

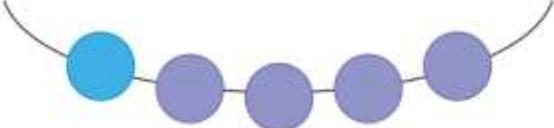
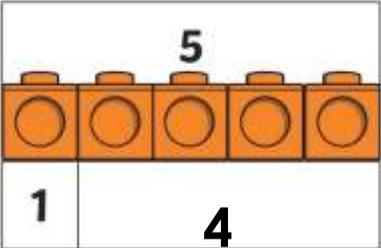
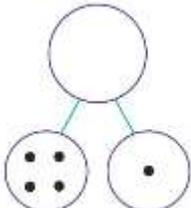
EYFS Calculation Policy



EYFS: Addition

Vocabulary: altogether, sum, and, plus, total, more than, greater than, add, make

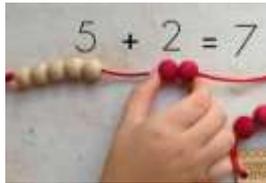
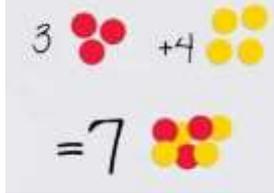


Strategy	Concrete	Pictorial	Abstract
<p>Number bonds to 5.</p>	<p>Use physical apparatus/objects such as counters (five frame) or multi-link to make/combine two parts together to make a whole. It is important to use this language.</p> <p style="text-align: center;">2 + 3 = 5</p>  <p style="text-align: center;">1 + 4 = 5</p> 	<p>Use pictures to add two numbers together as a group of.</p>  <p style="text-align: center;">4 + 1 = 5</p> <p>Use part, part whole models/bar model to show number bonds to 5.</p>  <p style="text-align: center;">4 + 1 = 5</p>	<p>Number sentence to 5:</p> <p style="text-align: center;">3 + 2 = 5 5 = 4 + 1</p> <p>Equal symbol should be presented at the beginning and end of the number sentence to reinforce understanding of equals meaning same as/balance.</p>

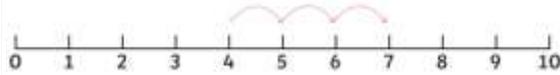
EYFS Calculation Policy

Counting on (starting with the largest number).

Use practical apparatus to make the largest number and then add on the remaining amount through counting on.



Use a number line, starting with the largest number and counting on.



This can also be done using fingers/putting largest number in head and counting on.

From using a part, whole model, demonstrate that numbers can be added in any order (commutative) **however** it is more efficient to begin with the largest number.

Number sentence:

$$7 + 4 = 11$$

Reorder the number sentence:

$$3 + 15 =$$
$$15 + 3 = 18$$

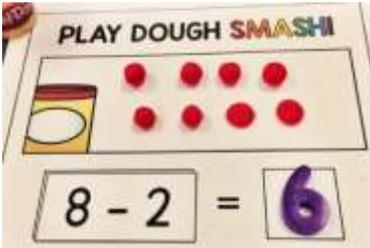
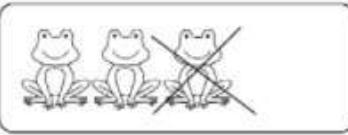
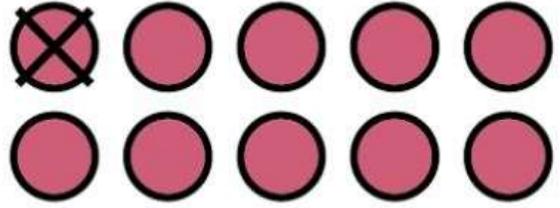
EYFS Calculation Policy



EYFS: Subtraction

Vocabulary: minus, take away, difference, less than, less, leave, left, left over, fewer



Strategy	Concrete	Pictorial	Abstract
Subtracting ones.	<p>Use physical objects to show subtraction of ones.</p>   $3 - 1 =$	<p>Draw total amount of objects. Cross out number being subtracted</p>  $10 - 1 =$	<p>Number sentence:</p> $13 - 1 = 12$ $7 = 9 - 2$ <p>Equal symbol should be presented at the beginning and end of the number sentence to reinforce understanding of equals meaning same as/balance.</p>

EYFS Calculation Policy

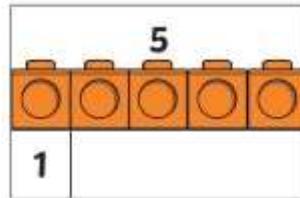
Number bonds to 5.

Use physical objects/apparatus such as counters (five frame) or multi-link to make a whole (5) and take away a part. It is important to use this language.

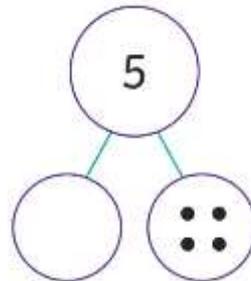


$$5 - 3 = 2$$

Use pictures, part, whole model and bar model to take away from a group of 5.



$$5 - 1 = 4$$



$$5 - 4 = 1$$

Number sentences:

$$5 - 4 = 1$$
$$5 = 5 - 0$$

EYFS Calculation Policy

Counting backwards.

Use practical apparatus to subtract by making the largest number in the number sentence and counting backwards.

