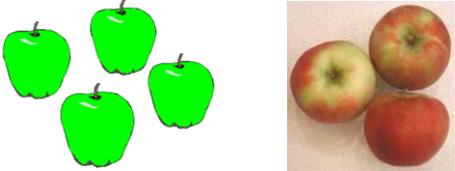


Knowle CE Primary Academy

Understanding number and the number system

Foundation Stage Calculation Policy

For children working at these developmental stages, calculation is not taught in isolation from the other elements of mathematical development or the EYFS curriculum.

(22-36 months)	(30 – 50 months)	(40-60+ Months)
<p>- Begin to make comparisons between quantities</p> <p>Look at the apples. Are there more green apples or more red apples? How can you find out?</p>  <p>- Know that a group of objects changes in quantity when something is added or taken away</p> <p>Identifying when all their milk has gone We need more fruit, the bowl is empty There are more children on the carpet; there are less children on the carpet</p>	<p>Say the number that is 1 more / 1 less up to 5 (and beyond)</p> <p>Compare two groups of objects, saying when they have the same number</p> <p>When playing a game, all get 4 counters. Do you have the same as your friend? Let's both get 2 balls and then we can go play. Have you got the same as me?</p> <p>- Show an interest in number problems</p> <p>Number rhymes with resources, how many frogs in the pond, how many altogether? Give everyone two biscuits from this box. Share the biscuits out so that everyone has the same number.</p> <p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compare bears- sorting by colour, size- emphasis on same total.</p> <p>Show me five fingers. Use both hands.</p>  <p>Show me another way to do it.</p> 	<p>Find the total number of items in two groups by counting all of them</p> <p>In the field there are four cows and three horses. How many animals are there altogether?</p> <p>Say the number that is one more than a given number Show me three fingers, what is one more? Show me six fingers, what is one more?</p> <p>- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</p> <p>Hop three spaces on this number track. Now hop two more. Where are you now? Find all the dominoes that have a total of six spots.</p> <p>Uses the language of 'more' or 'fewer' to compare two sets of objects.</p> <p>There are eight cubes in this stick of cubes. There are five cubes in this stick of cubes. Which stick has more cubes? How do you know?</p> <p>- Find one more or one less from a group of up to five objects and then ten objects</p> <p>I am going to add one more cube to this set of these four cubes. How many cubes will there be then?</p>  <p>I am going to take away one of these five cubes. How many cubes will be left?</p>  <p>Take away one flower from this set of 7 flowers. How many flowers are there now?</p>  <p>Work with and use number bonds to 10</p>

Explore number stories beyond 10 (e.g. story of 12, up to 15)

Begin to learn by heart key facts, such as pairs that total 10, by recognising the patterns in the pairs - 1,9; 2,8; 3,7 etc)

Count repeated groups of the same size and add them together ~ early multiplication

Recognise and use appropriate notation in addition and subtraction number sentences, accurately interpreting the symbols + - and =

ELG

- Say which number is one more or one less than a given number to 20
- Using quantities and objects add and subtract two single digit numbers and count on or back to find the answer.

There are four cups on the table. Put two more cups on the table.

How many cups altogether are on the table now?

We have four easels.

There are seven children who want to paint. How many more easels do we need?

There are nine biscuits on this plate. Take three of the biscuits to eat.

How many biscuits are left on the plate?

- To solve problems, including doubling, halving and sharing

When children have reached the ELG they are then working at the exceeding level where judgements are made by referring to the Tickell statement

