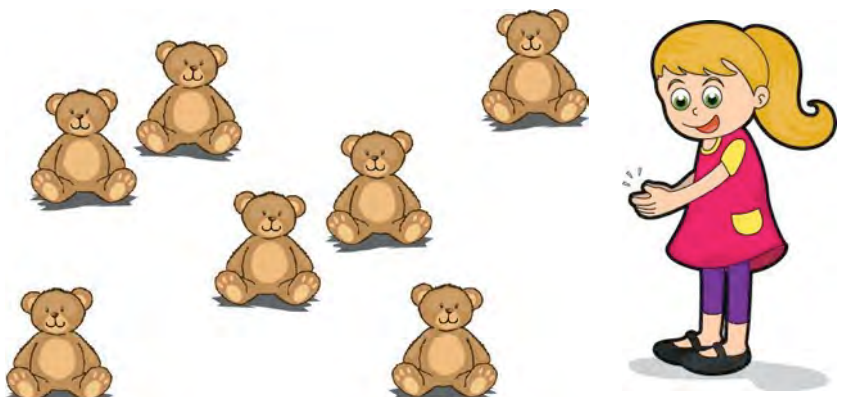
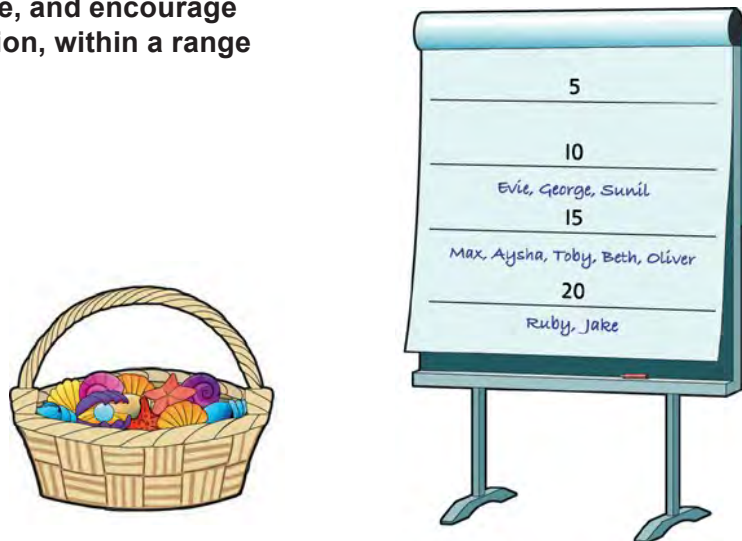
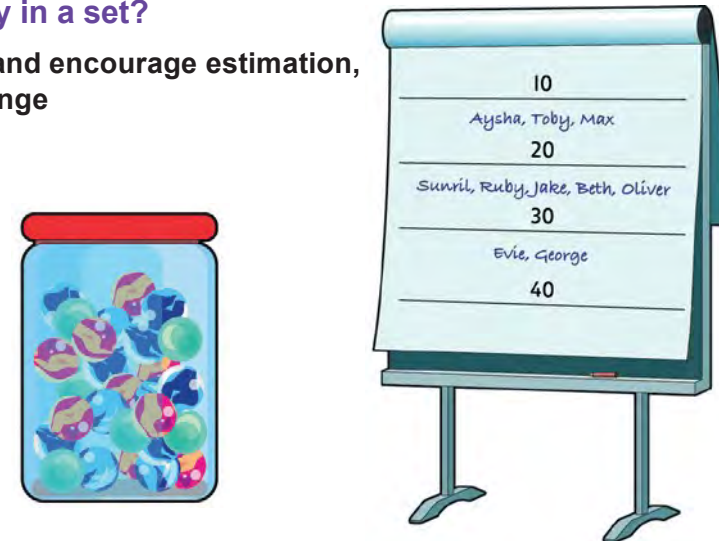
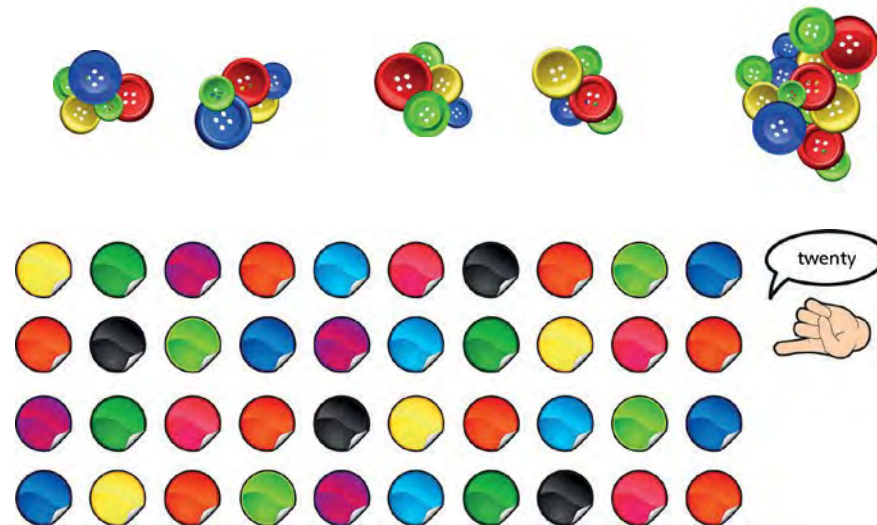
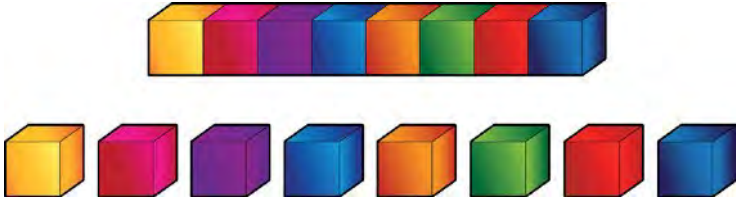



