

Addition – Year R

Selected National Curriculum Programme of study statements

Pupils should be taught to:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5.
- 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

The Big ideas (NCETM)

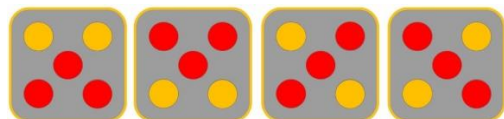
Knowing numbers are made up of two or more other smaller numbers involves 'part-whole' understanding. Learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding. Partitioning numbers into other numbers and putting them back together again underpins understanding of addition and subtraction as inverse operations.

Stage 1

Investigate ways to compose numbers up to 5

Number talks' allow children to discuss what they see. For instance, with giant ladybirds: 'There are 5 spots altogether. I can see 4 and 1, I can see 3 and 2, and I can see 1 and 1 and 1 and 1 and 1

Representing in different ways (fingers/die pattern)

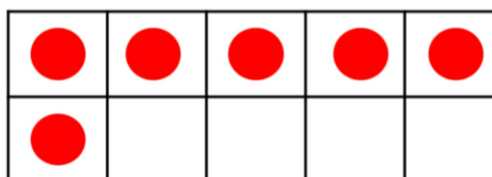


Stage 2

Explore understanding of composition of numbers to 7



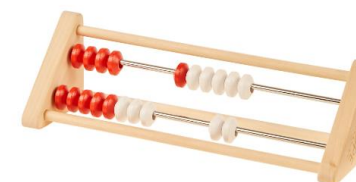
See that numbers up to 7 can be composed in different ways



_____ is made of 5 and _____; 5 and _____ make _____.

End of year expectation

Represent '5 and a bit' numbers to 10



Use fingers to represent 1 more than a number



Subtraction – Year R

Selected National Curriculum Programme of study statements

Pupils should be taught to:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5.
- 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

The Big ideas (NCETM)

Knowing numbers are made up of two or more other smaller numbers involves 'part-whole' understanding. Learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding. Partitioning numbers into other numbers and putting them back together again underpins understanding of addition and subtraction as inverse operations.

Stage 1

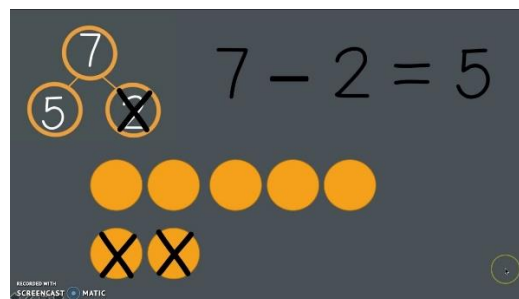
De compose numbers up to 5

Children need opportunities to partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total. Encourage children to say the whole number that the 'parts' make altogether.



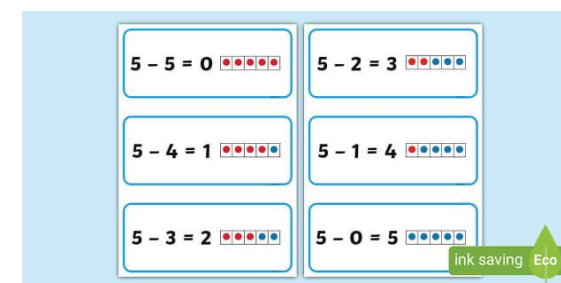
Stage 2

Decompose numbers to 7



End of year expectation

Represent bonds to 5



Use fingers to represent 1 less than a number

