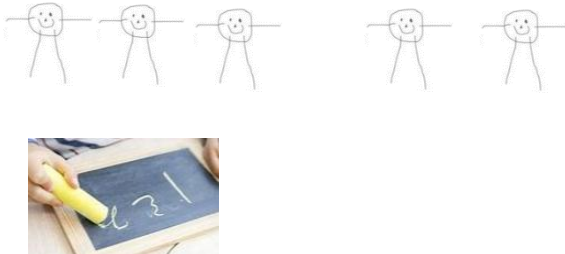
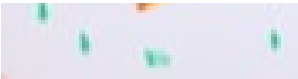
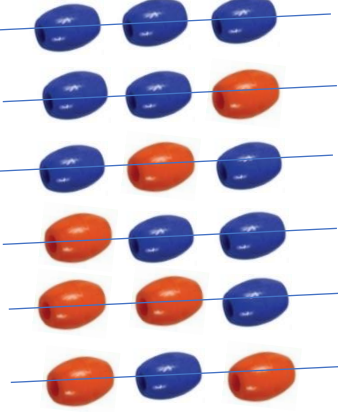


Reception: Autumn - Spring term	Addition	
Vocabulary: subitise, more, and, add, how many? How many altogether? What do you see? What is different? What is the same? Lots, one		
Concrete	Pictorial	Abstract
<u>Perceptual subitising</u> Instantly recognising how many are in a small set. Initially focus on items arranged in <u>regular arrangements</u> e.g. dice/domino patterns. 	<u>Number talk</u> 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. 	<u>No formal written method.</u> <u>Mental</u> Encourage children to visualise a particular dice pattern and attempt to 'draw the dots' in the air/arrange toys or manipulatives in that way. 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" .
<u>Discussion of mathematical ideas throughout the day</u> 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.  "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>." "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?"	 "3...4, 5... there are 5 children altogether".	<u>Begin to explore with own symbols and marks (jottings)</u> 
<u>One more</u> "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.		<u>Begin to explore with own symbols and marks (jottings)</u> 

One to one correspondance <i>"Have we got enough chairs? We need to get 1 more! 2 and 1 more makes 3"</i> 		
<u>Adding amounts together/combining groups</u> <i>"1 pine cone standing up and 1 pine cone laying down...1,2...2 pine cones altogether"</i> 		<u>Match amounts to numerals</u> 
<u>Begin to explore the composition of numbers up to 5</u> <i>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?</i> 	Children draw the beads on a line to show early composition of 5.	