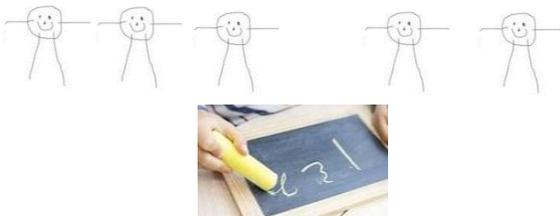


F2 (Reception)	Addition	
Vocabulary: subitise, more, and, add, how many? How many altogether? What do you see? What is different? What is the same? Lots, one		
Concrete	Pictorial	Abstract
<p>Composition of Numbers Children talk about the different arrangements they can see within a whole. Play games e.g., skittles and looking at how many are standing. How many have fallen over? How many are there altogether?</p> 	<p>Show children pictures of the skittles. Can children identify the two parts? How can they show it?</p>  <p>Draw it.</p> 	<p>No formal written method. Mental Encourage children to visualise a particular dice pattern and attempt to 'draw the dots' in the air/arrange toys or manipulatives in that way.</p> <p>Behind a screen, tap an instrument twice, pause then add another tap... "How many times did I tap my instrument altogether" repeat this time verbalising as you tap "1...2.....and 1 more...makes 3 taps".</p>
<p>Perceptual subitising Instantly recognising how many are in a small set. Initially focus on items arranged in <u>regular arrangements</u> e.g. dice/domino patterns.</p> 	<p>Number talk Plan number talk opportunities and take advantage of incidental opportunities for number talk when looking at books and images or when drawing, drawing attention to subitising and/or the concepts of adding amounts together, adding 1 more, how a group (number) can be split up into parts.</p> 	<p>Begin to explore with own symbols and marks (jottings)</p> 
<p>Discussion of mathematical ideas throughout the day Attention to an amount/a group getting bigger when more is added to it. E.g., balls of playdough, milk in a cup, sand in a bucket.</p>  <p>"First I had a small ball of playdough...then I added some more...now I have got a <u>bigger</u> ball of playdough, I have <u>more</u>."</p> <p>"We've got 3 children in our circle, 2 more are joining in...oh look our circle is bigger now, first we had 3 children...then 2 more came...now...how many children have we got altogether?"</p>	<p>"3...4, 5... there are 5 children altogether".</p> 	<p>Begin to explore with own symbols and marks (jottings)</p> 

One more

"4 children are in my line and here comes 1 more... that makes 5 children in my line."

"I'm picking up my toys...1...2...3 and 1 more makes 4!"



Picture books, songs and rhymes that add 1 more each time.

One to one correspondance

"Have we got enough chairs? We need to get 1 more! 2 and 1 more makes 3"



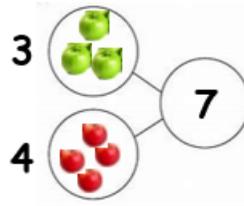
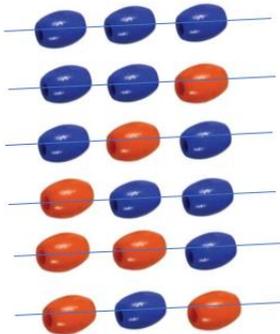
Adding amounts together/combining groups

"1 pine cone standing up and 1 pine cone laying down...1,2...2 pine cones altogether"



Begin to explore the composition of numbers up to 5

2 pots of different coloured beads. Lets make a necklace with 3 beads...can you make another necklace with 3 beads that is different? What is different and what is the same?



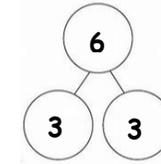
Tell a number story to match a picture.
The boy has 3 green apples, and the girl has 4 red apples.
Altogether they have 7 apples.



Child can record the abstract as a number sentence for example:

$$3 + 3 = 6$$

They could record as pictures, bar model or in a part whole model.



Match amounts to numerals



Children draw the beads on a line to show early composition of 5.

