

THE DEVONSHIRE HILL NURSERY AND PRIMARY SCHOOL – CALCULATION POLICY – EYFS

Children have access to a number of resources including, numicon, number lines, hundred square grid, images and objects such as fruits, elephants, etc,

Number

Key words: numbers 1-20 and beyond, amounts, value

To form numbers correctly.
<http://www.communication4all.co.uk/HomePage.htm>

- 0- Around and round we go. When we get home we have zero.
- 1- Start at the top and down we run that's the way we make one.
- 2- Around and back on the railway track. Two Two, Two
- 3- Around the tree around the tree. That's the way we make three.
- 4- Down and over and down some more. That's the way we make four.
- 5- Down and around a flag on a high. That's the way we make five.
- 6- Down we go and make a loop. Number 6 makes a hoop.
- 7- Across the sky and down from heaven. That's the way we make seven.
- 8- Make and s do not wait. When its joined up you have an eight.
- 9- Make a loop and then a line. That's the way we make nine.

To match numerals to the correct value.

To order numbers 1-20.

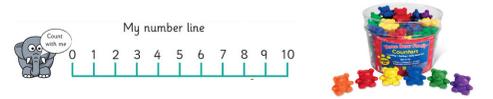
To count an irregular arrangement of up to ten objects.

To estimate how many objects can be seen and check by counting them.

ELG:
 Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

Addition

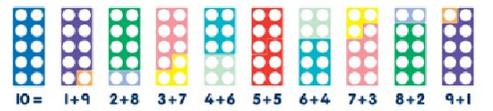
Key words: add, how many, together, more



Children also use the number line to find one more than any given number.

Children learn number bonds up to 10 using calculations and numicon.

$5 + 5 = 10$ $3 + 7 = 10$ $4 + 6 = 10$
 $7 + 3 = 10$ $6 + 4 = 10$ $2 + 8 = 10$
 $8 + 2 = 10$ $9 + 1 = 10$ $1 + 9 = 10$
 $0 + 10 = 10$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To solve addition sums 1 more and adding by using a 100 square for numbers greater than 20.

ELG:
 Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

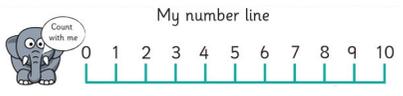
Subtraction

Key words: take away, subtract, less

Children understand that subtraction means taking something away.



Children take away by physically moving items away. When children are more confident with subtraction they begin to solve calculations by counting back in their heads or using a number line.



A 100 square is used as a visual aid when finding 1 less than a number greater than 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

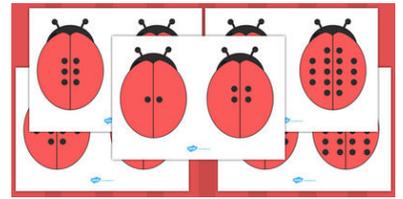
They use all these methods to work out money problems.

ELG:
 Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Multiplication and Division

Key words: share, double, halve, problems

Children learn to double numbers to 10 using a variety of resources e.g. ladybird templates and buttons to finish the pattern.



They use objects to begin to share equally and learn about halving.

ELG:
 They solve problems, including doubling, halving and sharing.