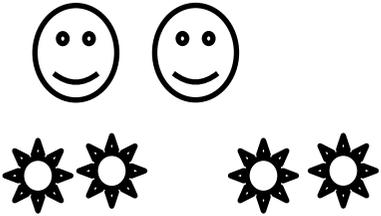


**Calculation Policy for Foundation Stage: Calshot Primary School**

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
<p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>□ Subitise: instantaneously recognise a number of objects</li> <li>□ Find the total number of items in two groups by counting all of them.</li> <li>□ Using quantities and objects to add two single digit numbers and count on to find the answers. In practical activities begin to use the vocabulary involved in addition.</li> </ul>	<p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>□ Subitise: instantaneously recognise a number of objects</li> <li>□ Begin to relate subtraction to taking away.</li> <li>□ In practical activities begin to use the vocabulary involved in subtraction.</li> <li>□ Using quantities and objects, subtract single digit numbers and count back to find the answer.</li> </ul>	<p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>□ Skip count repeated groups of the same size.</li> <li>□ Solve problems including doubling.</li> </ul>	<p><b>Key Objectives</b></p> <ul style="list-style-type: none"> <li>□ To share objects into equal groups and count how many there are in each group.</li> <li>□ To solve problems using sharing and halving.</li> </ul>
<p><b>Oral and practical work</b> Songs and rhymes Dice and number games</p> <p>Multisensory exploration of number and number in the environment.</p> <p>Use the vocabulary associated with addition in practical activities - add, more, make, sum, total, altogether, one more, two more, ten more, how many more to make...? How many more is...than...?</p> <p>Finding one more than, practically using objects, and one more than any given number, using a number track or number line.</p>	<p><b>Oral and practical work</b> Songs and rhymes</p> <p>Use Computing programs e.g. Tizzy's Island, Topmarks, Early Years Package. Multisensory exploration of number and numbers in the environment.</p> <p>Use the vocabulary associated with subtraction in practical activities - Take away, leave, how many are left/ left over? How many are gone? One less, two less, ten less, how many fewer is...? Difference between, is the same as...</p> <p>Dice and number games, counting back beginning to use a number line.</p>  <p>Number stories using objects 5 - 3 =</p>	<p><b>Oral and practical work</b> Use the vocabulary associated with multiplication (e.g. lots of, groups of)</p> <p>Skip counting in ones, twos and tens.</p> <p>Matching pairs, e.g. socks</p>  <p>Number songs and rhymes</p> <p>Games</p> <p>Finding doubles in dominoes</p> <p>Counting objects in repeated sets (repeated addition)</p>	<p><b>Oral and practical work</b> Practical activities, songs and rhymes. Use the vocabulary associated with division; halve, share, share equally, one each, two each, three each, equal groups of, left, left over.</p> <p>Sharing objects practically.</p>  <p>Make use of everyday situations; sharing out fruit at snack time etc.</p> <p>In the role play area - sharing objects in a practical way - e.g. sharing out cutlery and crockery items for</p>

### Number track

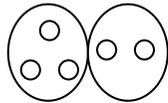


Gathering collections of practical objects with 1-1 correspondence (matching a number of items to a number)

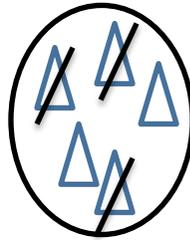
Using Numicon to add numbers together and use Computing programs e.g. Tizzy's Island, Topmarks, Early Years Package.

Number stories for combining sets e.g. 3 pigs in a field, 2 in a sty, how many altogether?

Teacher models  $3 + 2 = 5$   
 $5 = 3 + 2$



Children recording calculations.



How many are there? How many now?  
(After some have been removed)

Finding one less practically using objects and finding one less than any given number.

Finding the difference between numbers using Numicon.

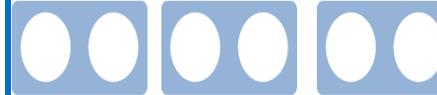


Teacher modelling number sentences and children recording.

$5 - 3 = 2$   
 $2 = 5 - 3$



Using Numicon to begin counting in repeated sets



setting a table.