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| --- | --- |
| **4 C’s of number sense** | |
| **Counting** | When we repeat and say numbers in sequence  [This Photo](https://www.pngall.com/1-to-10-numbers-png) by Unknown Author is licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/3.0/) |
| **Cardinality** | Understanding the value of numbers (the fiveness of five). |
| **Comparison** | Understanding where a number belongs in the number pattern. More and less, tens and ones. |
| **Composition** | Understanding the numbers hidden in numbers. The bonds that make up each number. |



**Overview**

At St Catherine’s we follow NCETM Mastery Maths for daily learning. We use White Rose Maths to cover the space, measure and special awareness elements of the curriculum. Numicon is used support the maths delivery through continuous provision.

**Concrete –** using concrete (physical) resources to help children understand the concept.

**Pictorial –** children build from concrete resources to pictures to help them solve problems.

**Abstract** – Only once children are secure with concrete and pictorial concepts will the children move to understand maths in the abstract.

In the EYFS, early maths knowledge is based within **‘Mathematics’,** ‘**Communication and language’**, **Understanding the world’** and ‘**Physical Development’** learning areas.

St Catherine’s School – Foundation 2 – Knowledge Overview – Maths

**Number bonds (composition)**

It is vital that children learn to automatically recall number bonds of 0-5 by the time they leave foundation. Children will also be taught to recall some number bonds of numbers to 10 using the concept of 5 + some more.

To support number bond teaching children will use tens and fives frames, part part whole models, practical throwing games and Numicon.

**Key Vocabulary** **Maths Numbers Numerals Pattern Shapes Double Counting Subitise Add Subtract More/Less**

**Subitise**

A key skill being taught through early maths is ‘subitising’. Subitising is seeing amounts without counting the objects.



