

## EYFS information for Whole school policy for the teaching of written calculations.

### Addition

Children working up to 40-60 months (in Nursery and Reception)	<p>Children explore adding 1 more practically with a wide range of resources both indoors and outdoors. (building towers, threading beads, sets, filling buckets, with bean bags, during snack, etc.)</p> <p>Children look at number lines and find 1 more/next number.</p> <p>Children explore combining sets practically with a wide range of resources. This is supported and reinforced by hand signal for addition.</p> <p>Children explore recording number sentences alongside practical work using symbols + =</p> <p>Children are taught to 'read' addition number sentences.</p> <p>Children explore addition using number lines.</p> <p>Children are taught that addition makes a bigger number so travel up the number line towards the bigger numbers.</p> <p>Children explore counting on using number lines and by putting biggest number in head and counting on practically.</p> <p>Children explore number bonds practically using a variety of resources and arranging in different ways. (e.g. 4 cows in/out shed, 5 ducks in/out pond, 6 apples on/off tree, 10 birds in/out nest, etc)</p> <p>Children explore number bonds 5 and 10 and use practical equipment for partitioning sets and record all number bonds using symbols + =</p>
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## Subtraction

Children working up to 40-60 months (in Nursery and Reception)	<p>Children explore taking away 1 practically with a wide range of resources both indoors and outdoors. (building towers, threading beads, sets, emptying containers, during snack, etc.)</p> <p>Children look at number lines and find 1 less/number before.</p> <p>Children explore taking away practically with a wide range of resources. This is supported and reinforced by hand signal for subtraction.</p> <p>Children are taught need to take smaller number from the bigger number.</p> <p>Children explore recording subtraction number sentences alongside practical work using symbols - =</p> <p>Children are taught to 'read' subtraction number sentences.</p> <p>Children explore subtraction using number lines.</p> <p>Children are taught that subtraction makes a smaller number so travel down the number line towards the smaller numbers.</p> <p>Children explore counting back using number lines and by putting biggest number in head and counting back practically.</p>
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## Multiplication

Children working up to 40-60 months (in Nursery and Reception)	<p>Children explore counting in 2's, 5's and 10's with hand signals and by chanting and singing.</p> <p>Children explore familiar counting songs adding 2 or taking away 2 (e.g. 2 elephants went out to play, 10 green bottles and 2 fall, 10 in the bed and 2 fell out, etc)</p> <p>Children explore doubles using wide variety of resources (e.g. dominoes, ladybird spots, butterflies, leaves, fish bowls, etc.)</p> <p>Children record double number sentences alongside practical activities using symbols + =</p> <p>Children are taught to 'read' double number sentences and how to spot a double.</p> <p>Children explore basic multiplication practically with a variety of resources (e.g. wheels on 3 cars, ears on 2 dogs, legs on 3 ants, etc.)</p>
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## Division

Children working up to 40-60 months (in Nursery and Reception)	<p>Children explore sharing practically using a wide variety of resources (e.g. conkers in buckets, beads in dishes, pigs in fields, bugs on leaves, etc.)</p> <p>Children explore sharing resources with others and talk about how many each.</p> <p>Children talk about sharing fruit daily at snack table and talk about how many each.</p>
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