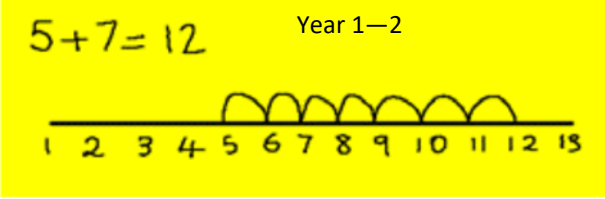
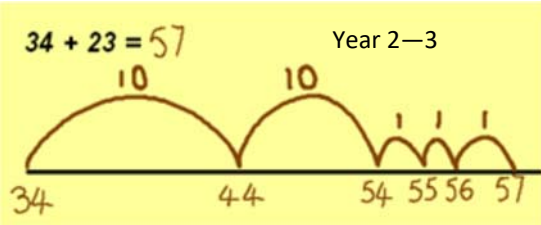
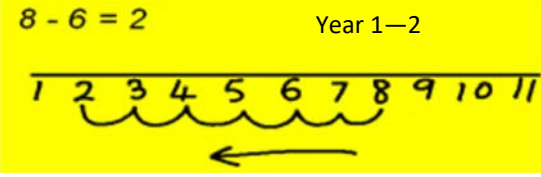
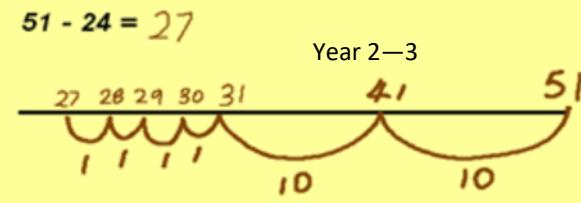
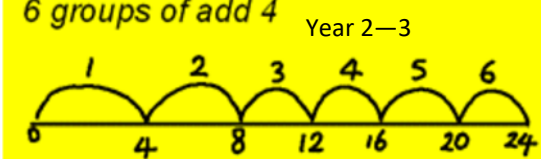
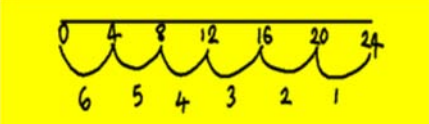
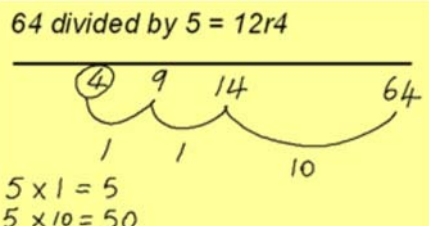


OBJECTIVE	CONCRETE	PICTORIAL and ABSTRACT
Addition		<p>$5 + 7 = 12$ Year 1–2</p>  <p>$34 + 23 = 57$ Year 2–3</p> 
Subtraction		<p>$8 - 6 = 2$ Year 1–2</p>  <p>$51 - 24 = 27$ Year 2–3</p> 
Multiplication		<p>6 groups of add 4 Year 2–3</p>  <p>How many groups have I added?</p>
Division		<p>Year 2–3</p>  <p>1. Subtract 4 until you come to 0 2. Count how many groups of 4 you subtracted</p> <p>Year 3–4</p> <p>$64 \text{ divided by } 5 = 12 \text{ r } 4$</p>  <p>$5 \times 1 = 5$ $5 \times 10 = 50$</p>

Using number lines

Using number lines is still important. This can be done as another way of representing the four operations in a pictorial way.

They should be used alongside apparatus until children are totally secure in using them.