EYFS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers (Statutory Framework 2021)
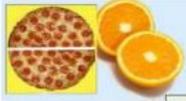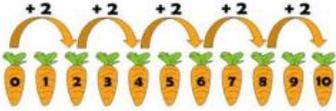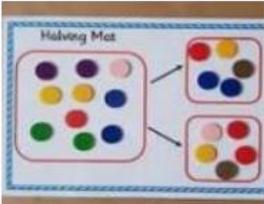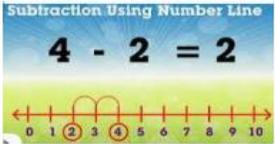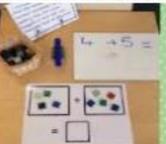
| Addition	Subtraction	Multiplication	Division
Children are encouraged to gain a sense of the number system through the use of counting concrete objects.	Children are encouraged to gain a sense of the number system through the use of counting concrete objects.	Children use concrete objects to make and count equal groups of objects.	Children use concrete objects to count and share equally into 2 groups
They combine objects in practical ways and count all.	They understand subtraction as counting out.	They will count on in twos using a bead string and number line.	They count a set of objects and halve them by making two equal groups.
They understand addition as counting on. They will count on in ones and twos using objects, cubes, bead string, reknerek and number line.	They begin to count back in ones and twos using objects, cubes, bead string and number line.	They understand doubling as repeated addition. 2 + 2 = 4	They understand sharing and halving as dividing by 2.
They begin to use + and = They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation	They use concrete and pictorial representation to record their calculations. They begin to use - and = Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation	They use concrete and pictorial representation to record their calculations.	They use concrete and pictorial representation to record their calculations.