


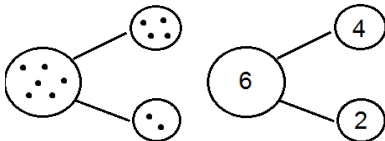

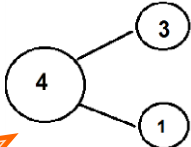

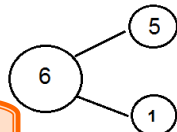



Number and Place Value	Addition and Subtraction	Multiplication and Division
<p>Core concept: COUNTING</p> <p>Core skill: SUBITISING</p> <p>Numbers 6 and 7 where 5 is the benchmark i.e. 6 is 1 more than 5 using fives frames and additional counters.</p>  <p>Ensure transference to fingers.</p>  <p>7 fingers can be shown by 5 fingers and 2 more fingers.</p> <p>Matching patterns where the number of dots is equal. Progress to patterns where the number of dots are equal but the pattern is different.</p> <p>Finding dot patterns that are one more or one less than the pattern displayed.</p> <p>Identifying numbers within the whole set of dots (i.e. conceptual subitisation).</p> 	<p>Core concept: UNITISING</p> <p>Core skill: REGROUPING</p> <p>Key model: Part whole model drawing out the understanding that in addition and subtraction there is a relationship between parts and a whole.</p>  <p>Four and two make six. Two more than four is six. There is a four and two in six.</p> <p>One more, one less Where one of the parts is 1; signifying one more or 1 less.</p>  <p>One less than 4 is 3. One more than three is four.</p>  <p>3 + 1 = 4 1 + 3 = 4 4 - 1 = 3 4 - 3 = 1</p> <p>Think 5 Where the whole is 6 or 7 and one of the parts is 5 (to secure benchmark from 5).</p>  <p>Six is one more than five. Five is one fewer than six.</p>  <p>6 = 5 + 1 6 = 1 + 5 6 - 1 = 5 6 - 5 = 1</p>	<p>Core concept: UNITISING</p> <p>Patterning drawing out the concept of a repeated unit.</p> <p>Identifying the part of the pattern that repeats (i.e. identifying the unit being repeated).</p>  <p>Move the pupils through the following steps:</p> <ul style="list-style-type: none"> replicate repeated patterns predict the next part of a repeating pattern recognise missing elements of a repeating pattern.

Pre-operational Learning