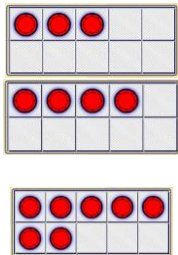


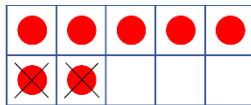
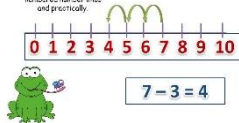
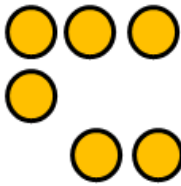
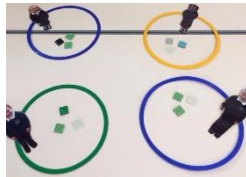

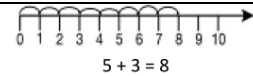


EYFS Calculation Policy				
	Counting	Addition & Subtraction		Multiplication & Division
Development Matters Statements	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Subitise (recognise quantities without counting) up to 5 • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts • Recognising when one quantity is greater than, less than or the same as the other quantity 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Have a deep understanding of number to 10, including the composition of each number • Solve real world mathematical problems with numbers up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 		<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.
	Counting	Addition	Subtraction	Multiplication & Division

<p>Using number names and number language spontaneously</p> <p>Using number names accurately in play</p> <p>Reciting numbers in order to 10.</p> <p>Counting objects using 1:1 correspondence and understanding that numbers identify how many objects are in a set</p> <p>Representing numbers in different ways e.g. using fingers, marks on paper, pictures, writing numbers.</p> <p>Count objects up to 5, then 10 and then 20.</p> <p>Matching numerals to the correct quantities.</p> <p>Compare groups of objects, saying when they have the same number.</p> <p>Recognising numerals.</p> <p>Estimating how many objects they can see and checking by counting them.</p> <p>Using the language 'more' and 'fewer' to compare sets of objects</p>	<p>Children start to explore addition by sorting groups. They then begin to look at applying this to the concept of 'part part wholes'.</p> <p>Adding two single digit numbers together using objects, Numicon and tens frames. Count 3, count 4 and then recount to find 7.</p> <div data-bbox="875 389 1052 678"> $3 + 4 = 7$  </div> <p>Showing that two pieces of Numicon added together makes a new shape, therefore a new number. Beginning to recognise the new shape as a number rather than counting.</p> <div data-bbox="882 917 1050 1032">  </div> <p>Saying the number that is one more than a given number by using objects and number lines.</p> <div data-bbox="826 1182 1055 1257"> $8 + 1 = 9$  </div> <p>Adding two numbers together using a number line.</p>	<p>Children start to explore subtraction by sorting groups. They then begin to look at applying this to the concept of 'part part wholes'.</p> <p>When comparing groups, children use the language 'more than' and 'fewer than' preparing them to find 'the difference' in Year 1.</p> <p>Taking away a number from a larger group and finding out how many are left using objects, tens frames and number lines. When confident children begin to record number sentences.</p> <div data-bbox="1294 687 1543 791">  </div> <div data-bbox="1299 826 1536 976"> <p>Model subtraction using hundred squares, number lines and practically.</p>  </div> <p>Use counters and move them away from the group. As you do, count backwards as you go.</p> <div data-bbox="1299 1115 1478 1334">  $6 - 2 = 4$ </div> <p>Saying the</p>	<p>Sharing groups of objects into equal groups. Exploring odd and even numbers by using different amounts.</p> <p>Problem solving when odd</p> <div data-bbox="1724 276 1968 453">  </div> <p>numbers will not share equally.</p> <p>Using practical activities to show how to halve numbers. Draw pictures to show how to halve a number.</p> <div data-bbox="1724 726 1968 912">  </div> <p>Finding doubling facts up to 10. Using practical activities to show how to double. Draw pictures to show how to double numbers.</p>
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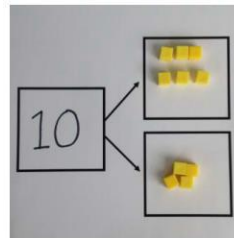
Subitising numbers up to 5
(recognising the total without counting)



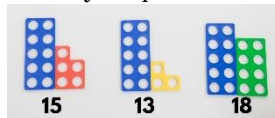
Adding two groups of objects recording this in a number sentence or using pictorial representations e.g. $3 + 5 = 8$



Exploring different ways of making numbers up to 10 by adding amounts together using objects and Numicon.



Adding tens and ones together to build teen numbers using Numicon and towers of cubes. Learning that the 1 in the teen number always represents 10.

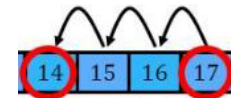


Adding two single digit numbers using counting on. For example, $5 + 3 =$, put the bigger number in your head and the smaller number on your fingers and then count on.

number that is one less than a given number by using objects and number lines.

Exploring different ways of making subtraction facts.

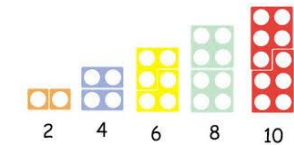
Taking away on a number line – start at the bigger number and count back the smaller number showing the jumps on the number line.



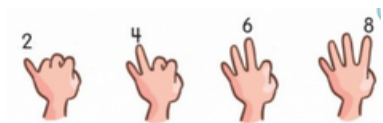
Taking away a single digit number using counting back. For example, $8 - 3$, put 8 in your head and 3 on your fingers. Count back to find the answer.

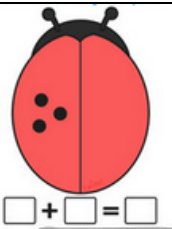


double 4 is 8
 $4 \times 2 = 8$



Beginning to count objects in 2s, 5s and 10s for counting. Count in multiples supported by concrete objects in equal groups. For example, four groups of 5 is “5, 10, 15, 20”.



		 $\square + \square = \square$		
Vocabulary	Count How many	Add	Take away	Share Groups