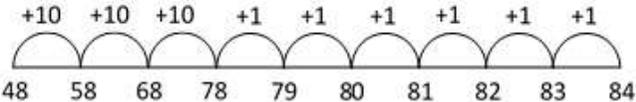


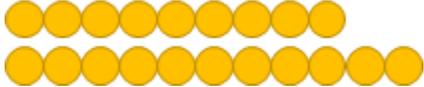
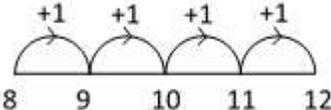
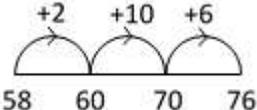
Addition

Addition								
Stage One			Stage Two			Stage Three		
			<p>Add numbers mentally and with jottings, including:</p> <ul style="list-style-type: none"> ○ A two-digit number and ones / A two-digit number and tens / Two two-digit numbers / Three one-digit numbers 					
<p>Pupils need to be able to count up to and beyond 100.</p> <p>Combining two sets to make a total (count all) Add one set to another (count on) Using practical objects: counters, cubes, number line. Use associated vocabulary.</p> <ul style="list-style-type: none"> • Pictorial representations – early recording. • Structured number lines – counting on. • Using the symbols + and = to record. <p>Partitioning numbers into hundreds, tens and units/ones.</p>			<p>Partitioning numbers in different ways: (23 = 20+3 or 23=10+13)</p> <p>48 + 36 = 84</p> <p>Put the biggest number first (48), and then partition the smaller number (36 = 30 + 6) and count on: 48 + 30 + 6.</p>  <p>48 58 68 78 79 80 81 82 83 84</p> <p>Use knowledge that addition can be done in any order, e.g: put the larger number first or add three or more small numbers by pairing them up.</p> <p>Bridge across multiples of 10, e.g: 47+8</p>			<p>Recognise the place value of each digit in a two digit number.</p> <p>Adding two 2-digit numbers by partitioning – e.g. 14+12=26 10+10=20 4+2=6 20+6=26</p> <p>Introduce the written method with the calculation presented both horizontally and vertically. Initially use calculations where it is not necessary to bridge across the tens or hundreds:</p> <p>63 + 32 = 95 60 + 3 30 + 2 90 + 5 = 95</p> <p>Partition the numbers into tens and ones/units.</p>		
Vocabulary			Vocabulary			Vocabulary		
Put together	Hundreds, tens, ones/units	Plus	Put together	Partitioning	Plus	Put together	Partitioning	Plus
Add		How many more?	Add	Place value	How many more?	Add	Place value	How many more?
Altogether		Equals	Altogether		Equals	Altogether	Sum	Equals
Total		Equal to	Total	Equal to	Hundreds, tens, ones/units	Total	Hundreds, tens, ones/units	Equal to
More than		Same as	More than	Same as		More than		Same as
	Partitioning		Sum					
	Place value							

Stage Four		Stage Five		Stage Six	
<p>Mental calculation expectation: Add:</p> <ul style="list-style-type: none"> ○ A three digit number and ones ○ A three digit number and tens ○ A three digit number and hundreds <p>Children must know the place value of three digit numbers.</p> <p>Column method – adding units first.</p> $\begin{array}{r} \text{ TU} \quad \text{ HTU} \quad \text{ HTU} \\ + \text{ TU} \quad + \text{ HTU} \quad + \text{ TU} \\ \hline \end{array}$ <p>Using the column method based on adding units first.</p>		<p>Have to understand place value up to 1000.</p> <p>Column method – adding units first.</p> $\begin{array}{r} \text{ ThHTU} \\ + \text{ ThHTU} \\ \hline \end{array}$ <p>Include carrying – under the line.</p> $\begin{array}{r} 176 \\ + 147 \\ \hline 323 \\ \hline 11 \end{array}$ <p>Use the language of place value to ensure understanding:</p> <p>Seven add six equals 13. Write three in the units column and ‘carry’ one across into the tens column (10). 40 add 70 and the ten that we ‘carried’ equals 120. Write 2 in the tens column (20) and ‘carry’ 1 across into the hundreds column (100). 100 add 100 and the 100 that has been carried equals 300. Write 3 in the hundreds column (300)</p>		<p>Column method using decimals and carrying (money and measure)</p> $\begin{array}{r} \text{ TU.TthHth} \\ + \text{ TU.TthHth} \\ \hline \end{array}$	
Vocabulary		Vocabulary		Vocabulary	
Put together	How many more?	Put together	Equals	Put together	Partitioning
Add	Equals	Add	Hundreds, tens, ones/units	Add	Increase
Altogether	Equal to	Altogether	Partitioning	Altogether	Increase by
Total	Same as	Total	Place value	Total	Place value
More than	Hundreds, tens,	More than	column	More than	column
Sum	ones/units	Sum	carry	Sum	carry
Plus	Partitioning	Plus	carrying	Plus	carrying
	Place value	How many more?	Equal to	How many more?	hundredths
	column	Increase	Same as	Equals	tenths
		Increase by		Equal to	decimal/s place/s
				Same as	Hundreds, tens, ones/unit