Bead String: Move the beads along the string,



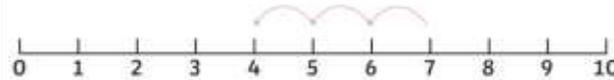
counting backwards in ones.

$$7 - 2 = 5$$

Counters/Cubes/Objects: Move the objects away, counting backwards in ones.

Use a number line or number track to count backwards, starting with the largest number and counting backwards in jumps of ones.

$$7 - 3 = 4$$



This can also be done using fingers/putting largest number in head and counting backwards.

Number sentence:

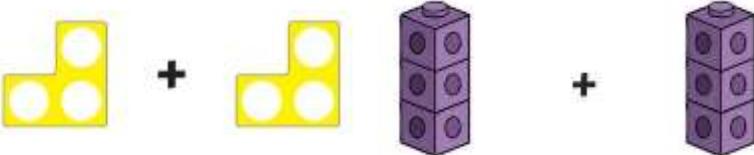
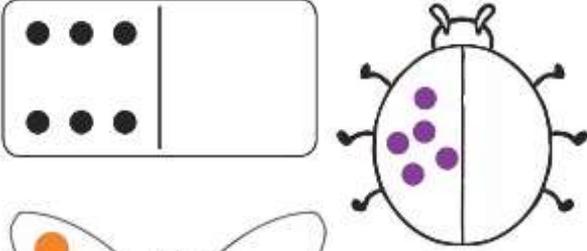
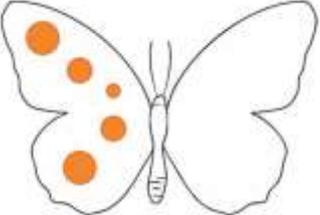
$$7 - 3 = 4$$

Mental Calculation:

$$9 - 4 = 5$$

**Put 9 in your head and count back 4.
What number have you landed on?**

EYFS Calculation Policy

 <h2>EYFS: Multiplication</h2> <th colspan="2" data-bbox="1072 225 2208 389"> Vocabulary: <u>double, groups, lot</u>  Timetables Progression: Start in Year 1 </th>		Vocabulary: <u>double, groups, lot</u>  Timetables Progression: Start in Year 1	
Strategy	Concrete	Pictorial	Abstract
Doubling.	<p>Use physical apparatus/objects such as counters or multilink to make one group/lot.</p>  <p>Double the amount to make two groups/lots and count how many there are in total.</p> 	<p>Draw the amount (one group/lot).</p>  <p>Draw two lots of the amount and count the total.</p> 	<p>Number Sentence:</p> $4 + 4 = 8$

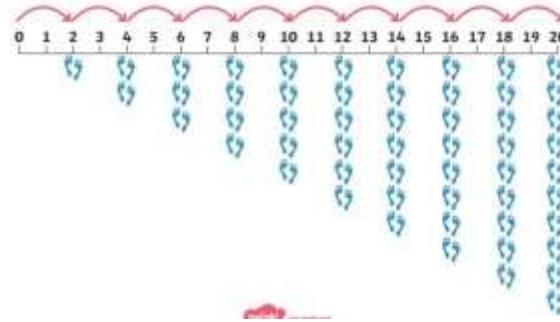
EYFS Calculation Policy

Counting in multiples.

Use practical apparatus/objects to count on in 2's. N.B. Counting backwards and forwards in 1's must be secure.



Count on using a number line or number track.



Number Sequence:

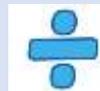
2, 4, 6, 8, 10

EYFS Calculation Policy



EYFS: Division

Vocabulary: half, halve, pair, share equally, equal groups, grouping, sharing



Timetables Progression: Start in Year 1

Strategy

Concrete

Pictorial

Abstract

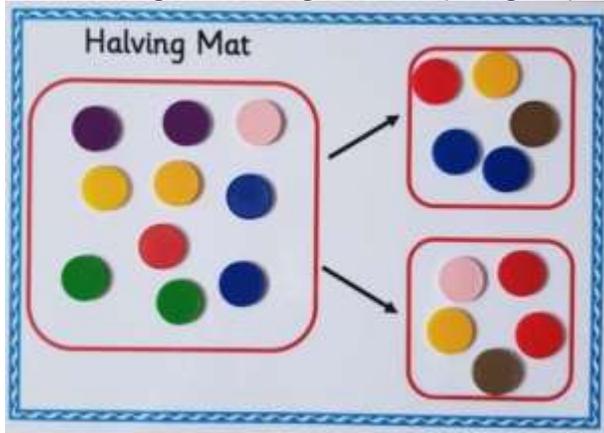
EYFS Calculation Policy

Sharing into equal groups.

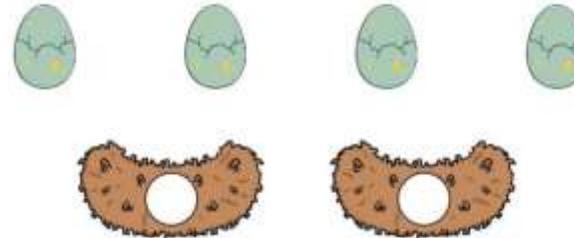
Use physical apparatus/objects such as counters or multilink share an amount into equal groups.



Introduce halving as sharing into 2 equal groups.



Represent sharing into equal groups pictorially through drawing sharing an amount into equal groups.



$$4 \div 2 = 2$$

Number Sentence:

$$6 \div 3 = 2$$

$$\text{Half of } 10 = 5$$

EYFS Calculation Policy

$$6 \div 3 = 2$$

?	?	?
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