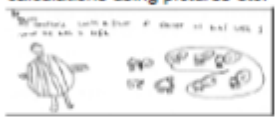
EYFS Maths Knowledge Organiser - Ready Steady Cook - Spring 1

Counting Rules

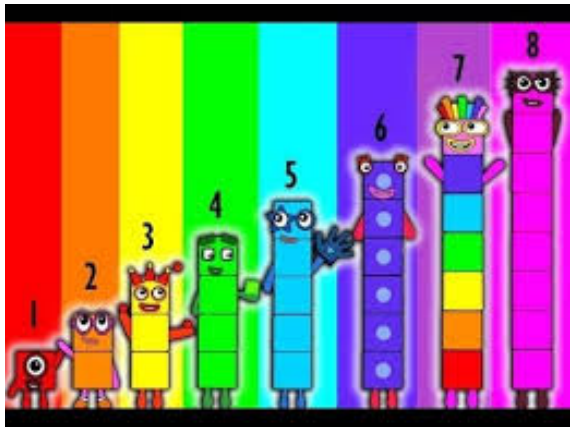
Addition	Subtraction
Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.	Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.
Numicon is used to develop addition skills and rapid recall of addition facts. Children to develop a sense of numbers to 10	Numicon is used to support children's ability to subtract.



What do we want the children to learn?

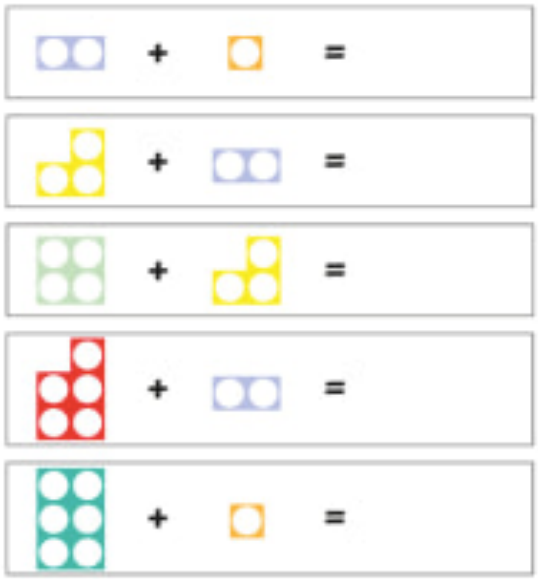
To count forwards and backwards to 8.
To subitise/recognise up to 8 objects, without counting.
Understands the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.
To know that numbers can be represented in different ways. (For example, using fingers, numicon, objects).
To count forwards and backwards to 10.
To identify odd and even amounts and numbers to 8.
To explore pairs, doubles and halves.
To measure and compare the mass and capacity of objects and containers.
To explore the concept of addition and subtraction.

Key Visual Representation of Number



Vocabulary

Odd and even	an **even number** is a **number** that can be divided into two equal groups. An **odd number** is a **number** that cannot be divided into two equal groups. **Even numbers** end in 2, 4, 6, 8 and 0. **Odd numbers** end in 1, 3, 5, 7, 9.
total	how many there are altogether
order	putting numbers/representations of number in the correct sequence (e.g. 1, 2, 3, 4, 5)
Double	two equal, identical, or similar parts or things.
subitise	saying the number of objects in a small group (up to 8)without counting
Ten frame	one-by-ten frame, into which objects are placed to show numbers which are less than on equal to 8; can be used to support with lining up objects to count
Half	either of two equal parts into which something is or can be divided.



Questions/Learning Prompts

What are the careful counting rules?
How could we use the careful counting rules to help us?
How could we find out how many we have altogether?
How many objects are on the ten frame?
How do you know?
How do we make them more/less?
How do you know how many are left?
How many do we have altogether?

Let's count the objects. Let's line up the objects. Let's take an object away. Let's see how many objects there are altogether. Let's put the objects on a ten frame. Let's double the objects.