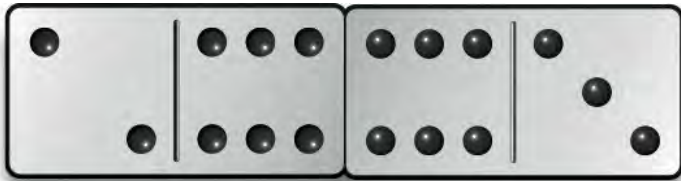
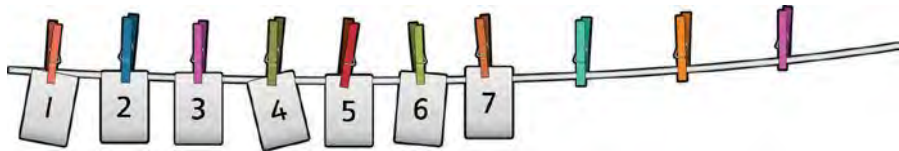


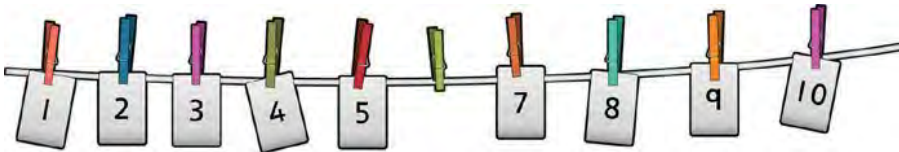




# Overview of strategies and methods – Counting

	Reception	Year 1
Counting	<p><b>How many in a set?</b></p>  <p>Seven hand claps</p> <p><b>Estimate, and encourage estimation, within a range</b></p> 	<p><b>How many in a set?</b></p> <p><b>Estimate, and encourage estimation, within a range</b></p>  <p><b>Count a large set of objects in 2s, 5s or 10s</b></p> 

