



'Learn to love and love to learn; in God's love each one will shine'.

St. Andrew's Church of England (VC) Primary School **Calculation Policy- EYFS**

The National Curriculum states:

"Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject."

As a school, we are committed to;

- ensuring our curriculum prepares children for the next stage of their educational development, both within and beyond their current Key Stage;
- developing our children's fluency and their automaticity (their speed of recall of mathematical concepts);
- providing our children with a range of strategies and confidence to complete calculations, reasoning and problem solving scenarios;
- having a clear progression in the teaching sequence between concrete, visual and abstract learning;
 - Concrete– manipulative materials such as bead strings, dienes materials etc.
 - Visual – children drawing models to represent the calculation or problem
 - Abstract – children completing a calculation mentally or using a formula or process
- recognising the importance of number facts and relationships between concepts
- developing in our children a positive relationship to Mathematics and appreciate its importance and significance in their lives.

EYFS (Nursery and Reception)

Addition

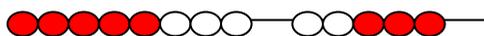
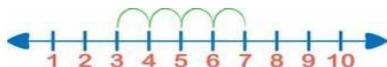
Children are encouraged to gain a sense of the number system through the use of counting concrete objects.



The combine objects in practical ways and count all.

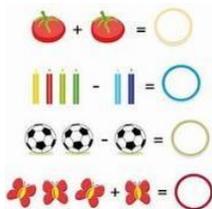


They understand addition as counting on and will count on in ones and twos using objects, cubes, a bead string and a number line.



They use concrete and pictorial representation to record their calculations.

They begin to use + and =. They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Some children may be able to represent their calculations using symbols and numbers within a written calculation.

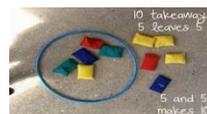


Subtraction

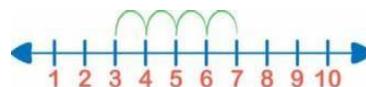
Children are encouraged to gain a sense of the number system through the use of counting concrete objects.



They understand subtraction as counting out.



They begin to count back in ones and twos using objects, cubes, a bead string and a number line.



They use concrete and pictorial representation to record their calculations.

They begin to use - and =.

They are encouraged to develop a mental picture of the number system in their heads to use for calculations. Some children may be able to represent their calculations using symbols and numbers within a written calculation.

Multiplication

Children use concrete objects to make and count equal groups of objects.



They will count on in twos using a bead string and number line.

They understand doubling as repeated addition.

$$2 + 2 = 4$$

They use concrete and pictorial representations to record their calculations. Some children may be able to represent their calculations using symbols and numbers within a written calculation.



Division

Children use concrete objects to count and share equally into 2 groups.

6 cakes shared between 2 people, each person gets 3 cakes.



They count a set of object and halve them by making two equal groups.

They will begin to use objects to make groups of 2 (pairs).

They use concrete and pictorial representations to record their calculations.



Some children may be able to represent their calculations using symbols and numbers within a written calculation.

