

## Addition, Subtraction, Multiplication and Division in the Foundation Stage

Children develop their understanding of number through practical activities in the classroom, the playground and at home

### Doing, Seeing, Talking and Recording

**Note:** Links need to be constantly made between verbal, practical and representations of number

1. Sing songs and rhymes that contain numbers
2. Seeing numbers in simple games – counting things verbally
3. Match cards to numbers
4. Recognise appearance of numerals in the environment through play.  
*Can you count out 4 biscuits? How many are in the home corner already?*  
Use mark making to represent a number of objects
5. Link verbal numbers with physical amounts  
Begin to count sets e.g. “can you put 5 cows into the farmyard”  
In my bag I have 5 balls. Can you draw them?
6. Say numbers orally, recognise visually and represent with structural apparatus
7. Begin to write numerals 1 to 9 and know numbers that link to themselves such as age, family size or door number. Write numbers in sand, chalk, inside/outside
8. Begin to use mathematical language such as ‘more than’ ‘less than’ to compare a given number of objects

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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9. Count on/ back in ones along a number track
10. Use mark making to represent a calculation e.g. *In my bag I have 6 teddy bears. I'm going to add 1 more.*  
*Can you draw how many now?*

### Key Skills

- Show an interest in numbers rhymes, songs and finger games
- Join in with familiar number rhymes, songs, stories and games
- Indicate one or two: for example using fingers
- Demonstrate understanding of one to one correspondence
- Join in rote counting up to five and use numbers to five in familiar activities or games
- Count reliably up to three objects.
- Demonstrate an understanding of the concept of more/ fewer
- Use 1p coins in shopping for items up to 5p
- Join in with new number rhymes, songs, stories and games with some assistance or encouragement
- Join in rote counting of numbers to ten.
- Count reliably at least five objects
- Make marks to record a number counted.
- Begin to recognise numerals from 1 to 5
- Begin to use mathematical language such as more or less, greater or smaller to compare two given numbers of objects or counters and say which is more or less

## Early Stages of Multiplication and division

Practically dividing equally between (sharing) and into groups  
e.g. cutting toast into half, pairing up socks

Sharing cakes and biscuits at snack time:

*Can we share them out fairly?*

*How shall we do it? Are there any left? Has everyone got enough?*

*Can you get into groups of 4?*

*How many wheels do we need for these three lego cars?*

Link practical grouping to counting along a numberline e.g. Sitting in a circle on carpet and counting round then linking to counting in 1s and 2s on/ back along number track / line

Counting on/back in tens

- Join in with rote counting of numbers to beyond ten.
- Continue the rote count onwards from a given small number.
- Count reliably up to ten objects.
- Compare two given numbers of objects saying which is more and which is less (fewer).
- Begin to use ordinal numbers (first, second, third...) when describing positions of objects, e.g. people in a line.
- Estimate a small number such as the number of apples in a bowl, and check by counting.
- Begin to recognise numerals from 0 to 10 and relate them to collections of objects.
- Start to record numerals to represent up to five objects with some reversals or inaccuracies.
- Begin to use developing mathematical understanding of counting to solve simple problems encountered in play, games or other work.

