## Maths Calculation Policy ~ September 2020

Amended Jan 2022 (in line with the new EYFS framework)

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This policy highlights the progression in calculations and key representations for the four
operations.
It should be viewed in conjunction with:
    - WRM schemes of learning
    - Mathematics programme of study (2014)
    - Mathematics Guidance KS1 and 2 (June 2020) ~ Ready to progress criteria
    - Statutory framework for the early years foundation stage (September 2021)
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## ADDITION

## Vocabulary and Stem sentences

sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'. is a part, __ is a part. The whole is

| Objective |
| :--- | :--- |
| EYFS <br> ELG: Number <br> understanding of <br> number to 10, <br> including the <br> composition of <br> each number. |
| Use real object (using children's <br> interests, eg. cars, teddies, <br> dinosaurs...) |
| Subitise up to 5. <br> Automatically <br> recall number <br> bonds (+) up to <br> and some <br> number bonds to |


| Objective | Concrete | Pictorial | Abstract |
| :---: | :---: | :---: | :---: |
| Year 1 Addition add one-digit and two digit numbers to 20 , including zero |  | Children complete the ten frames with counters/cubes. | $\begin{aligned} & 6+5= \\ & 6+\square=11 \\ & 6+5=5+\square \\ & 6+5=\square+4 \\ & 7+4=11 \\ & 6+4=10 \\ & 10=6+4 \end{aligned}$ |
| solve one-step problems that involve addition | Use real objects to represent the story. | USE MASTER COPY FOR IMAGE! | First there were $\qquad$ people on the bus. <br> Then $\qquad$ more people got on the bus. <br> Now there are $\qquad$ people on the bus. |



|  |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Br |  | $\begin{aligned} & 7+6+3=16 \\ & 10 \\ & \begin{array}{l} \text { Add the numbers that make / bridge } \\ 10 \text { or a known fact first. Then add the } \\ \text { third number. } \end{array} \end{aligned}$ |


| Objective | Concrete |  |  |  |  |  | $\begin{array}{r} 265 \\ +164 \\ \hline 429 \end{array}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 3 Addition <br> add numbers with up to three digits, using formal written methods of columnar addition | Hundreds Tens Ones <br> $\mathbf{0 . 0}$ 0 000 <br>  000 0 <br>  00 0 <br> Concrete |  |  |  |  |  |  |  |  |
| Objective |  |  |  |  |  | bstract |  |  |  |
| Year 4 Addition <br> add numbers with up to 4 digits using the formal written methods of columnar addition |  |  |  |  |  1 <br> + 2 <br> 3  | 7 8 <br> 4 8 <br> 2 6 <br> 1  |  |  |  |




## SUBTRACTION

## Vocabulary and Stem sentences

parts and whole, subtract, minus, take away, difference, fewer, decrease, less than The whole is $\qquad$
$\qquad$ is a part, __ is a part.


$14-6=8$

- a twodigit number and ones

|  |  |  | $\begin{array}{r} 56 \\ 65 \\ -\quad 28 \\ \hline 37 \end{array}$ |
| :---: | :---: | :---: | :---: |
|  |  | chememomano | $\begin{array}{r} 3135 \\ 435 \\ -\quad 273 \\ \hline 262 \end{array}$ |



As above

31
4357

- 2735

1622