	Reception	Year 1
Counting	<p><b>Count, matching one-to-one</b></p>  <p><b>Conservation of number</b> Match numerals to a set of objects, sounds or images</p>  <p><b>Subitise</b></p>  <p><i>e.g. know there are 4 without counting</i></p>	<p><b>Match numerals to a set of objects, sounds or images</b></p> <div data-bbox="1384 300 1912 1050" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>counting cars</p>  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px auto;"></div> </div> <p><b>Subitise</b> <i>e.g. know there are 6 without counting</i></p> 

	Reception	Year 1																																																																																																				
Counting	<p><b>Numbers in a line or sequence</b></p> <p>Recognise numerals</p> 	<p><b>Numbers in a line or sequence</b></p> <p>Recognise numerals</p> 																																																																																																				
	<p>Count along a number line or track</p> 	<p>Count along a 100-square, spotting missing numbers</p> <table border="1" data-bbox="1288 694 2004 1372"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	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
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<p>Spot missing numbers in the line</p> 																																																																																																						

### Reception

Chant numbers in order to 10 and 20  
Match the units to fingers

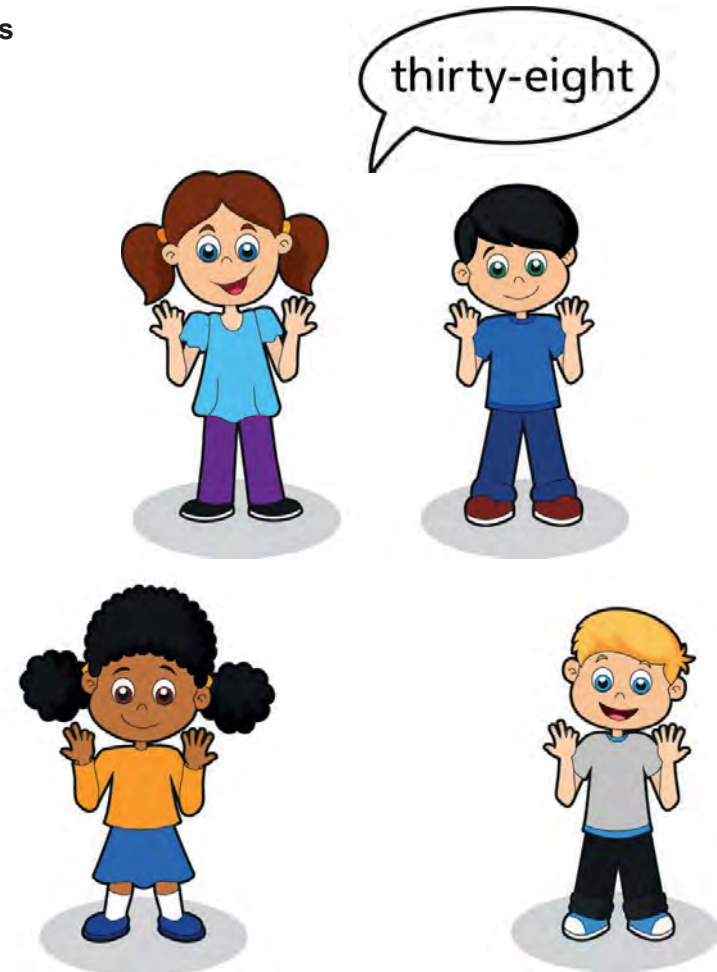


Chant numbers in order to 100





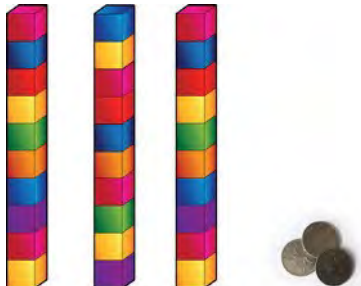
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61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Year 1

