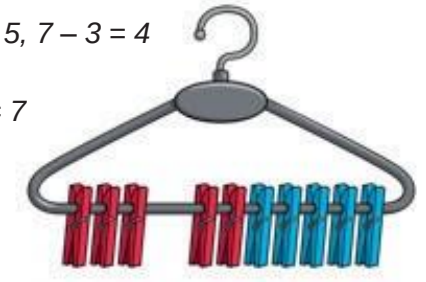
Use money

Year 1

Using number facts

'Story' of 4, 5, 6, 7, 8 and 9
e.g. 'Story' of 7 is 7 – 1 = 6, 7 – 2 = 5, 7 – 3 = 4

Number bonds to 10
e.g. 10 – 1 = 9, 10 – 2 = 8, 10 – 3 = 7



10 − 7 = 3

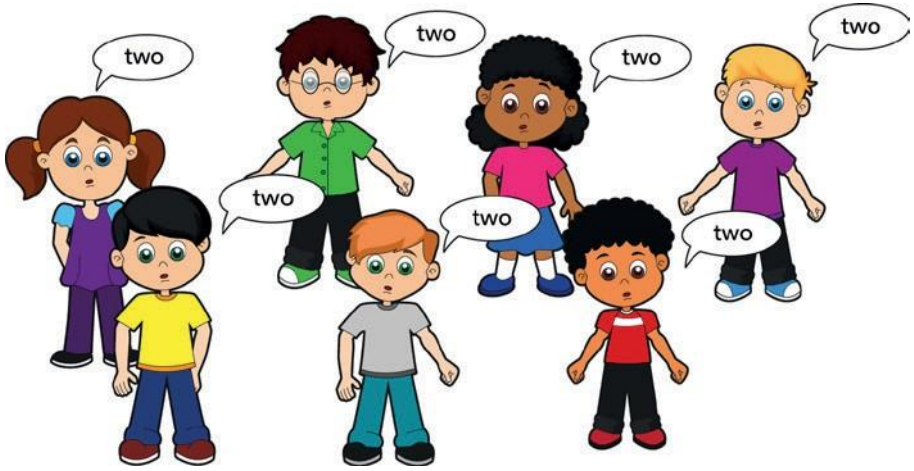
Subtract using patterns of known facts
e.g. 7 – 3 = 4 so we know 27 – 3 = 24, 47 – 3 = 44, 77 – 3 = 74

Multiplication and division

Reception

Counting in steps ('clever counting')

Begin to count in 2s



Two, four, six...

Begin to count in 5s

Five, ten, fifteen, twenty...

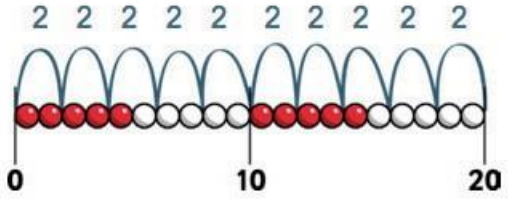
Begin to count in 10s

Ten, twenty, thirty...

Year 1

Counting in steps ('clever counting')

Counting in 2s



Count in 10s

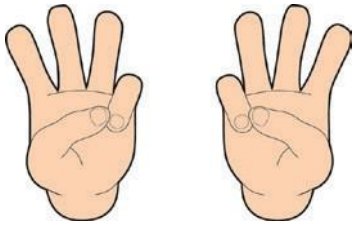
1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication and division

Reception

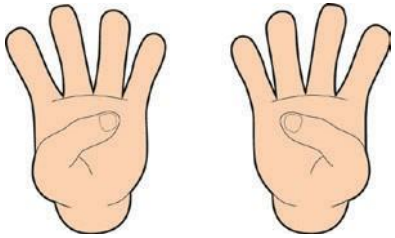
Doubling and halving

Double numbers to 5



Double 3 is 6

Halve even numbers to 10



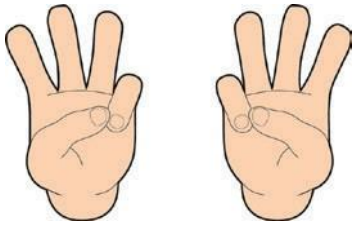
Half of 8 is 4

Year 1

Doubling and halving

Find doubles to double 5 using fingers

e.g. double 3



Find half of even numbers up to 12, including realising that it is hard to halve an odd number

Multiplication and division

Reception

Sharing

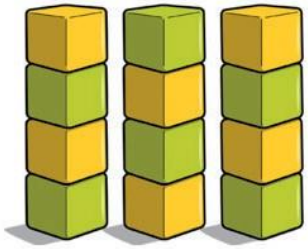
Share multiples of 2 and 4 into halves and quarters

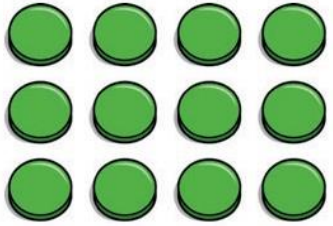
Year 1

Grouping

Begin to use visual and concrete arrays and sets of objects to find the answers to 'three lots of four' or 'two lots of five'

e.g. three lots of four





Begin to use visual and concrete arrays and sets of objects to find the answers to questions such as *'How many towers of three can I make with twelve cubes?'*

Sharing

Begin to find half of a quantity using sharing

e.g. find half of 16 cubes by giving one each repeatedly to two children