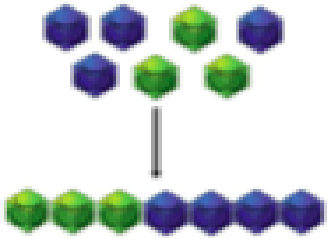
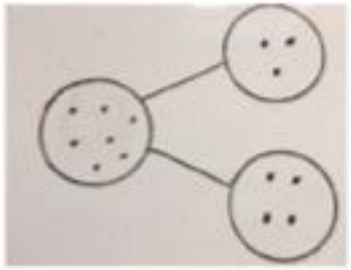
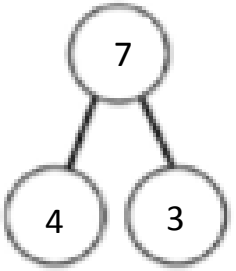
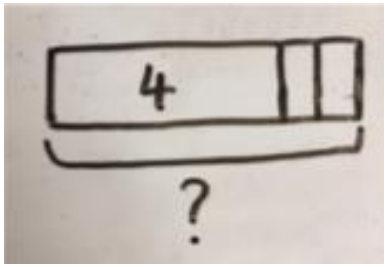
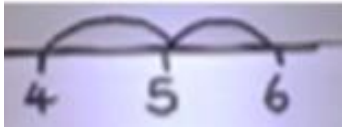
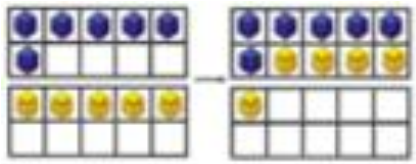
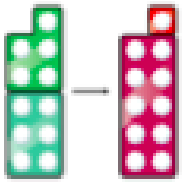
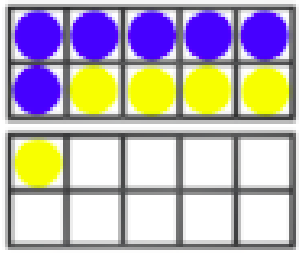
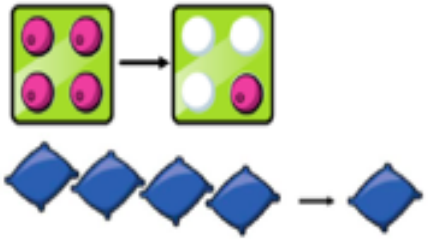
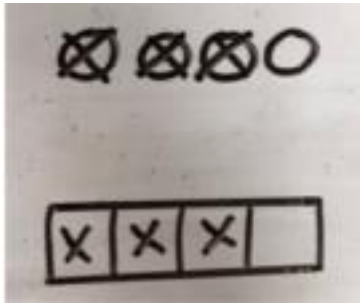
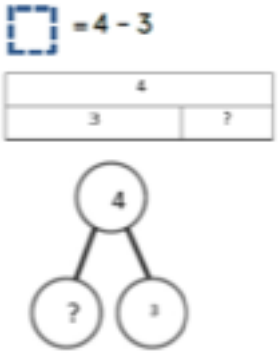
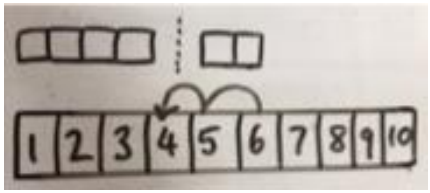
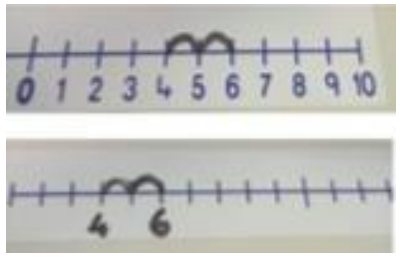
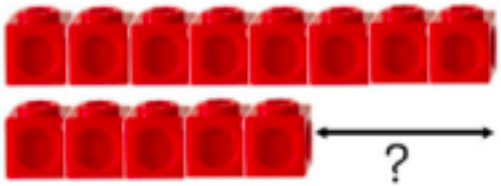
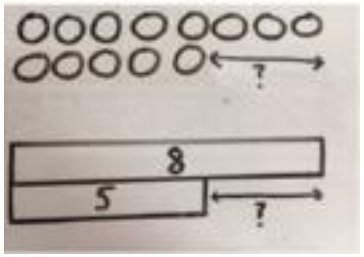
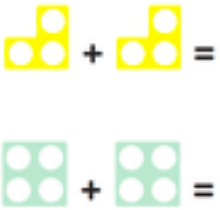
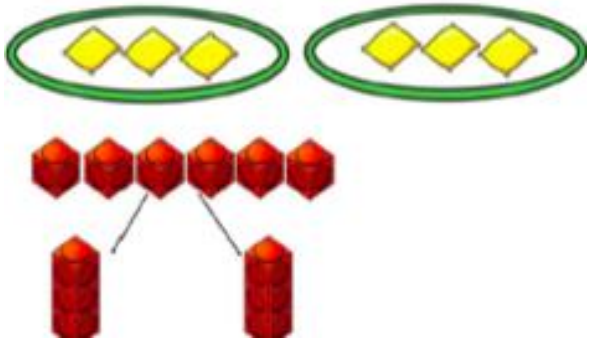
Addition	Verbally	Concrete	Pictorially	Abstract
1 more **Nursery / Reception**	**Children to say one more aloud,** 'Three and one more is the same as four' (sing number rhymes too e.g. One elephant went out to play, One man went to mow) **Nursery / Reception**	**Find 1 more** (use other resources too e.g. teddy bears, cubes, number lines / tracks) Exceeding Nursery / Reception	Children represent one more using marks they can interpret. Reception	3 + 1 = 4
Combining two parts to make a whole **Reception**		Part Whole Model (use other resources too eg. Eggs, shells, teddy bears, cars) 	Children to represent the cubes using dots or crosses. They could put each on a part whole model too. 	4 + 3 + 7 Four is a part, 3 is a part and the whole is 7. 
Starting at the bigger number and counting on- using cubes. **Reception**		Counting on using number lines, using cubes or Numicon.  	A bar model which encourages children to count on rather than count all. 	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2 = 

