

## Addition: Reception

### 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 correspondance** 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)

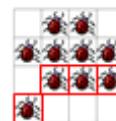


$$6 + \square = 10$$

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?



### Number lines

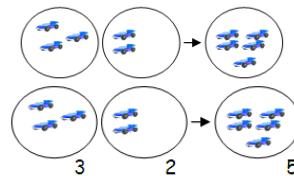


### Early recording

**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 ONTO THE NEXT STAGE IF:**

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