







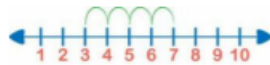








Streethay Primary School



EYFS Calculation Policy

Addition	Subtraction	Multiplication	Division
<p>Children are encouraged to gain a sense of the number system through the use of counting concrete objects.</p>  <p>They combine objects in practical ways and count all.</p>  <p>They understand addition as counting on and will count on in ones and twos using object</p>   <p>s, cubes, bead string and number line.</p> <p>They use concrete and pictorial representation to record their calculations.</p> <p>They begin to use + and =</p>  <p>They are encouraged to develop a mental picture of the number system in their heads to use for calculations.</p>  <p>Higher attaining children may be able to represent their calculations using symbols and numbers within a written</p>	<p>Children are encouraged to gain a sense of the number system through the use of counting concrete objects.</p>  <p>They understand subtraction as counting out.</p>  <p>They begin to count back in ones and twos using objects, cubes, bead string and number line.</p>   <p>They use concrete and pictorial representation to record their calculations.</p> <p>They begin to use - and =</p> <p>They are encouraged to develop a mental picture of the number system in their heads to use for calculations.</p> <p>Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.</p>	<p>Children use concrete objects to make and count equal groups of objects.</p>  <p>They will count on in twos using a bead string and number line.</p> <p>They understand doubling as repeated addition.</p> $2 + 2 = 4$ <p>They use concrete and pictorial representation to record their calculations. Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.</p> 	<p>Children use concrete objects to count and share equally into 2 groups.</p> <p>6 cakes shared between 2 people each person gets 3 cakes. $6 \div 2 = 3$</p>  <p>They count a set of objects and halve them by making two equal groups.</p> <p>They understand sharing and halving as dividing by 2.</p> <p>They will begin to use objects to make groups of 2 from a given amount.</p> <p>They use concrete and pictorial representation to record their calculations.</p> <p>Higher attaining children may be able to represent their calculations using symbols and numbers within a written calculation.</p> 