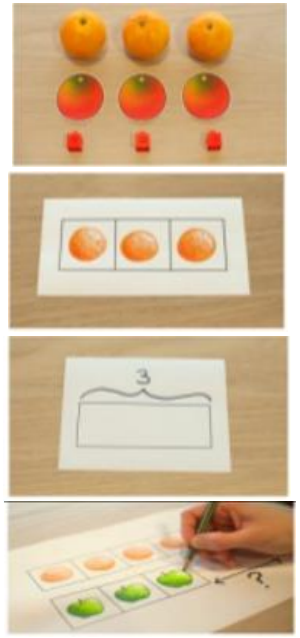
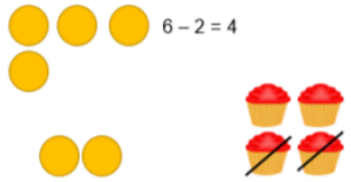
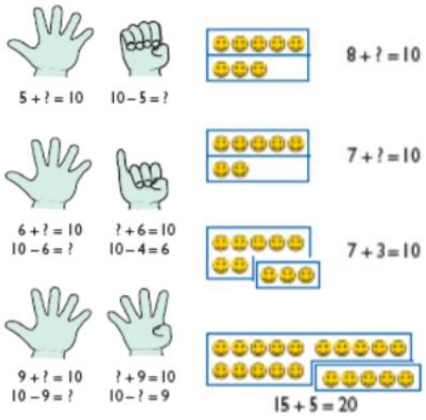
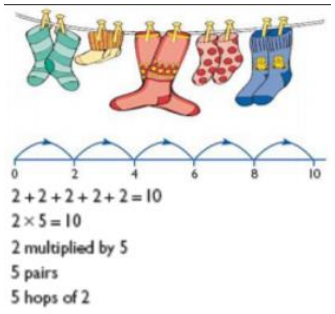
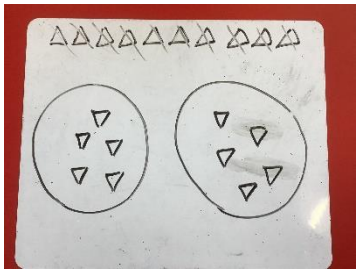
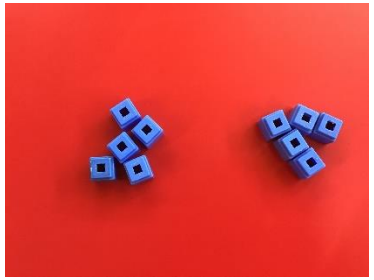
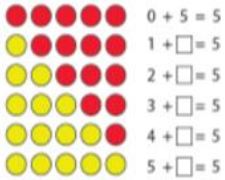
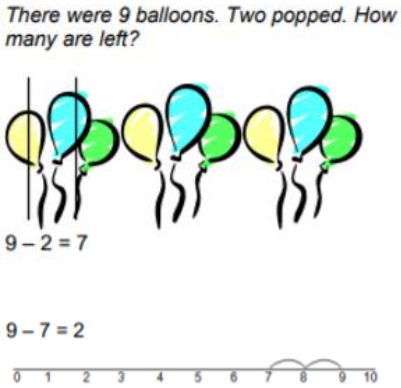
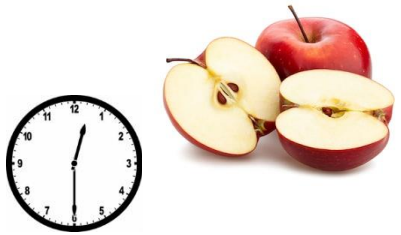
St. Peter's C E Primary Academy

EYFS Calculation Policy

Addition	Subtraction	Multiplication	Division
The number sentences/calculations are not being taught so within lessons these would be in speech bubbles. All links will be made where required by the teaching staff.			
Reciting numbers in order e.g. Counting rhymes and number stories. Counting objects 1:1 saying one number name to each object. This is also counting things which cannot be seen/moved and objects of different sizes. Counting objects from a larger group e.g. can you give me 3 bears from a group of 5? Partitioning and recombining sets using practical apparatus.	Recite numbers in reverse order correctly e.g. counting rhymes and stories like 10 green bottles. Know that the total gets smaller because objects have been removed from the set. Practical models of subtraction. Use physical objects, counters, cubes etc to show how objects can be taken away.	Jumping along number lines in jumps of 1, 2, 5 and 10.  Repeated addition using objects e.g. shoes, socks, hands and feet. Doubles are learnt to 5 again using concrete example. Arrays are a rectangular arrangement to show the equal groups.	Counting on and back in steps of 1, 2, 5 and 10.  Sharing equally and halving objects in practical contexts. 'We have 10 sweets and 2 friends, how many sweets does each friend get?'

Understand that the amount increases as more are added. Use number tracks to develop counting skills, forwards and backwards. Pictorial recording of practical experiences. 	 (The number sentence would not be taught - it would be modelled within vocabulary) Counting back on fingers, orally, number lines. (To be used for lots of oral examples.) 	 Use of arrays to show that multiplication is commutative. Changing the order does not affect the answer. Peg boards are a useful model. Use the language of 'lots of', 'groups of', and 'sets of' for the 'x' sign. 	Pictorial recording  Grouping in practical contexts.  Use cross curricular links (PE) and purposeful objects such as socks and shoes or animals in the ark to get into groups. Sharing models such as sharing an apple or cake.

Teacher modelling of number sentences and addition as commutative. e.g. 2+3=5 5=2+3 3+2=5 Use the pattern to complete the number sentences.  Once numbers can be written, number sentences can be recorded. Modelling a commutative layout see above.	Practical demonstrations of take away.  		  6 ÷ 2 = 3 by sharing into 2 groups. 

To have experience of symbols in calculation e.g. +, - & =. The = symbol is taught in many interchangeable ways i.e. the same as and equal to. Number bonds  (Ten frame)  Numicon			