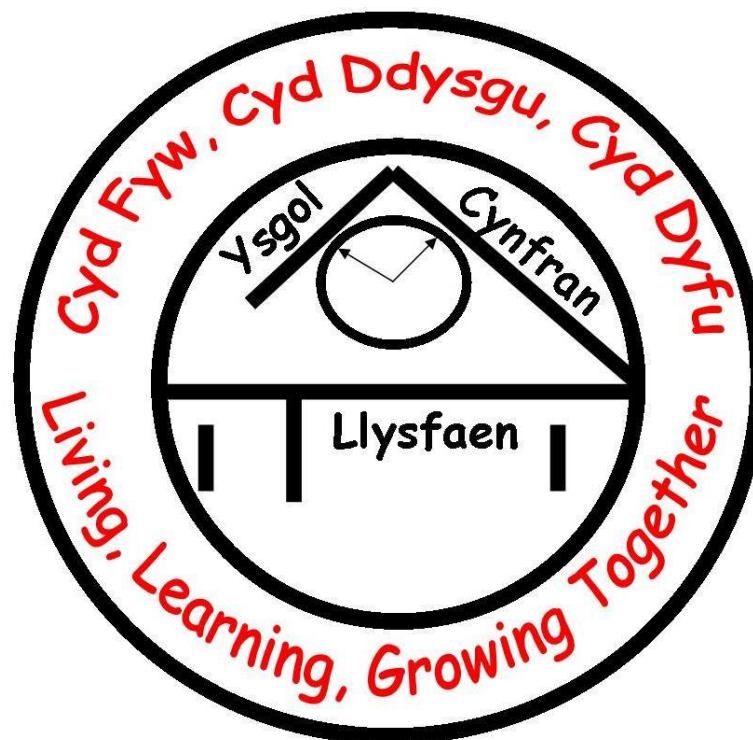


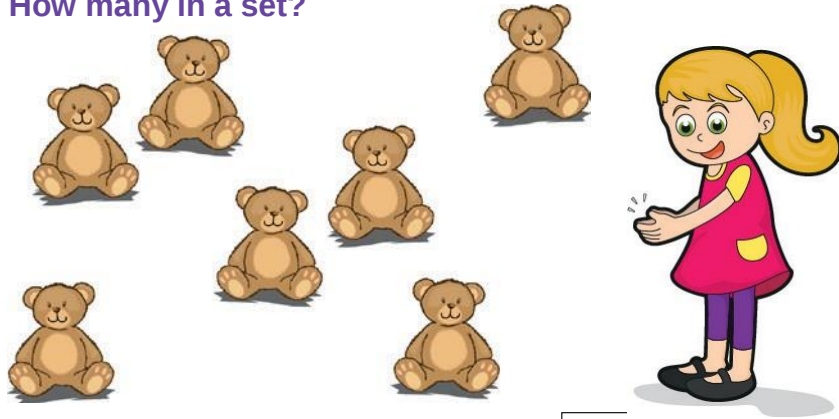


**Ysgol Cynfran Llysfaen
Numeracy
Overview of Strategies and
Methods for Reception**

Counting

Reception

How many in a set?



Seven hand claps

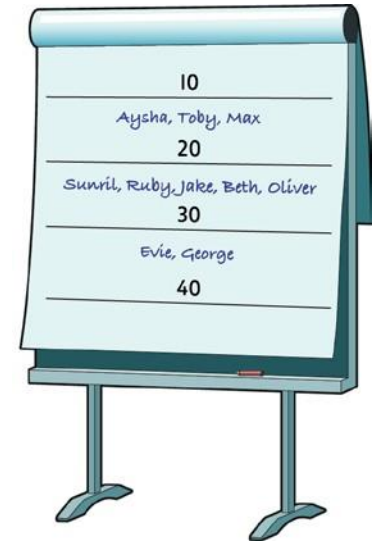
Estimate, and encourage estimation, within a range



