

Addition: Red (Rec)

Mental Work

Count from zero to at least 10
Count on from different numbers

Vocabulary

Add, more, and, make, altogether, total. How many more? How many more than?

Practical work

To support the concept of **1:1 correspondence** when counting, use as many different ways as possible, e.g. moveable objects (touch and align each object as it is counted), fingers, a coat hanger and pegs, multilink, Numicon pegs aligned into the Numicon pattern and then onto the plates, large movements, e.g. jumping on a number track, clapping or beating drum along with count, flip flaps

To support understanding the '**threeness**' of 3 etc.
find: 3 pencils, 3 pigs, 3 pennies etc...



Know that, e.g. that 3 and 5 are always represented the same way on dice

"Show me four fingers"

- initially children will put up 4 fingers one at a time
- with practise they will then be able to 'throw' 4 fingers (on one hand)
- then they will be able to show different ways of making 4 using both hands, e.g. 3 + 1, 2 + 2, 4 + 0
- later they will be able to do this as "bunny ears", i.e. without needing to look at their fingers

To support **counting on in ones from a number**, sing nursery rhymes to encourage starting count from number other than one

To support the **early understanding of addition**

- Begin to use to use addition vocabulary, e.g. How many biscuits altogether?
- Find one more than a number from 1 to 10, using objects initially then numbers
- Begin to relate addition to combining two groups of objects, e.g. cars
- Begin to relate addition to counting on (count first group, start count from first group's total when counting second group, e.g. I have 5 pennies in my tin. I put in one, two, three pence more. How many pennies are in the tin now?)
- Use **actions** for 'add' and 'equals'

Stage 1: children can see both sets and count "1, 2, 3, 4, 5...there are 5 cars (knowing the last number is the total number)

Stage 2: children see both sets then cover the first set; children should be able to point to the first set and say "3...4, 5" when they point to the last 2 objects

Stage 3: as above but cover both sets (children might initially want to touch the objects through the cover)

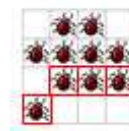
To develop **knowledge of number facts to 10**

- Use a balance with, e.g. multilink, Numicon
- Use a variety of visual resources, e.g. flip flaps, fingers, prepared displays

Di has 6p. Her mum gives her 4p.
How much money does she have altogether?



$$6 + \square = 10$$



Number lines

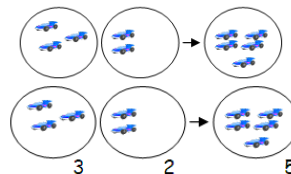


Early recording

Stage 1: The children begin to record combining sets in pictorial representation, e.g. drawing and colouring sets of numbers.

Stage 2: One more than' can also be recorded pictorially.

Stage 3: As children are introduced to numbers as digits, these can be added to the pictures.



CHILDREN SHOULD NOT MOVE ON TO THE NEXT STAGE IF:

- 1) they are not ready
- 2) they are not confident