Chant numbers in order to 100  
Match the units to fingers





	Reception	Year 1																																																																																																			
Counting	<p><b>Place value</b></p> <p>Understand 'teen' numbers (10 to 20)</p> 	<p><b>Place value</b></p> <p>Understand 'teen' numbers (10 to 20)</p> 																																																																																																			
	<p>Begin to recognise 2-digit numbers</p> 	<p>Recognise place value in 2-digit numbers</p> 																																																																																																			
	<p>Begin to count in 10s</p> 	<table border="1" data-bbox="1556 917 2105 1428"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	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
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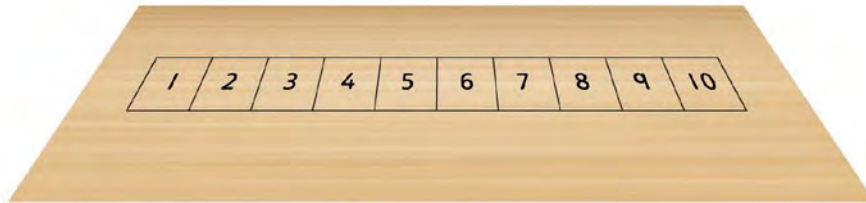


## Overview of strategies and methods – Addition

### Reception

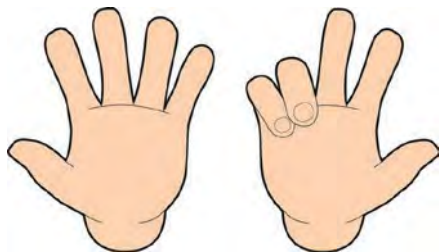
#### Counting on

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





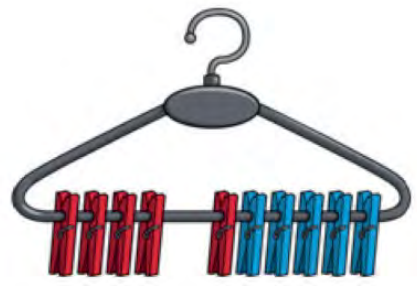
Count on in 10s

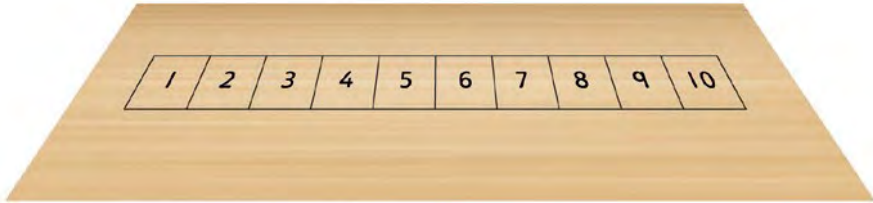






e.g.  $45 + 20$  as 45, 55, 65






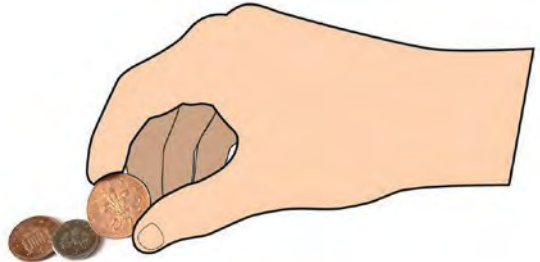
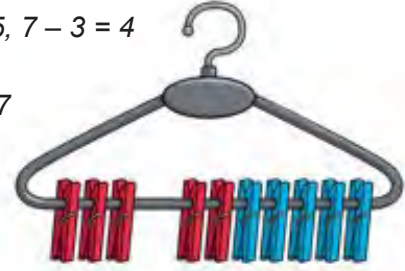


