

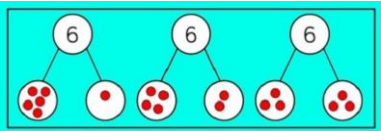




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Early Years Calculation Policy

Maths for young children should be meaningful. Where possible, concepts should be taught in the context of real life.

Guidance, Models and Images	Key Vocabulary
<p>Addition - Add two single digits counting on to find the answer.</p> <p>Pupils must be provided with opportunities to develop their skills so that they are able to count reliably including one to one correspondence and count on from a given number. Pupils should be given the opportunity to count out sets of objects and then combine them to make a total e.g. $5 + 2 = 7$</p>   <p>First count out a group of 5. Then count out a group of 2. Finally combine them to find a total.</p> <p>Pupils should recognise different ways of making number e.g. 6 can be made as:</p>   	<p>Games and songs can be a useful way to begin using vocabulary involved e.g. Alice the Camel</p> <p>Add More And Make Sum Total Altogether Score Double One more, two more, ten more.. How many more to make...? How many more is ... than...?</p>

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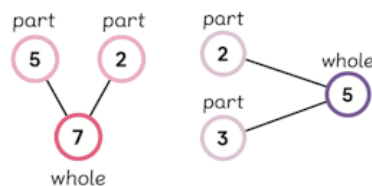
Subtraction - Using quantities and objects, subtract two single digit numbers and count back to find the answer.

Pupils should count out a group of objects, move some away and recount the total

$$6 - 3 = 3$$



After pupils have recognised making numbers, they should use this knowledge to help with



different ways of use this number bond subtraction facts.



Children should use concrete objects to start counting back in order to solve subtraction problems and make links to addition facts.

$$10 - 5 = 5$$

Games and songs can be a useful way to begin using vocabulary involved e.g. Five little men in a flying saucer.

Take (away)

Leave

How many are left/left over?

How many have gone?

One less, two less, ten less...

How many fewer is... than...?

Difference

Is the same as

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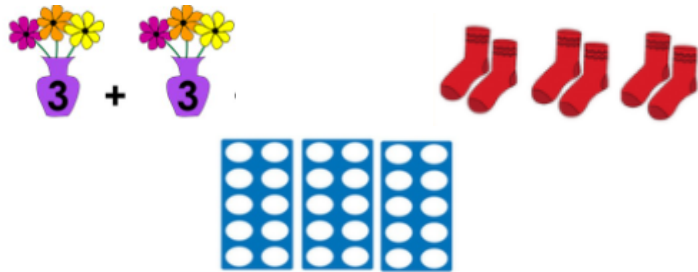
Early Years Calculation Policy

Multiplication - Solve problems including doubling.

Children will experience equal groups of objects. They should work on practical problem solving activities.



Children use a range of concrete materials to show a number and then repeat the number to show doubling. Then move onto pictorial representations.



Lots of
Groups of
Times
Multiply
Multiplied by
Multiple of

Once, twice, three times... ten times....

...times as (big, long, wide... and so on)

Repeated addition
double

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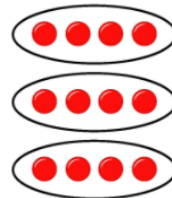
Early Years Calculation Policy

Division - Solve problems including halving and sharing

Pupils should have many practical experiences of sharing objects e.g. sharing between 2 people, or finding $\frac{1}{2}$ of a group of objects.



Children use a range of concrete materials to show a number and then share them equally. Then move onto pictorial representations.



Halve
Share
Equal
One each, two each, three each...
Group in pairs, threes...tens
Equal groups of
Divide
Divided by
Divided into
Left, left over
Fraction
Half
Third