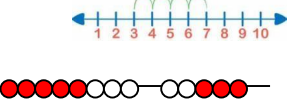
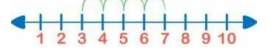
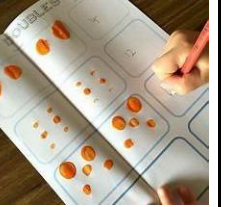




Addition	Subtraction	Multiplication	Division
Children are encouraged to gain a sense of the number system through the use of counting concrete objects.  They combine objects in practical ways and count all. They understand addition as counting on and will count on in ones and twos using objects, cubes, bead string and number line.  They use concrete and pictorial representation to record their calculations.  They begin to use + and = They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.	Children are encouraged to gain a sense of the number system through the use of counting concrete objects.  They understand subtraction as counting out.  They begin to count back in ones and twos using objects, cubes, bead string and number line.  They use concrete and pictorial representation to record their calculations. They begin to use - and = They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.	Children use concrete objects to make and count equal groups of objects.  They will count on in twos using a bead string and number line. They understand doubling as repeated addition. $2 + 2 = 4$ They use concrete and pictorial representation to record their calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation. 	Children use concrete objects to count and share equally into 2 groups. 6 cakes shared between 2 people each person gets 3 cakes. $6 \div 2 = 3$  They count a set of objects and halve them by making two equal groups. They understand sharing and halving as dividing by 2. They will begin to use objects to make groups of 2 from a given amount.  They use concrete and pictorial representation to record their calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.