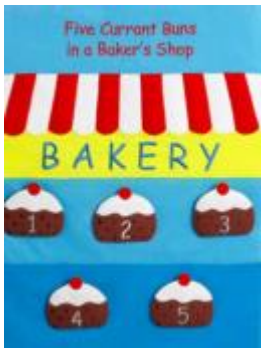
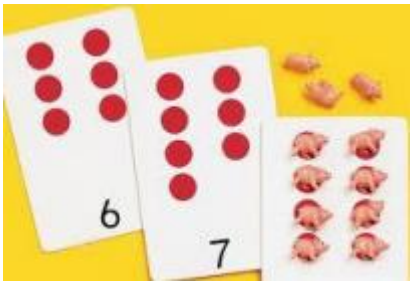
St Nicholas

EYFS Maths Calculation and Number Policy

2022-23





About Our Nursery and EYFS
Calculation Policy

The following calculation policy has been devised to meet requirements of the EYFS Development Matters document and the Early Learning Goals. It is designed to give pupils a consistent and smooth progression of learning in calculations across the school. This calculation policy is designed to build on progressively from the content and methods established in the Early Years Foundation Stage.

Providing a context for calculation

It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of calculation, and to help them recognise when to use certain operations and methods when faced with problems. This must be a priority within calculation lessons.

"Early childhood educators should actively introduce mathematical concepts, methods, and language through a variety of appropriate experiences. Teachers should guide children in seeing connections of ideas within mathematics as well as with other subjects, developing their mathematical knowledge throughout the day and across the curriculum. They must encourage children to communicate, explaining their thinking as they interact with important mathematics in deep and sustained ways."
National Curriculum 2014

Development Matters in the Early Years Foundation Stage (EYFS)
MATHS

22 – 36 months

- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.

30 – 50 months

- Beginning to represent numbers using fingers, marks on paper or pictures.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

40 – 60 months

- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

Mathematics ELG: Number

Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ADDITION

NURSERY

Key vocabulary: *add, more, a lot, plus, total, count, count on, altogether*

22 – 36 months

- Creates and experiments with symbols and marks representing ideas of number.
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- Knows that a group of things changes in quantity when something is added or taken away.

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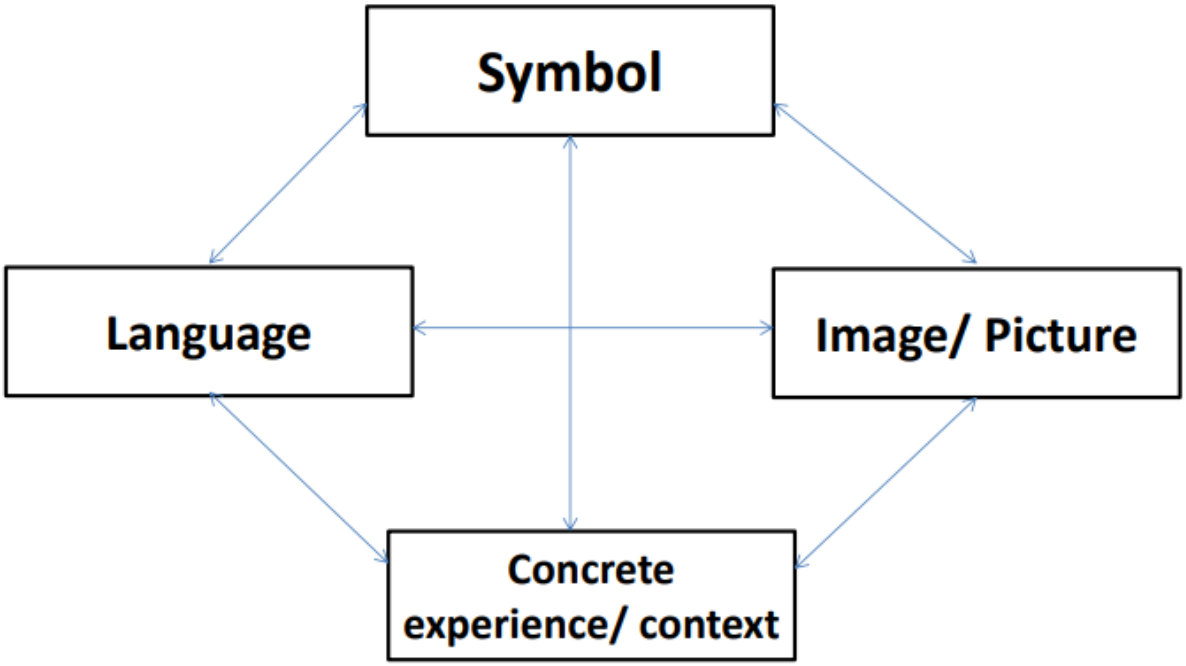
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