Regrouping to make 10 using ten frame. **Reception**		Regrouping to make 10; using ten frames and counters/cubes or using numicon. 6 + 4  	Children to draw the ten frame and counters/cubes. 	Children to develop and understanding of equality e.g $6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$

Subtraction	Verbally	Concrete	Pictorially	Abstract
1 less **Nursery / Reception** **Taking away ones** **Reception**	**Children to say one less aloud,** 'Five and one less is the same as four' (sing number rhymes too e.g. Five speckled frogs, Five currant buns) **Nursery / Reception**	**Find 1 less** (use other resources too e.g. teddy bears, cubes, number lines / tracks) Exceeding Nursery / Reception Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). 4 – 3 = 1 	Children represent one less using marks they can interpret. Reception Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	4 – 1 = 3 4 – 3 = 

Counting back **Reception**		Counting back (using number lines or number tracks) children start with 6 and count back 2.  	Children to represent what they see pictorially e.g.  	Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line. 
Find the difference **Reception**		Finding the difference (using cubes or Numicon, other objects can also be used). Calculate the difference between 8 and 5.  	Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.  	Find the difference between 8 and 5. 8 – 5, the difference is ☐ Children to explore why 9 - 6 = 8 – 5 = 7 – 4 have the same difference.

Multiplication	Verbally	Concrete	Pictorially	Abstract
Doubling / making equal groups Reception	**Children count forwards aloud in twos (even number loud / odd numbers quiet), fives and tens,** (Sing rhymes too e.g. Doubling numbers, Animals came in 2 by 2 , Centipede has lots of legs, Mary at the Cottage Gate)		Children represent doubling and grouping pictorially.	
Repeated grouping /adding of same number		**Repeated adding of same number** (use other resources too e.g. numicon, triangles, wheels on bikes,) 		
Recognising and making equal groups.		**Recognising and making equal groups** (use of other resources too e.g. 3 duck feets, pairs of animals, socks)		
Doubling		**Doubling** (use other resources too e.g. numicon,)		
Counting in multiples, Use cubes, Numicon and other objects in the classroom				

Division	Verbally	Concrete	Pictorially	Abstract
Sharing /grouping **Reception**	**Children count backwards aloud in twos (even number loud / odd numbers quiet), fives and tens,** (Sing rhymes too e.g. Ten fat sausages)		Children represent the sharing / grouping pictorially	
Sharing objects into Groups		**Sharing /grouping using a range of objects** (e.g. socks, apples) 	Represent the sharing pictorially.