## Overview of strategies and methods – Addition

	Reception	Year 1
Addition	<p><b>Number bonds</b></p> <p><b>Subitise</b></p>  <p><i>e.g. know these are 3 and 6 without counting which add to make 9</i></p> <p><b>Split sets into bonds</b></p>  <p><math>4 + 2 = 6</math></p>  <p><math>4 + 3 = 7</math></p> <p><b>Make small amounts</b></p> 	<p><b>Using number facts</b></p> <p>'Story' of 4, 5, 6, 7, 8 and 9 <i>e.g. <math>7 = 7 + 0</math>, <math>6 + 1</math>, <math>5 + 2</math>, <math>4 + 3</math></i></p> <p><b>Number bonds to 10</b> <i>e.g. <math>5 + 5</math>, <math>6 + 4</math>, <math>7 + 3</math>, <math>8 + 2</math>, <math>9 + 1</math>, <math>10 + 0</math></i></p>  <p><math>4 + 6 = 10</math></p> <p><b>Use patterns based on known facts when adding</b> <i>e.g. <math>4 + 3 = 7</math> so we know <math>24 + 3</math>, <math>44 + 3</math>, <math>74 + 3</math></i></p>

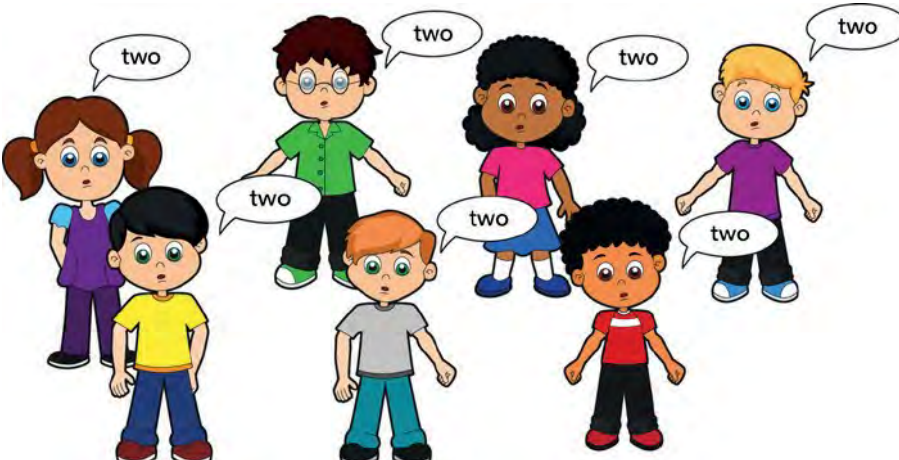


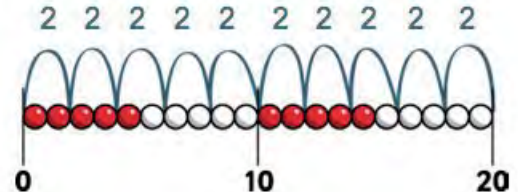
	Reception	Year 1									
Subtraction	<p><b>Counting back</b></p> <p>Count back 1 less, saying the number before</p>  <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <math>7 - 1 = 6</math> </div> <p>Take away 2 or 3 or 4 from any number up to 10</p>  <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <math>5 - 2 = 3</math> </div>  <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <math>7 - 1 = 6</math> </div>	<p><b>Using place value</b></p> <p>Count back in 1s e.g. know <math>53 - 1</math></p> <p>Count back in 10s e.g. know <math>53 - 10</math> without counting back in 1s</p> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>32</td> <td>33</td> <td>34</td> </tr> <tr> <td>42</td> <td style="background-color: purple;">43</td> <td>44</td> </tr> <tr> <td>52</td> <td style="background-color: purple;">  </td> <td>54</td> </tr> </table> <p><b>Taking away</b></p> <p>Count back in 1s e.g. <math>11 - 3</math> as 11, 10, 9, 8 e.g. <math>14 - 3</math> as 14, 13, 12, 11</p>  <p>Count back in 10s e.g. <math>53 - 20</math> as 53, 43, 33</p>	32	33	34	42	43	44	52		54
	32	33	34								
42	43	44									
52		54									