Stage 7		Stage 8	
<p>Have to know place value up to 1,000,000</p> <p>Add numbers with different numbers of decimal places, making sure the decimal points are correctly aligned e.g.</p> $ \begin{array}{r} 23.361 \\ + 9.080 \\ 59.770 \\ 1.300 \\ \hline 93.511 \\ 212 \\ \hline \end{array} $		<p>Have to know place value up to 10,000,000</p> <p>Addition linked to measures and money for understanding place value.</p> $ \begin{array}{r} \pounds 5.60 \\ + \quad 90\text{p} \\ \hline \end{array} $ <p>3.6km + 500m</p>	
Vocabulary		Vocabulary	
Put together	Partitioning	Put together	Partitioning
Add	Place value	Add	Place value
Altogether	Increase by	Altogether	Increase by
Total	Increase	Total	increase
More than	column	More than	column
Sum	carry	Sum	carry
Plus	carrying	Plus	carrying
How many more?	thousandths	How many more?	thousandths
Equals	hundredths	Equals	hundredths
Equal to	tenths	Equal to	tenths
Same as	decimal place/s	Same as	decimal place/s
Hundreds, tens, ones/units	decimal/s	Hundreds, tens, ones/units	decimal/s

Subtraction

Stage One	Stage Two	Stage Three
	<p>Subtract numbers mentally and with jottings, including:</p> <ul style="list-style-type: none"> A two-digit number and ones / A two-digit number and tens / Two two-digit numbers / Three one-digit numbers 	
<p>Have to count up to and beyond 100.</p> <p>Objects – practical taking away amounts. Having a set of objects, taking a set amount away and then counting how many there is left.</p>  <p>The difference between nine and eleven is two.</p> <p>Pictorial representation- early recording.</p> <p>Structured number lines – counting on and back.</p> <p>Using the symbols - and = to record.</p> <p>Partitioning numbers into hundreds, tens and units/ones.</p>	<p>Partitioning numbers in different ways (23 = 20+3 or 23=10+13).</p> <p>Children begin to identify subtraction as an inverse of addition by counting on.</p>  <p>Counting on or back from a given number as a strategy should continue to be taught across other stages where it is appropriate to find the 'difference' between two numbers.</p> <p>If children are confident, further develop this method by completing larger jumps.</p> <p>76 – 58 = 18</p>  <p>'The difference between 58 and 76 is 18.' Further develop subtraction with numbers that bridge 100.</p>	<p>Subtracting two 2-digit numbers by partitioning – e.g.</p> <p>65-32=33</p> <p>(tens first) 65-30=35 (units second) 35-2=33</p> <p>Introduce the formal written method with the calculation presented both horizontally and vertically (in columns). Use two-digit numbers when introducing this method:</p> <p>76 – 23 = 53</p> $\begin{array}{r} 76 \\ - 23 \\ \hline 53 \end{array}$ <p>Use the language of place value to ensure understanding, e.g. six take subtract three, seventy subtract twenty.</p>

Stage One		Stage Two		Stage Three	
Vocabulary		Vocabulary		Vocabulary	
Take away		Take away	Partitioning	Take away	Partitioning
Difference		Difference	Place value	Difference	Place value
Between		Between	Hundreds, tens, ones/units	Between	Hundreds, tens, ones/units
Less than		Less than	Equals	Less than	Equals
Subtract		Subtract	Equal to	Subtract	Equal to
Subtraction		Subtraction	Decrease	Subtraction	Decrease
Minus		Minus	reduce	Minus	reduce
Distance between		Distance between		Distance between	
fewer		Fewer		fewer	

