

Carlton Junior and Infant School Calculation Guidelines for Early Years Foundation Stage

ADDITION

SUBTRACTION

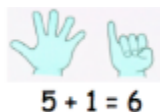
MULTIPLICATION

DIVISION

Children begin to record in the context of play or practical activities and problems.

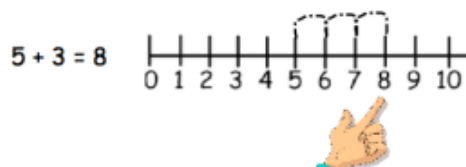
Begin to relate addition to combining two groups of objects

- 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
- Solve simple word problems using their fingers



Can find one more to ten.

Higher Ability/ Gifted and Talented children progress to using a number line. They jump forwards along the number line using finger.



Begin to relate subtraction to 'taking away'

- 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.



$5 - 1 = 4$

Can find one less to ten.

Higher Ability/ Gifted and Talented Progression:

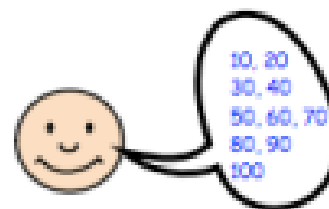


Counting backwards along a number line using finger.

Real life contexts and use of practical equipment to count in repeated groups of the same size:

- Count in twos; fives; tens

Also chanting in 2s, 5s and 10s.



Share objects into equal groups

Use related vocabulary

Activities might include:

- 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)

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

