


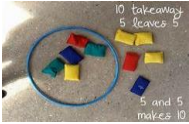
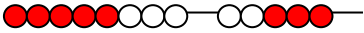


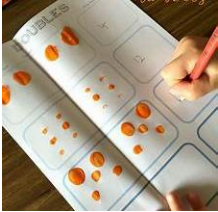


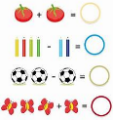




EYFS Calculation Policy

Nursery & Reception			
Addition	Subtraction	Multiplication	Division
<p>Children are encouraged to gain a sense of the number system through the use of counting concrete objects.</p> <p>Children are taught to subitise numbers to 5, with various manipulatives and representations.</p> <p>They combine objects in practical ways and count them all, at first, by touching the object and giving it a number.</p> <p>They understand addition as combining two groups of objects and counting the total. They also use the counting on strategy and will count on in ones using objects, cubes, bead string and number line.</p>  	<p>Children are encouraged to gain a sense of the number system through the use of counting concrete objects.</p>  <p>They understand subtraction as 'taking away', 'less than' and 'fewer than'.</p>  <p>They begin to take away amounts from a larger group of objects. They also count back in ones using objects, cubes, bead string and a number line.</p>   <p>They use concrete and pictorial representations to record their calculations.</p> <p>They begin to use the vocabulary of 'subtraction' and 'taking away'.</p>	<p>Children use concrete objects to make and count two equal groups of objects.</p>  <p>They understand doubling as adding the same number twice.</p> $2 + 2 = 4$ $4 + 4 = 8$ <p>They use concrete and pictorial representation to record their mathematical thinking.</p>  <p>Some children may be able to represent their calculations using symbols and</p>	<p>Children use concrete objects to count and share equally into 2 groups.</p> <p>Children will solve problems that involve sharing in to two equal groups.</p>  <p>They count a set of objects and halve them by making two equal groups.</p> <p>They understand halving as sharing fairly in to two equal groups.</p> <p>They will begin to use objects to make groups of 2 from a given amount.</p> <p>They use concrete and pictorial representation to record their mathematical thinking.</p>  <p>Some children may be able to represent their calculations using</p>

<p>They use concrete and pictorial representations to record their calculations.</p> <p>They begin to use the vocabulary 'add' and 'equals' or 'is equal to'.</p> <p>They are encouraged to develop a mental picture of the number system in their heads to use for calculations.</p> <p>Some children may be able to represent their calculations using symbols and numbers within a written calculation.</p>	 <p>They are encouraged to develop a mental picture of the number system in their heads to use for calculations.</p> <p>Some children may be able to represent their calculations using symbols and numbers within a written calculation.</p>	<p>numbers within a written calculation.</p>	<p>symbols and numbers within a written calculation.</p>
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