Stage Four		Stage Five		Stage Six	
<p>Mental calculation expectation: Subtract:</p> <ul style="list-style-type: none"> ○ A three digit number and ones ○ A three digit number and tens ○ A three digit number and hundreds <p>Children must know the place value of three digit numbers.</p> <p>Column method – subtracting units first.</p> $\begin{array}{r} \text{TU} \quad \text{HTU} \quad \text{HTU} \\ - \text{TU} \quad - \text{HTU} \quad - \text{TU} \\ \hline \end{array}$		<p>Children need to understand place value up to 1000.</p> <p>Column method subtracting units first.</p> $\begin{array}{r} \text{ThHTU} \\ - \text{ThHTU} \\ \hline \end{array}$		<p>Column method – exchanging from the column next door.</p> <p>When children are confident with the method, introduce the formal written method, involving decomposition/exchange:</p> $\begin{array}{r} 6 \\ \cancel{7} \quad 13 \\ 2 \quad 7 \\ \hline 4 \quad 6 \\ \hline \end{array}$ <p>Use the language of place value to ensure understanding. We are going to exchange a ten for ten ones to give us 60 and 13</p> <p>Move onto exchanging from more than one column.</p> $\begin{array}{r} 8 \quad 12 \quad 1 \\ \cancel{9} \quad 3 \quad \cancel{7} \\ - 4 \quad 5 \quad 7 \\ \hline 4 \quad 7 \quad 5 \end{array}$	
Vocabulary		Vocabulary		Vocabulary	
Take away	Partitioning	Take away	Partitioning	Take away	Partitioning
Difference	Place value	Difference	Place value	Difference	Place value
Between	Hundreds, tens, ones/units	Between	Hundreds, tens, ones/units	Between	Hundreds, tens, ones/units
Less than	ones/units	Less than	ones/units	Less than	Equals
Subtract	Equals	Subtract	Equals	Subtract	Equal to
Subtraction	Equal to	Subtraction	Equal to	Subtraction	Decrease
Minus	Decrease	Minus	Decrease	Minus	Column
deduct	Column	Distance between	Column	Distance between	reduce
Distance between	reduce	Fewer	reduce	fewer	Exchange
fewer					reduce

Stage Seven		Stage Eight		Stage Nine	
Column method using decimals and exchanging (money and measure) $\begin{array}{r} \text{TU.TthHth} \\ - \text{TU.TthHth} \\ \hline \end{array}$		Column method – exchanging through zeros. Subtract numbers with different numbers of decimal places, making sure the decimal points are correctly aligned e.g. $\begin{array}{r} 23.361 \\ - 9.080 \\ \hline 59.770 \\ 1.300 \\ \hline 93.511 \\ 212 \\ \hline \end{array}$		Have to know place value up to 1,000,000 Subtraction linked to measures and money for understanding place value. $\begin{array}{r} \text{£}5.60 \qquad 3.6\text{km} - 500\text{m} \\ - \text{£}0.90 \qquad 3.6\text{km} - 0.5\text{km} \\ \hline \end{array}$ Children should be able to convert between units here so their calculations are the same units.	
Vocabulary		Vocabulary		Vocabulary	
Take away Difference Between Less than Subtract Subtraction Minus Distance between Fewer Hundredths tenths	Partitioning Place value Hundreds, tens, ones/units Equals Equal to Decrease Column reduce Exchange Reduce Decimal/s place/s	Take away Difference Between Less than Subtract Subtraction Minus Distance between Fewer Hundredths Tenths	Partitioning Place value Hundreds, tens, ones/units Equals Equal to Decrease Column reduce Exchange Reduce Decimal/s place/s	Take away Difference Between Less than Subtract Subtraction Minus Distance between Fewer Hundredths tenths	Partitioning Place value Hundreds, tens, ones/units Equals Equal to Decrease Column reduce Exchange Reduce Decimal/s place/s

Stage 9

Have to know place value up to 10,000,000

$$\begin{array}{r} 9 \quad 9 \quad 9 \\ 2 \quad 0 \cdot 0 \quad 0 \\ - \quad 3 \cdot 2 \quad 3 \\ \hline \end{array}$$

Vocabulary

Take away	Partitioning
Difference	Place value
Between	Hundreds, tens,
Less than	ones/units
Subtract	Equals
Subtraction	Equal to
Minus	Decrease
Distance between	Column
Fewer	reduce
Hundredths	Exchange
tenths	Reduce
	Decimal/s place/s

Multiplication

Stage One

Count forwards and backwards in 2s, 5s and 10s.

