
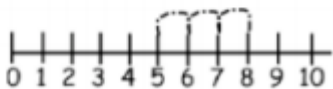



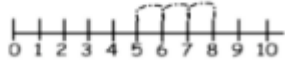

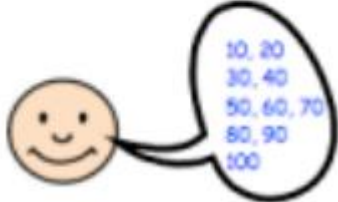


CALCULATION GUIDELINES FOR FOUNDATION STAGE

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
Children begin to record in the context of play or practical activities and problems.			
<p>Begin to relate addition to combining two groups of objects</p> <ul style="list-style-type: none"> • Make a record in pictures, words or symbols of addition activities already carried out. • Construct number sentences to go with practical activities • Use of games, songs and practical activities to begin using vocabulary <p>Solve simple word problems using their fingers</p> <div style="text-align: center;">  <p>$5 + 1 = 6$</p> </div> <p>Can find one more to ten.</p> <p>Higher Ability/ Gifted and Talented children progress to using a number line. They jump forwards along the number line using finger.</p> <div style="text-align: center;"> <p>$5 + 3 = 8$</p>   </div>	<p>Begin to relate subtraction to 'taking away'</p> <ul style="list-style-type: none"> • Make a record in pictures, words or symbols of subtraction activities already carried out • Use of games, songs and practical activities to begin using vocabulary • Construct number sentences to go with practical activities • Relate subtraction to taking away and counting how many objects are left. <div style="text-align: center;">  <p>$5 - 1 = 4$</p>  <p>$5 - 1 = 4$</p> </div> <p>Can find one less to ten.</p> <p>Higher Ability/ Gifted and Talented Progression:</p> <div style="text-align: center;"> <p>$8 - 3 = 5$</p>   </div> <p>Counting backwards along a number line using finger.</p>	<p>Real life contexts and use of practical equipment to count in repeated groups of the same size:</p> <ul style="list-style-type: none"> • Count in twos; fives; tens <p>Also chanting in 2s, 5s and 10s.</p> <div style="text-align: center;">  </div>	<p>Share objects into equal groups Use related vocabulary Activities might include:</p> <ul style="list-style-type: none"> • Sharing of milk at break time • Sharing sweets on a child's birthday • Sharing activities in the home corner • Count in tens/twos • Separate a given number of objects into two groups (addition and subtraction objective in reception being preliminary to multiplication and division) <p>Count in twos, tens How many times? How many are left/left over? Group Answer Right, wrong What could we try next? How did you work it out? Share out Half, halve</p>
Early Years			
<ol style="list-style-type: none"> 1. Count reliably with numbers from 1-20 2. Place numbers 1-20 in order 3. Say which number is one more or one less than a given number to 20 4. Using quantities and objects, they add 2-single digit numbers and count on to find the answer 5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer 6. Solve problems, including doubling and halving and sharing 	<ol style="list-style-type: none"> 1. Uses everyday language to talk about size, weight, capacity, position, distance, time and money 2. Compares quantities and objects and use to solve problems 3. Recognises, creates and describes patterns 4. Explores characteristics of everyday objects and shapes and use mathematical language to describe them 		

