

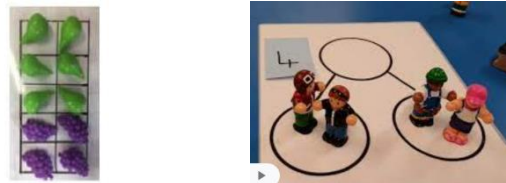
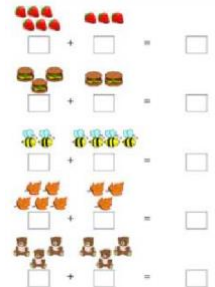

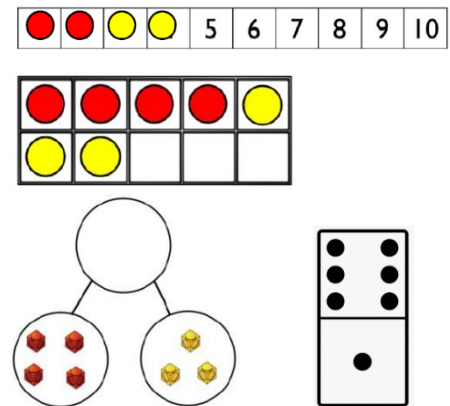
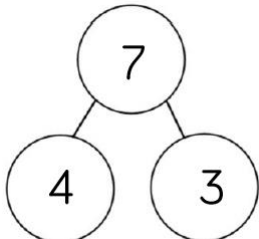


Appendix 1- EYFS Addition, Subtraction, Multiplication and Division

Addition EYFS

Development matters Statements and Early Learning Goals	Concrete	Pictorial	Abstract
<p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number (e.g. 6 is 3 and 3)</p> <p>ELG Number- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects In practical activities, adds one and subtracts one with numbers to 10</p> <p>ELG Number -Have a deep understanding of number to 10, including the composition of each number.</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (where appropriate) standard numerals, tallies and + or -.</p>	<p>Use toys and general classroom resources for children to physically manipulate, group/ regroup.</p>  <p>Use specific maths resources, such as counters, dice, beadstrings and cubes.</p>  <p>Use visual supports such as ten frames, part-whole models and number tracks with physical resources that can be manipulated.</p> 	<p>Two groups of pictures so children are able to count the total.</p>   <p>Use visual supports such as ten frames, part-whole models, number tracks and dominoes.</p> 	<p>A focus on symbols and numbers to build a calculation.</p>  <p style="font-size: 2em; font-weight: bold; text-align: center;">$4 + 3 = 7$</p> <p>No expectation for children to be able to record a number sentence/ addition calculation.</p>

Subtraction EYFS

Development matters Statements and Early Learning Goals

In practical activities, adds one and subtracts one with numbers to 10

Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (where appropriate) standard numerals, tallies and + or -.

Concrete

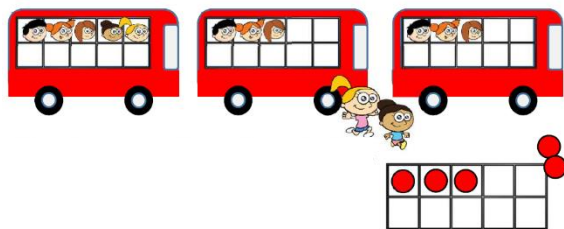
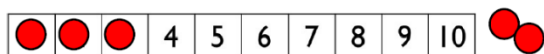
Use toys and general classroom resources for children to physically manipulate, group/ regroup.



Use specific maths resources, such as counters, beadstrings and cubes.



Use visual supports such as ten frames and number tracks with physical resources that can be manipulated.



Pictorial

A group of pictures for children to cross out or cover quantities to support subtraction.



$$6 - 4 =$$



$$5 - 3 =$$

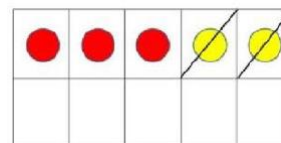


$$3 - 1 =$$



$$7 - 2 =$$

Use visual supports such as ten frames.



Abstract

A focus on symbols and numbers to build a calculation.

$$7 - 3 = ?$$

No expectation for children to be able to record a number sentence/ subtraction calculation.

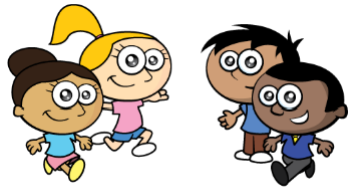
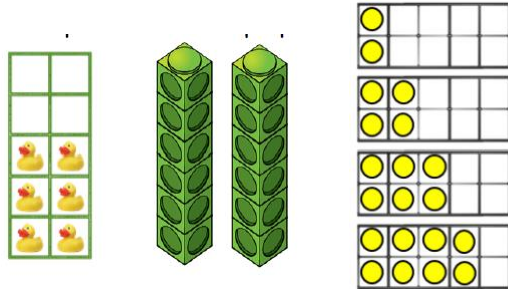
Multiplication EYFS

**Development matters
Statements and Early
Learning Goals**

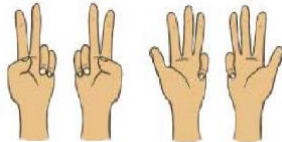
ELG Number- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
ELG Numerical Pattern- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Concrete

Counting and other maths resources for children to make 2 equal groups.

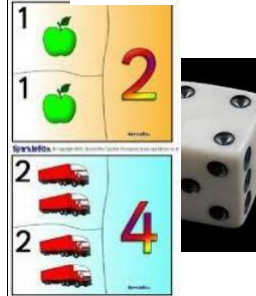
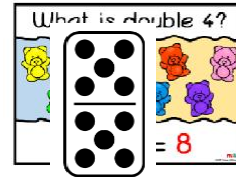


Physical and real life examples that encourage children to see doubling as adding two equal groups.



Pictorial

Pictures and icons that encourage children to see concept of doubling as adding two equal groups.

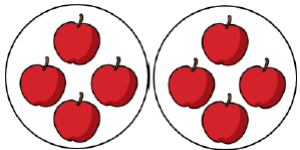



Abstract

Addition calculations to model adding two equal groups.

$1+1=$	$7+7=$
$2+2=$	$8+8=$
$3+3=$	$9+9=$
$4+4=$	$10+10=$
$5+5=$	$11+11=$
$6+6=$	$12+12=$

Division EYFS

Development matters Statements and Early Learning Goals	Concrete	Pictorial	Abstract
<p>ELG Numerical Pattern- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Use visual supports such as hoops with the physical objects and resources that can be manipulated to explore sharing between 2 or more groups.</p>  	<p>Pictures that encourage children to see concept of halving in relation to subitising, addition and subtraction knowledge, e.g. knowing 4 is made of two groups of 2 so half of 4 is 2.</p> 