Concrete objects:

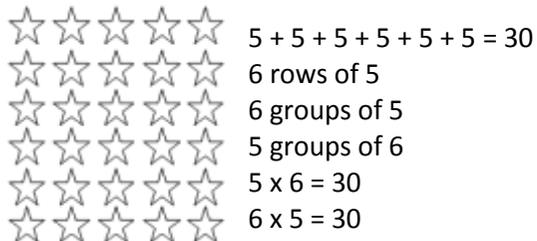
- count repeated groups of the same size.
- Group a set amount into smaller equal amounts.



Pictorial representation in books.

Arrays – with objects and pictorially.

$$6 \times 5 = 30$$



Stage Two

Repeated addition

$$2+2+2+2+2=10$$

Combining groups (repeated addition)



3 groups of 10 crayons

How many crayons altogether?

$$10 + 10 + 10 = 30$$

3 groups of 10

3 times 10

$$3 \times 10 = 30$$

Reinforce commutative (which means

multiplication sums can be shown either way, e.g.

$$10 \times 3 = 30$$

Stage Three

Recall multiplication facts for 2, 5 and 10 times table.

Partitioning to multiply – tens and ones/units (TU)

$$15 \times 5 = 75$$

$$10 \times 5 = 50$$

$$5 \times 5 = 25$$

$$50 + 25 = 75$$

Stage One		Stage Two		Stage Three	
Vocabulary		Vocabulary		Vocabulary	
Multiply		Place value	Repeated addition	Partitioning	Repeated addition
Lots of		partitioning	Number line	Place value	Number line
Groups		Multiply	Tens and ones/units	Multiply	Tens and ones/units
Times		Lots of		Lots of	Multiples
Multiplying		Groups		Groups	
Array/s		Times		Times	
Equal/s		Multiplying		Multiplying	
		Array/s		Array/s	
		Equal/s		Equal/s	

Stage Four		Stage Five		Stage Six	
Partitioning to multiply – hundreds, tens and ones/units (HTU) $155 \times 5 = 775$ $100 \times 5 = 500$ $50 \times 5 = 250$ $5 \times 5 = 25$ $500 + 250 + 25 = 775$		<p style="color: red;">Recall multiplication facts for 3, 4 and 8 times table.</p> Formal short multiplication method – 2 digit x 1 digit Include carrying – under the line. $\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ 2 \\ \hline \end{array}$ <p>Ensure place value is reinforced when teaching this method.</p> <p>Practise this method so that the children are confident before moving on.</p>		<p style="color: red;">Recall multiplication facts up to 12x12.</p> Formal short multiplication method – 3 digit x 1 digit. Include carrying – under the line. $\begin{array}{r} 324 \\ \times 7 \\ \hline 2394 \\ 21 \\ \hline \end{array}$	
Vocabulary		Vocabulary		Vocabulary	
Partitioning Place value Multiply Lots of Groups Times Multiplying Array/s Equal/s	Repeated addition Number line Hundreds Tens and ones/units Multiples	Partitioning Place value Multiply Lots of Groups Times Multiplying Array/s Equal/s Repeated addition	Number line Hundreds Tens and ones/units Multiples Column Carry/ing	Partitioning Place value Multiply Lots of Groups Times Multiplying Array/s Equal/s Repeated addition	Number line thousands Hundreds Tens and ones/units Multiples Column Carry/ing

Stage 7		Stage 8		Stage 9	
Formal short multiplication method – 4 digit x 1 digit. Include carrying – under the line. $2741 \times 6 = 16446$ $\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ 42 \end{array}$		Multiplying decimals by a whole number (linked to measures and money). $£3.75 \times 3 =$ $\begin{array}{r} 375 \\ \times 3 \\ \hline \end{array}$ Take the decimal place out for multiplication and put it back into the answer. <i>*Note regarding decimal places – the number of decimal places in the question must be equal to the number of decimal places in the answer*</i>		Formal short multiplication method – 2 digit x 2 digit. $\begin{array}{r} 37 \\ \times 65 \\ \hline 1835 \\ 220 \\ \hline 2405 \\ 1 \end{array}$ <i>*Note – Teach children to multiply with the units first. Numbers carried forward should be on the same row as the answer. As they are used (added) they should be crossed out to avoid confusion when calculating final total.*</i>	
Vocabulary		Vocabulary		Vocabulary	
Partitioning	Number line	Partitioning	Number line	Partitioning	Number line
Place value	thousands	Place value	thousands	Place value	thousands
Multiply	Hundreds	Multiply	Hundreds	Multiply	Hundreds
Lots of	Tens and ones/units	Lots of	Tens and ones/units	Lots of	Tens and ones/units
Groups	Multiples	Groups	Multiples	Groups	Multiples
Times	Column	Times	Column	Times	Column
Multiplying	Carry/ing	Multiplying	Carry/ing	Multiplying	Carry/ing
Array/s		Repeated addition	Decimal/s place/s	Repeated addition	Decimal/s place/s
Equal/s		Array/s	hundredths	Array/s	hundredths
Repeated addition		Equal/s	tenths	Equal/s	tenths