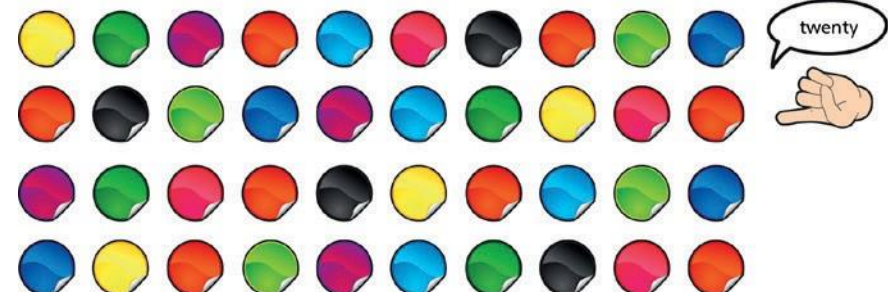
Year 1

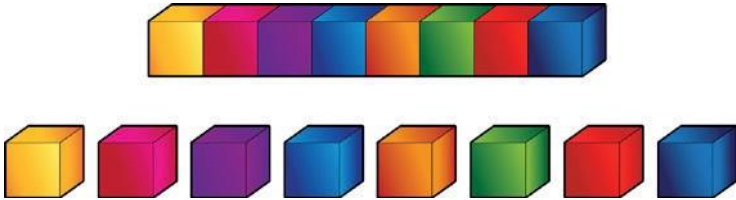
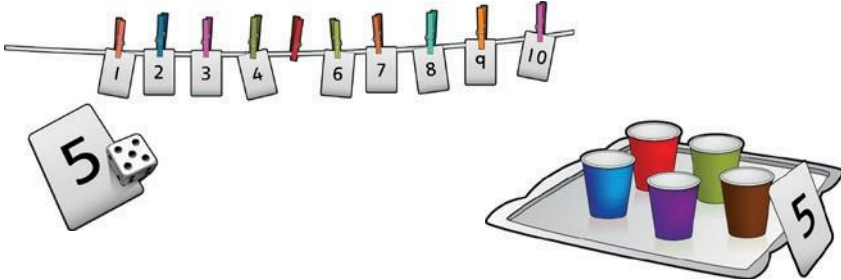
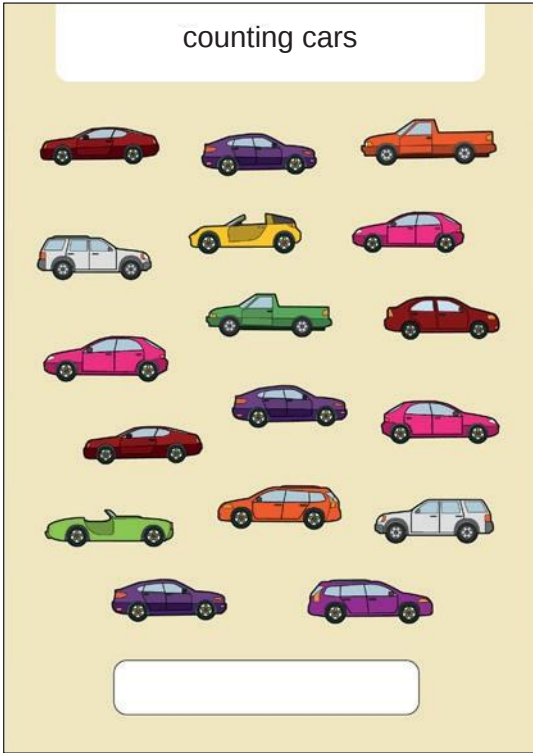
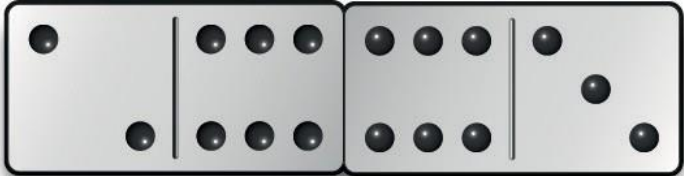
How many in a set?

