

# Lunsford Primary School

## Maths Calculation Policy

*Progression in written methods of calculation*

### Reception/ EYFS

Children will continually encounter numbers in their day-to-day life. However, the ability to recognise the symbol 5 and name it, is very different from understanding the 'fiveness' of it, and it is the development of this latter skill that is crucial to a child's mathematical ability.

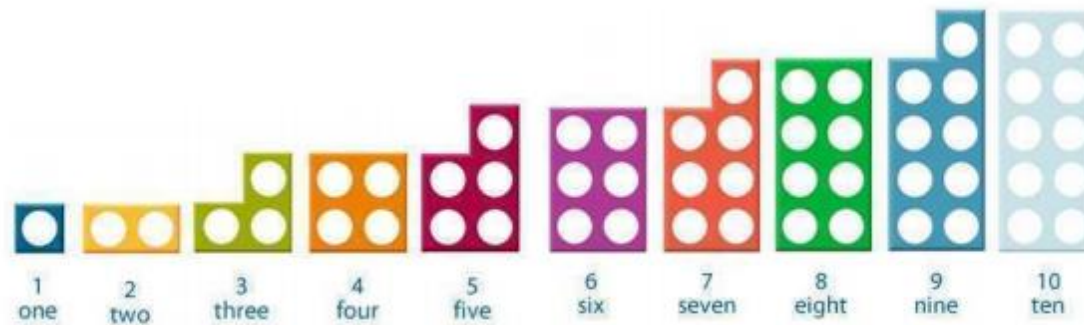
It is important to recognise that just because a child can recite number names in order, does not necessarily mean that they can count. Children can recall a sequence of numbers by rote without any real grasp or understanding of what they mean. Gaining familiarity with number names through songs and rhymes is helpful, but emphasis should be placed on helping children make links between those number names and the number of objects that it equates to.

In EYFS, as well as teaching children to count objects, significant attention is given to number recognition and the development of mental representations. In order to do this, much of their experience with number play involves concrete, movable objects both indoors and outdoors.

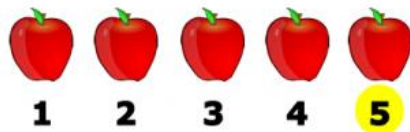
## Addition and subtraction

- Use of Numicon

This is a great way to help children develop mental representations of number.



- Reliably count the number of objects in a set using the numbers one to twenty

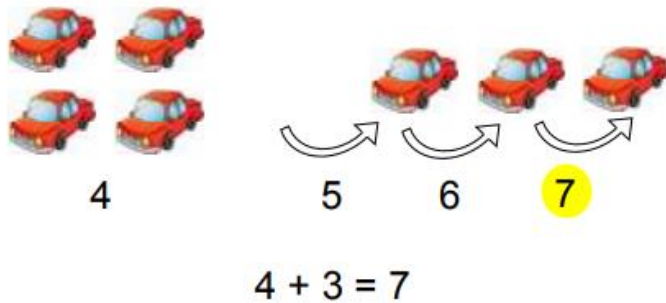


- Place numbers in order

Numicon, in particular, helps children visualise how the size of numbers relate to each other.

- Say which number is one more or one less than a given number

- Use objects to add two single-digit numbers by counting on to find the answer



- Use objects to subtract two single-digit numbers by counting back to find the answer



Children will then use this strategy to solve simple subtraction calculations:



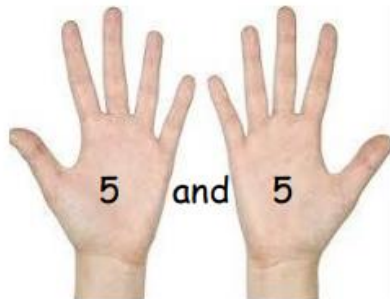
3 take away 2 is 1

- **Solve problems involving doubling**

Children need to practically double a group of objects to find double of a number by combining them. They then count the two groups. Doubling means 'two lots of'.



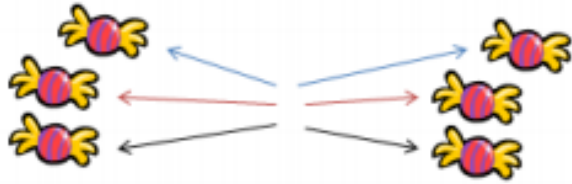
Double 4 is 8.



is 10

- Halving and sharing

Sharing objects between two (one for you, one for me):



Grouping objects - halving by splitting into two equal sized groups (eg groups of objects on plates).



Children will then use this strategy to apply it to word problems (eg I had ten sweets and then I ate half of them. How many did I have left?)

