

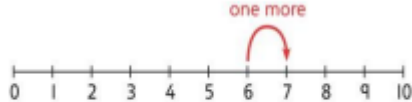

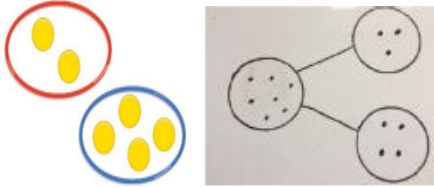
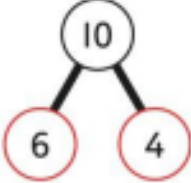


EYFS Calculation Policy



Addition			
Objective	Concrete	Pictorial	Abstract
Understand the 'one more than' relationship between consecutive numbers.	<p>Adding one more object to a group using practical resources.</p> 	<p>Using visual supports such as cubes connected. Adding more one to the line.</p>  <p><i>One more than 4 is 5.</i></p>	<p>Use a number line to understand how to link counting on with finding one more.</p>  <p><i>One more than 6 is 7. 7 is one more than 6.</i></p>
Explore the composition within a number.	<p>Sort people and objects into parts and understand the relationship with the whole.</p>  <p><i>The parts are 2 and 4. The whole is 6.</i></p>	<p>Children draw to represent the parts and understand the relationship with the whole.</p> 	<p>Use a part-whole model to represent the numbers.</p> 

EYFS Calculation Policy

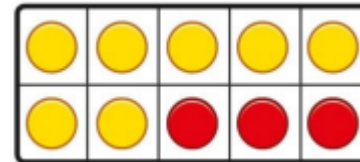
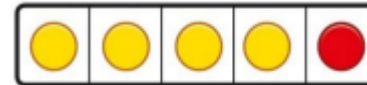


Automatically recall number bonds for numbers 0–5 and some to 10.

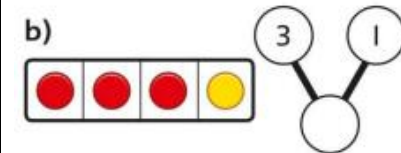
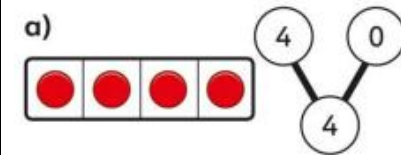
Break apart a group and put back together to find and form number bonds.



Use five and ten frames to represent key number bonds.

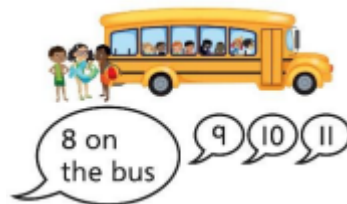


Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.

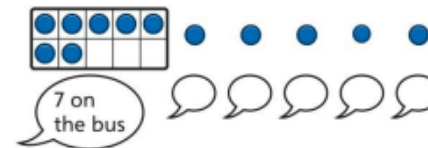


Adding by counting on

Children use knowledge of counting to 20 to find a total by counting on using people or objects.


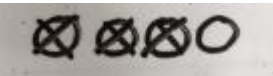







Children use counters to support and represent their counting on strategy.



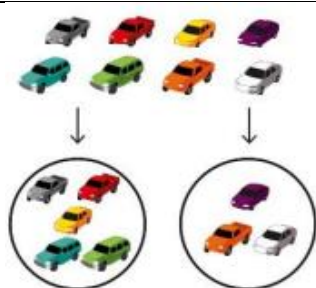
EYFS Calculation Policy



Subtraction			
Objective	Concrete	Pictorial	Abstract
Understand the 'one less than' relationship between consecutive numbers.	<p>Removing an object from a group using practical resources.</p> 	<p>Chn to see the cross out the objects to see what is left.</p>  	<p>Use the numberline to see the link with consecutive numbers when taking one away.</p> 
Counting back and taking away	<p>Children arrange objects and remove to find how many are left.</p> 	<p>Children draw and cross out or use counters to represent objects from a problem.</p>  	
Finding a missing part, given a whole and a part.	<p>Children separate a whole into parts and understand how one part can be found by subtraction.</p>		



EYFS Calculation Policy



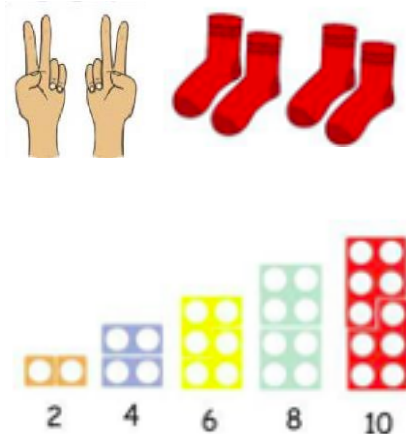
Multiplication

Objective

Solve problems including doubling

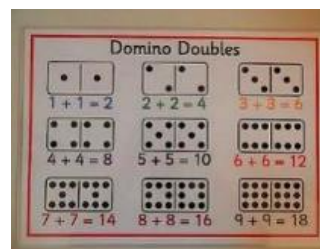
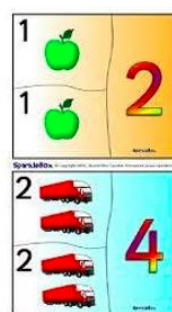
Concrete

Physical and real life examples that encourage children to see concept of doubling as adding two equal groups.



Pictorial


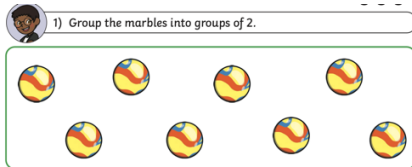
Pictures and icons that encourage children to see concept of doubling as adding two equal groups.



Abstract

EYFS Calculation Policy



Division			
Objective	Concrete	Pictorial	Abstract
Grouping	<p>Sort a whole set people and objects into equal groups.</p>  <p><i>There are 10 children altogether. There are 2 in each group. There are 5 groups.</i></p>	<p>Represent a whole and work out how many equal groups.</p>  <p>1) Group the marbles into groups of 2.</p>	
Sharing	<p>Share a set of objects into equal parts and work out how many are in each part.</p>		

EYFS Calculation Policy