Estimate, and encourage estimation, within a range



Count a large set of objects in 2s, 5s or 10s

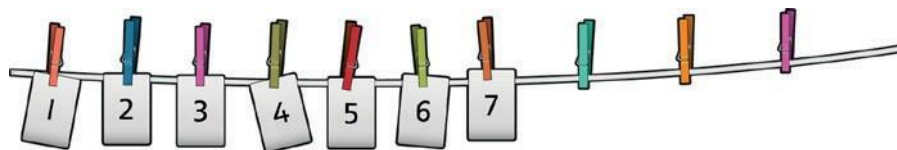


	Reception	Year 1
Counting	Count, matching one-to-one  Conservation of number Match numerals to a set of objects, sounds or images  Subitise  <i>e.g. know there are 4 without counting</i>	Match numerals to a set of objects, sounds or images  Subitise <i>e.g. know there are 6 without counting</i> 

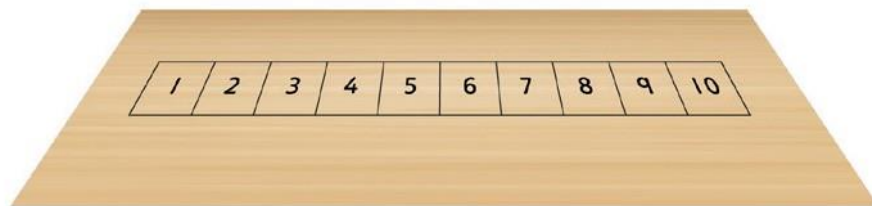
Reception

Numbers in a line or sequence

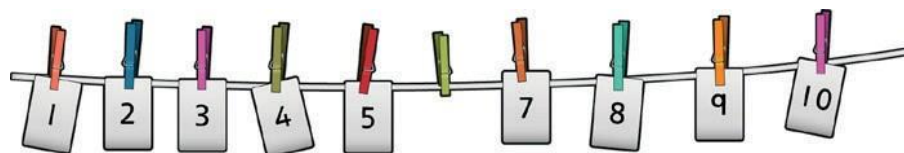
Recognise numerals



Count along a number line or track



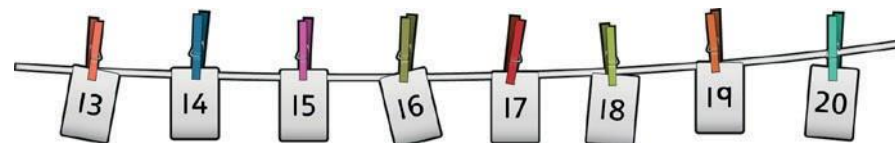
Spot missing numbers in the line



Year 1

Numbers in a line or sequence

Recognise numerals



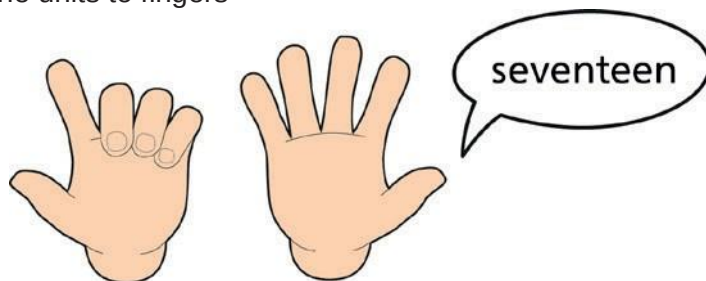
Count along a 100-square, spotting missing numbers