Stage 10		Stage 11	
<p>Column method – 3 digit x 2 digit, using long method (as stage 9)</p> <p>124 X 68 = 8432</p> $ \begin{array}{r} 124 \\ \times 68 \\ \hline 992 \\ 7440 \\ \hline 8432 \\ 11 \end{array} $ <p>Extend to 4 digit x 2 digit.</p>		<p>Decimals x decimals (up to 2 decimal places) using the same method as stage 8.</p> <p>Take the decimal place out for multiplication and put it back into the answer.</p> <p><i>*Note regarding decimal places – the number of decimal places in the question must be equal to the number of decimal places in the answer. Numbers carried forward should be on the same row as the answer. As they are used (added) they should be crossed out to avoid confusion when calculating final total.*</i></p>	
Vocabulary		Vocabulary	
Partitioning Place value Multiply Lots of Groups Times Multiplying Repeated addition Array/s Equal/s	Number line thousands Hundreds Tens and ones/units Multiples Column Carry/ing Decimal/s place/s hundredths tenths	Partitioning Place value Multiply Lots of Groups Times Multiplying Repeated addition Array/s Equal/s	Number line thousands Hundreds Tens and ones/units Multiples Column Carry/ing Decimal/s place/s hundredths tenths

Division

Stage One

Concrete objects:

Practically sharing objects into equal groups using a variety of resources.



Share these eight apples equally between two children. How many apples will each child have?

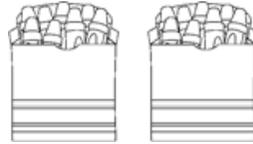
Using the symbols \div and $=$ to record.

Pictorial representation.

Stage Two

Count forwards and backwards in 2s, 5s and 10.

One children can share move onto grouping objects into equal amounts, e.g.



Children will move from sharing to grouping in a practical way. E.g. put 20 crayons into groups of 10. How many pots do we need?

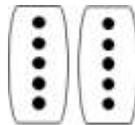
Arrays



How many faces altogether?

How many groups of two?

5 groups of two.



How many groups of 5?

10 shared equally between 2 people.

Half of ten is five.

Doubling and halving of shapes and numbers.

Understand the relationship between multiplication and division.

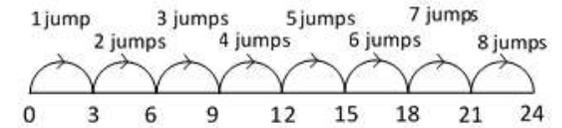
Stage Three

Recall of multiplication facts for 2, 5 and 10 times table.

Repeated addition on a structured number line.

Using the language of:

How many 3s are there in 24?



Once children are confident with counting in multiples they will not need to use a number line.

Children must know their times tables to support them with division.

Teachers need to reinforce the concept of finding how many groups of an amount there are in the total

Stage One		Stage Two		Stage Three	
Vocabulary		Vocabulary		Vocabulary	
Division	one each, two	Division	one each, two each, three	Division	one each, two each, three
Divide	each, three	Divide	each...	Divide	each...
Arrays	each...	Arrays	group in pairs, threes...	Arrays	group in pairs, threes... tens
Sharing	group in pairs,	Sharing	tens	Sharing	equal groups of
Share	threes... tens	Share	equal groups of	Share	divided by
Share equally	equal groups of	Share equally	divided by	Share equally	divided into
Grouping	divided by	Grouping	divided into	Grouping	repeated subtraction
Group	divided into	Group		Group	Number line
How many...?		How many...?		How many...?	