	Reception	Year 1
Subtraction	<p><b>Number bonds</b></p> <p>Subitise</p>  <p>e.g. know these are 3 and 6 without counting. 9 take away 3 is 6.</p> <p><b>Split sets into bonds</b></p>  <p><math>6 - 2 = 4</math></p>  <p><math>7 - 4 = 3</math></p>  <p><b>Use money</b></p>	<p><b>Using number facts</b></p> <p>'Story' of 4, 5, 6, 7, 8 and 9 e.g. 'Story' of 7 is <math>7 - 1 = 6</math>, <math>7 - 2 = 5</math>, <math>7 - 3 = 4</math></p> <p><b>Number bonds to 10</b> e.g. <math>10 - 1 = 9</math>, <math>10 - 2 = 8</math>, <math>10 - 3 = 7</math></p>  <p><math>10 - 7 = 3</math></p> <p><b>Subtract using patterns of known facts</b> e.g. <math>7 - 3 = 4</math> so we know <math>27 - 3 = 24</math>, <math>47 - 3 = 44</math>, <math>77 - 3 = 74</math></p>

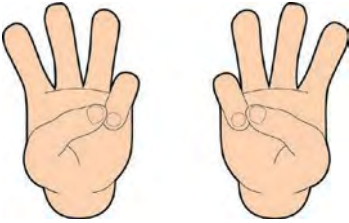
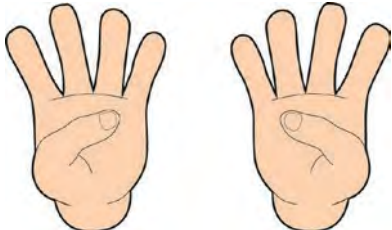
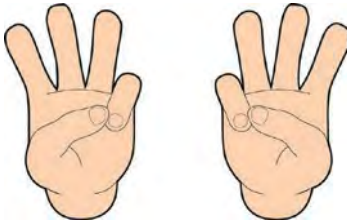


# Overview of strategies and methods – Multiplication and division

	Reception	Year 1																																																																																																				
Multiplication and division	<p><b>Counting in steps ('clever counting')</b> Begin to count in 2s</p>  <p style="text-align: center;">Two, four, six...</p> <p>Begin to count in 5s</p>  <p style="text-align: center;">Five, ten, fifteen, twenty...</p> <p>Begin to count in 10s</p>  <p style="text-align: center;">Ten, twenty, thirty...</p>	<p><b>Counting in steps ('clever counting')</b> Counting in 2s</p>  <p>Count in 10s</p> <table border="1" data-bbox="1344 782 1926 1372"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	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
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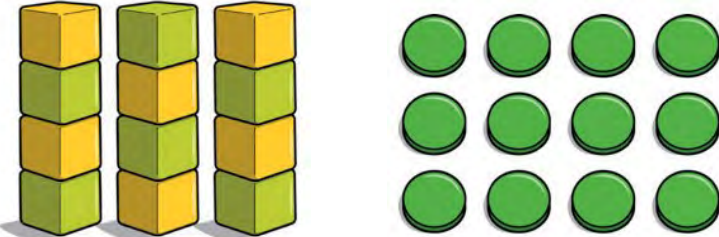


## Overview of strategies and methods – Multiplication and division

	Reception	Year 1
Multiplication and division	<p><b>Doubling and halving</b> Double numbers to 5</p>  <p>Double 3 is 6</p> <p>Halve even numbers to 10</p>  <p>Half of 8 is 4</p>	<p><b>Doubling and halving</b> Find doubles to double 5 using fingers <i>e.g. double 3</i></p>  <p>Find half of even numbers up to 12, including realising that it is hard to halve an odd number</p>



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	Reception	Year 1
Multiplication and division	<p><b>Sharing</b></p> <p>Share multiples of 2 and 4 into halves and quarters</p> 	<p><b>Grouping</b></p> <p>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'</p> <p><i>e.g. three lots of four</i></p>  <p>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?'</p> <p><b>Sharing</b></p> <p>Begin to find half of a quantity using sharing</p> <p><i>e.g. find half of 16 cubes by giving one each repeatedly to two children</i></p>