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

Reception

Chant numbers in order to 10 and 20

Match the units to fingers



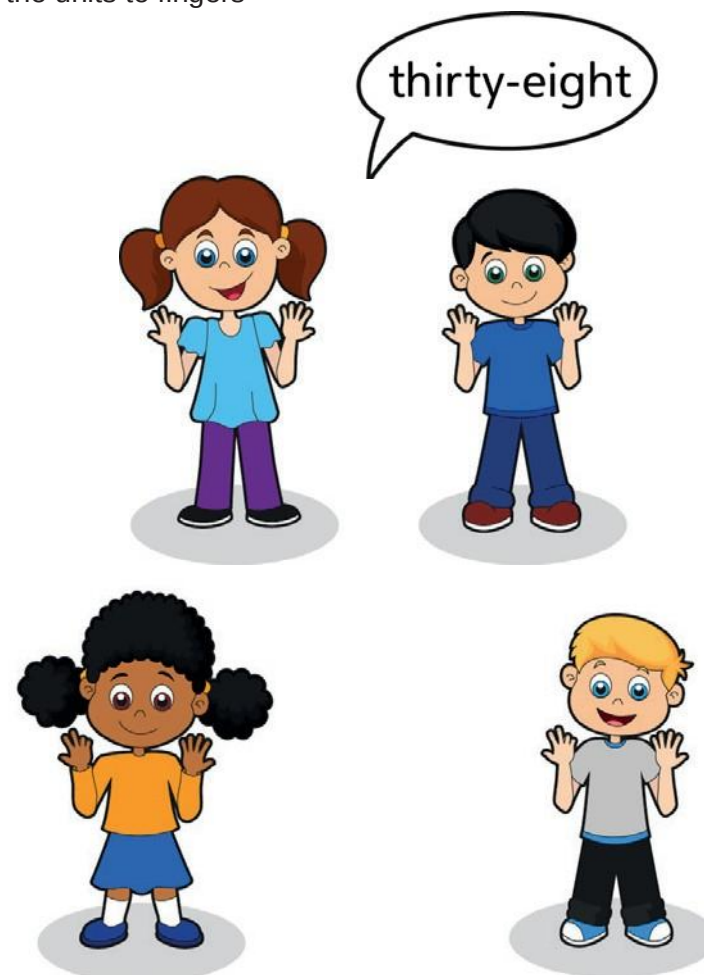
Chant numbers in order to 100

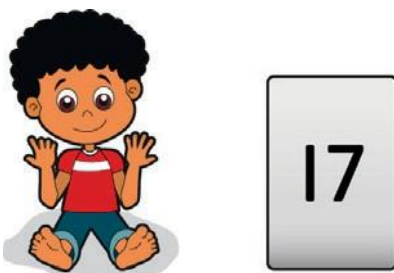
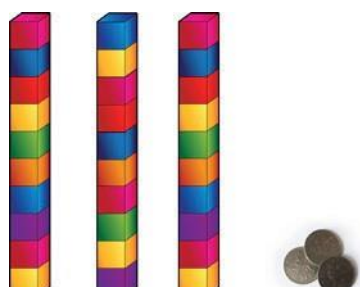
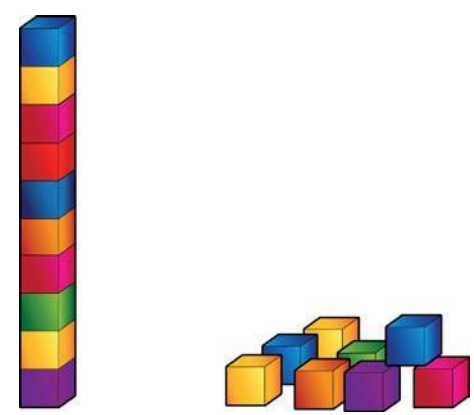
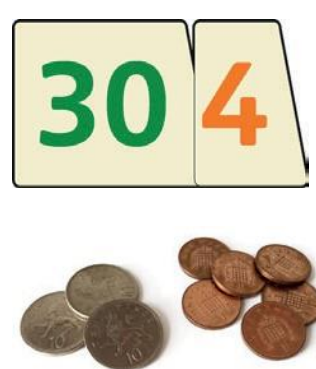
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
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61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Year 1

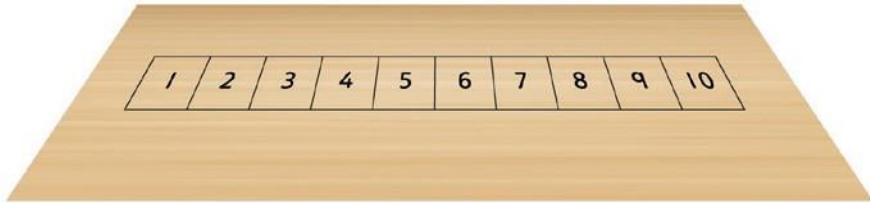
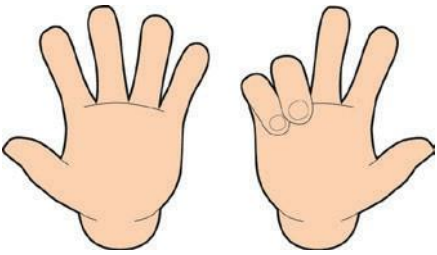
Chant numbers in order to 100