Stage Four		Stage Five		Stage Six	
<p>Do these calculations in different contexts such as time, weight, measure etc</p> <p>Repeated addition, using a number line, to incorporate remainders, e.g. $25 \div 3 = 8r1$</p> <p>You could jump forwards in multiples of 3 from 0 to 24 with one remainder.</p>		<p>Short division</p> $25 \div 5 = 5$ $\begin{array}{r} 0 \ 5 \\ 5 \overline{) 25} \end{array}$ $55 \div 5 = 11$ $\begin{array}{r} 1 \ 1 \\ 5 \overline{) 55} \end{array}$ $98 \div 7 = 11$ $\begin{array}{r} 1 \ 4 \\ 7 \overline{) 98} \end{array}$ <p>Left over</p> <p>left over (carrying over to next column) remainder (what is left in the answer)</p>		<p>Use short division method with 3 and 4 digit numbers.</p> <p>Answers are exact – no remainders.</p>	
Vocabulary		Vocabulary		Vocabulary	
Division Divide Arrays Sharing Share Share equally Grouping Group How many...?	one each, two each, three each... group in pairs, threes... tens equal groups of divided by divided into repeated subtraction Number line Left Left over remainder	Division Divide Arrays Sharing Share Share equally Grouping Group How many...?	one each, two each, three each... group in pairs, threes... tens equal groups of divided by divided into repeated subtraction Number line Left Left over remainder	Division Divide Arrays Sharing Share Share equally Grouping Group How many...? one each, two each, three each...	equal groups of divided by divided into repeated subtraction Number line Left Left over Remainder Chunking Chunks group in pairs, threes... tens

Stage Seven		Stage Eight		Stage Nine	
With remainders $432 \div 5$ $5 \overline{) 432} \begin{array}{l} 086 \\ 43^32 \end{array} r2$		With remainders as a fraction $5 \overline{) 432} \begin{array}{l} 086 \\ 43^32 \end{array} r2$ Answer: $86 \frac{2}{5}$		With remainder as a decimal $5 \overline{) 432.00} \begin{array}{l} 086.4 \\ 43^32.^200 \end{array}$ Answer: 86.4	
Vocabulary		Vocabulary		Vocabulary	
As stage 6 with: Short division Left over	remainder	As stage 7		As stage 8	

Stage Ten		Stage Eleven	
$ \begin{array}{r} 13 \\ 5 \overline{) 65} \\ - 50 \text{ (10X5)} \\ \hline 15 \\ - 15 \text{ (3X5)} \\ \hline 0 \end{array} $		$ \begin{array}{r} 028.8 \\ 15 \overline{) 432.0} \\ - 30 \\ \hline 132 \\ - 120 \\ \hline 120 \\ - 120 \\ \hline 0 \end{array} $	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Divisor always underneath each other. </div>		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <u>Key facts</u> 2X15=30 6X15=90 8X15=120 </div>	
<p>Children to be shown how to use the chunking method using simple numbers to prepare them for stage 11.</p>		<p>Once children are confident with this they can move onto calculating their answers with the remainders as fractions.</p>	
Vocabulary		Vocabulary	
Division Divide Arrays Sharing Share Share equally Grouping Group How many...? one each, two each, three each...	equal groups of divided by divided into repeated subtraction Number line Left Left over Remainder Chunking Chunks group in pairs, threes... tens Short division	Division Divide Arrays Sharing Share Share equally Grouping Group How many...? one each, two each, three each...	equal groups of divided by divided into repeated subtraction Number line Left Left over Remainder Chunking Chunks group in pairs, threes... tens Short division

EYFS

Addition

Children will engage in a wide variety of songs and rhymes, games and activities.
Know that numbers identify how many objects are in a set.

They will find one more than a given number.

In practical activities and through discussion they will begin to use the vocabulary involved in addition.

Know that the number in a group is the same even if counted in a different order.

Know that a group of things change in quantity when something is added.

Read and create number sentence and experiment with symbols and marks.

They will begin to relate addition to combining two groups of objects, first by counting all and then by counting on from the largest number.

You have four oranges and I have three oranges. How many oranges altogether?



Subtraction

Children will engage in a variety of counting backwards songs such as 'Ten Green Bottles'.

In practical activities and through discussion they will begin to use the vocabulary associated with subtraction. Know when something is taken away it is less.

Children will begin to count back from a given number. They will find one less than a given number.

They will begin to relate subtraction to 'taking away', using objects to count 'how many are left' after some have been taken away.

'Take two apples away. How many are left?'



Comparing sets – more, less, same, difference between.

Multiplication

Children will engage in a wide variety of songs and rhymes, games and activities.

In practical activities and through discussion they will begin to solve problems involving doubling. 'How many legs would 4 children have?'

'Three oranges for you and three oranges for me. How many altogether?'



Count out objects into groups of twos, threes, fives and tens.

Division

Children will engage in a wide variety of songs and rhymes, games and activities.

In practical activities and through discussion they will begin to solve problems involving halving and sharing.



'Share the oranges between two people.'

'Half the oranges for you and half the oranges for me.'

Sharing things out – less if there are more sets.

