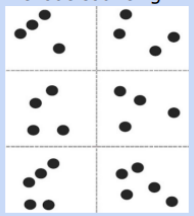
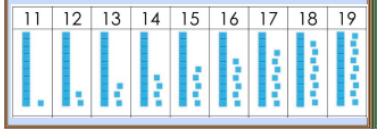
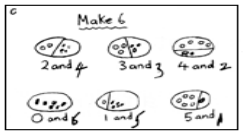
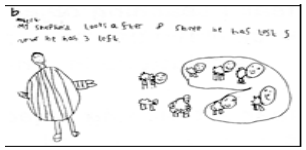
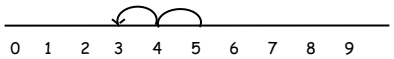
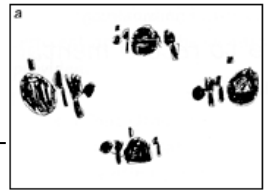
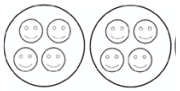
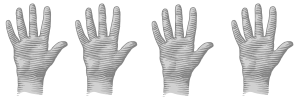
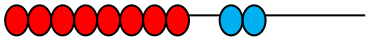
EYFS MATHS CALCULATION POLICY

Every maths lesson should follow the CCPA (contextual, concrete, pictorial, abstract) structure from reception to Year 6. Children should be encouraged to begin by subitising.
For each Mathematical strand, please refer to the appendix which takes you through the concrete, pictorial, abstract approach.

	Addition	Subtraction	Multiplication	Division
Rec	**Counting**  Count forwards to and backwards from ten. Count on and back from any number in this range. Order numbers to ten shown in different ways such as dotty pictures, tens frames or numerals. Know how many there are (up to 5) without counting.  Count and order numbers to 20 reliably. Say the 'teen' numbers - 13, 14, 15… clearly so that they are not later confused with the 'ty' numbers - 30, 40, 50…  **Pictures and Objects** Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, tally charts, graphs etc.  	**Pictures and Objects** Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.  **Finding 1 less** *Within play and other practical situations, the child finds one more than a given number.* Use songs and rhymes Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 3 then counting back 2. 12 – 5 = 7  Find own way of recording for subtraction e.g. cross-outs.  7 – 2 = 5 Solve practical problems in a real or role play context. **Numberlines** They use prepared number lines and practical resources to support calculation. Teachers *demonstrate* the use of the number line to count backwards on the number line to complete subtraction questions. E.g. 5 - 2 = 3  	**Singing and Nursery Rhymes** They will count in 2s and 10s and begin to count in 5s. Children will sing songs and rhymes to count on. **Recognising simple patterns** Children will experience equal groups of objects:  2 stars are awarded for 5 pupils. How many stars are needed altogether? They will work on practical problem-solving activities involving equal sets or groups.  Using fingers children will double numbers. Double 5 = 10  Using objects to double quantities greater than 10	**Solve practical problems in a real or role play context** Children will understand equal groups and share items out in play and problem solving e.g. cooking or sharing equipment. ✓ *In a range of practical and play contexts the child explores and solves problems involving halving and sharing, utilising his or her own methods e.g.* Can you cut the cake/apple in half? How many pieces are there?  ✓ How many sweets in the box? Take half out. ✓ Children understand division as sharing or as giving 'everybody' the same amount. ✓ Children use outdoor learning for opportunities of 'splitting' and 'sharing.'  Using fingers children will halve numbers. Halve 10 = 5  *Children to use a range of practical resources including base 10, tens frames, objects for counting/sharing*

EYFS MATHS CALCULATION POLICY

	Addition	Subtraction	Multiplication	Division
	Finding 1 more *Within play and other practical situations, the child finds one more than a given number.* Use songs and rhymes e.g. 10 little ducks, 10 currant buns in a baker's shop - What number comes next? - What is one more than_? Role play area (e.g. green grocers) Bead strings or bead bars can be used to illustrate addition  8+2=10 **Numberlines** They use prepared number lines and practical resources to support calculation and teachers *demonstrate* the use of the number line to count on **above**. 3 + 2 = 5 +1 +1  0 1 2 3 4 5 6 7 8 9 **Finding totals** Children practically combine two groups of objects to find the total by counting them all. (For further reference please see appendix 1 for examples of CPA.) **Number bonds** Children begin to learn number bonds to 10 to aid addition mentally. Pupils should be encouraged to use items and objects (i.e. teddy bears) to count.