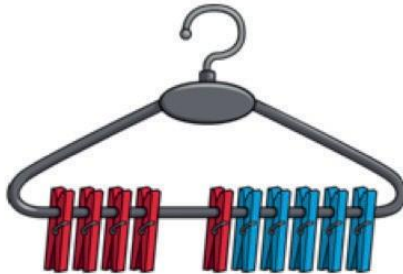
Match the units to fingers



	Reception	Year 1																																																																																																				
Counting	Place value Understand 'teen' numbers (10 to 20)  Begin to recognise 2-digit numbers  Begin to count in 10s 	Place value Understand 'teen' numbers (10 to 20)  Recognise place value in 2-digit numbers  <table><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></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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Addition

	Reception	Year 1									
Addition	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   $5 + 3 = 8$	Using place value Count in 1s e.g. $45 + 1$ Count in 10s e.g. $45 + 10$ without counting on in 1s <table border="1"> <tr> <td>34</td><td>35</td><td>36</td></tr> <tr> <td>44</td><td></td><td>46</td></tr> <tr> <td>54</td><td>55</td><td>56</td></tr> </table> 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 	34	35	36	44		46	54	55	56
34	35	36									
44		46									
54	55	56									

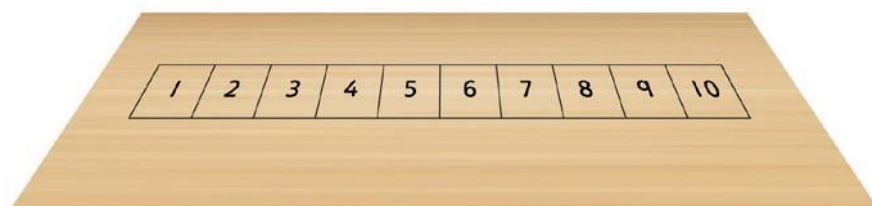
	Reception	Year 1
Addition	Number bonds Subitise  Split sets into bonds  $4 + 2 = 6$  $4 + 3 = 7$ Make small amounts 	Using number facts 'Story' of 4, 5, 6, 7, 8 and 9 e.g. $7 = 7 + 0$, $6 + 1$, $5 + 2$, $4 + 3$ Number bonds to 10 e.g. $5 + 5$, $6 + 4$, $7 + 3$, $8 + 2$, $9 + 1$, $10 + 0$  $4 + 6 = 10$ Use patterns based on known facts when adding e.g. $4 + 3 = 7$ so we know $24 + 3$, $44 + 3$, $74 + 3$

Subtraction

Reception

Counting back

Count back 1 less, saying the number before



$$7 - 1 = 6$$

Take away 2 or 3 or 4 from any number up to 10



$$5 - 2 = 3$$



$$7 - 1 = 6$$

Year 1

Using place value

Count back in 1s

e.g. know $53 - 1$

Count back in 10s

e.g. know $53 - 10$ without counting back in 1s

32	33	34
42	43	44
52	53	54

Taking away

Count back in 1s

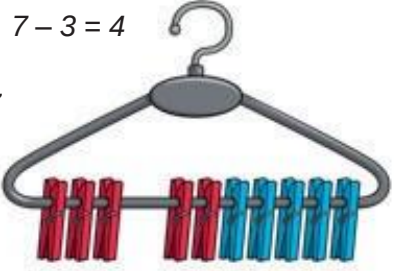
e.g. $11 - 3$ as 11, 10, 9, 8

e.g. $14 - 3$ as 14, 13, 12, 11

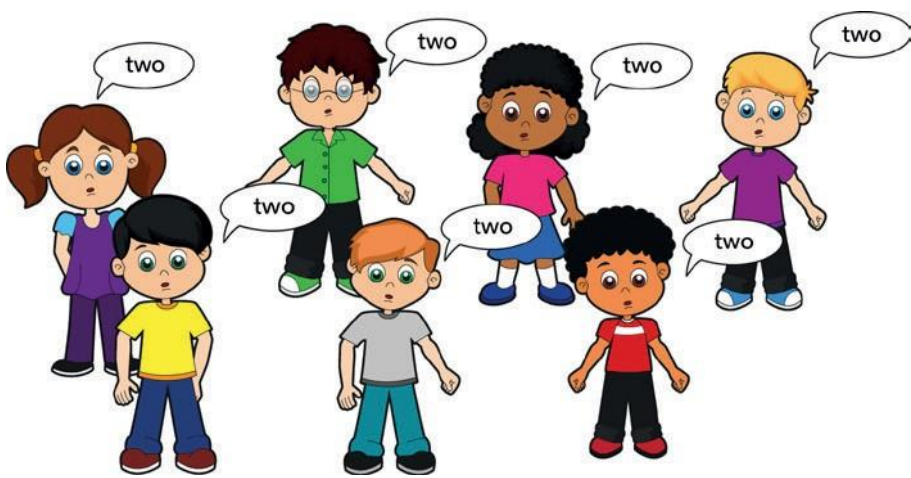
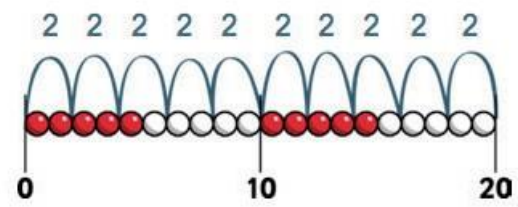
Count back in 10s

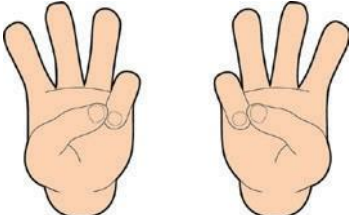
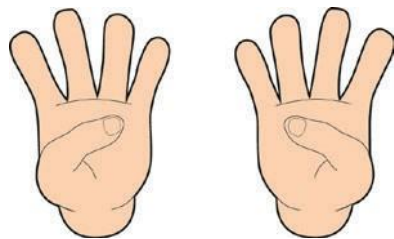
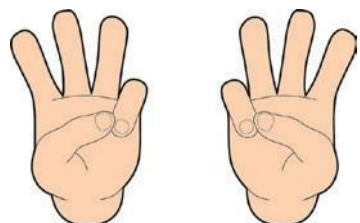
e.g. $53 - 20$ as 53, 43, 33

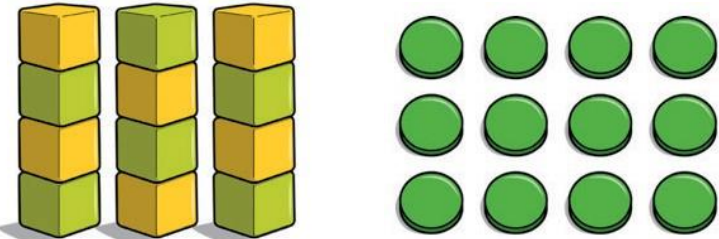


	Reception	Year 1
Subtraction	Number bonds Subitise  Split sets into bonds  $6 - 2 = 4$  $7 - 4 = 3$  Use money	Using number facts 'Story' of 4, 5, 6, 7, 8 and 9 e.g. 'Story' of 7 is $7 - 1 = 6$, $7 - 2 = 5$, $7 - 3 = 4$ Number bonds to 10 e.g. $10 - 1 = 9$, $10 - 2 = 8$, $10 - 3 = 7$  $10 - 7 = 3$ Subtract using patterns of known facts e.g. $7 - 3 = 4$ so we know $27 - 3 = 24$, $47 - 3 = 44$, $77 - 3 = 74$

Multiplication and Division

	Reception	Year 1																																																																																																				
Multiplication and division	Counting in steps ('clever counting') Begin to count in 2s  Two, four, six... Begin to count in 5s  Five, ten, fifteen, twenty... Begin to count in 10s  Ten, twenty, thirty...	Counting in steps ('clever counting') Counting in 2s  Count in 10s <table><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></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></table>	1	2	3	4	5	6	7	8	9		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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	Reception	Year 1
Multiplication and division	Doubling and halving Double numbers to 5  Double 3 is 6 Halve even numbers to 10  Half of 8 is 4	Doubling and halving Find doubles to double 5 using fingers <i>e.g. double 3</i>  Find half of even numbers up to 12, including realising that it is hard to halve an odd number

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