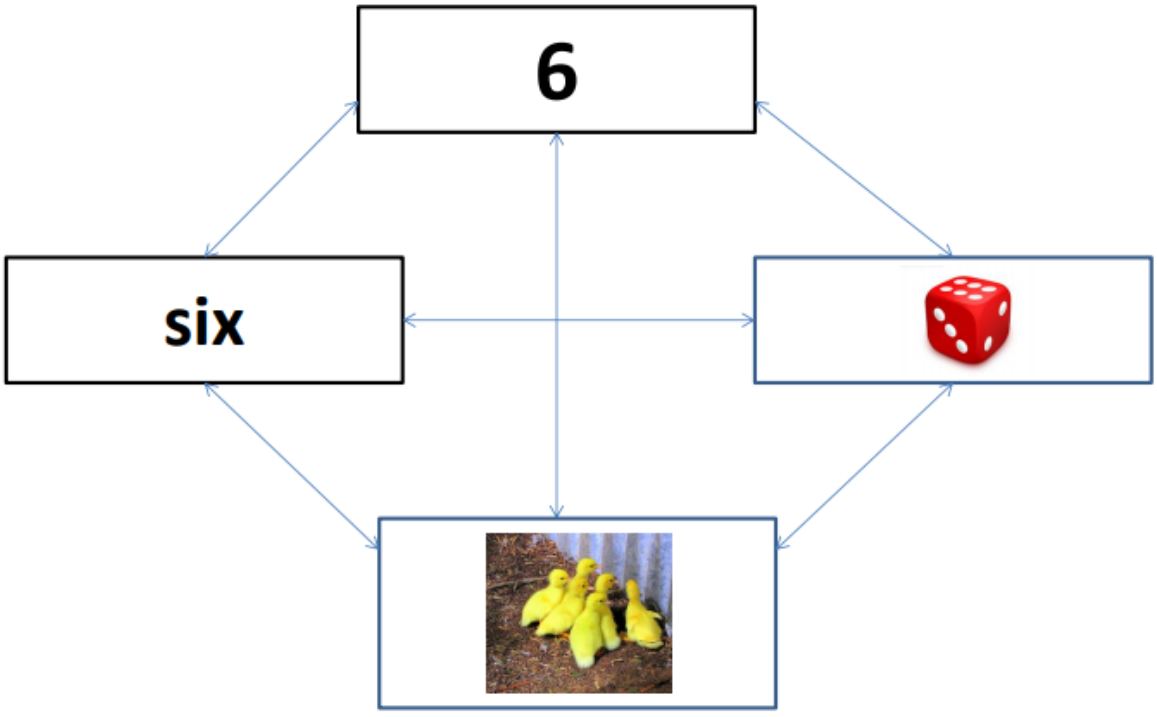
Key skills for Addition in Nursery:

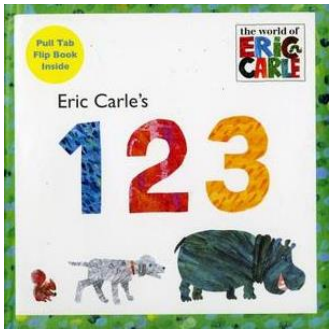
- Shows and able to demonstrate an awareness of one – to – one correspondence, pointing to objects and saying number names in order as they count
- Knows that counting tells how many there are in a group and understands that each successive number name refers to a quantity that is one larger
- Knows that the last number said gives the total number of items in the group, (cardinality)
- Counts accurately up to 3, then up to 5 or 6 objects and then accurately up to 10 objects
- Begins to recognise that the number of objects is the same regardless of their arrangement

Resources:

- Numicon
- Stories and song which involve counting, such as '5 Little Speckled Frogs'
- Counting the number of children during registrations and lining up
- Counters and multilink
- Straws, counting sticks and bead strings
- Dice and dominoes
- Counting on your fingers
- Number tracks and number lines to 10 (and 20)
- Sorting dishes and sorting trays
- Egg boxes and baking trays


Symbol
Language
Image/ Picture
Concrete
experience/ context


6
six



https://dreme.stanford.edu/news/children-s-books-foster-love-math

Key Questions and Display Ideas for Counting and Addition in Nursery

22 – 36 months

- **Number of the week – Numbers up to 5.**
  Display area inside with the number as a digit, word and piece of numicon.
  Display area outside with stones, sticks, chalk etc to reflect the inside number.
  Can you find ____ toy cars?
  Can you count out ____ counters?
  Can you show me _____ with your fingers?
  Can you count up to _____?
  Do you know how to write the number _____?
  Can you draw me _____ circles?

- **Numbers to 5 displays**
  Use Numicon pieces, digits and words. Have the numbers in order displayed with images of amounts
  What number comes first?
  Which is the biggest number?
  Can you count to 3? 5?
  Can you put the numbers into order?
  Can you make that number on your fingers?
  What number have I made on my fingers?
  Can you point to the number _____?

- **Problem Solving Area**
  This should be inside and outside. It can be for number and other areas of Maths.
  Use Numicon pieces, compare bears, beads, toy cars, bricks etc.
  Baskets and hoops.
  Make links with your theme and topic.
  For example – Fruit in Handa's Surprise basket, Ordering the size of animals at the farm or zoo, sorting cars based on their colours
  Which basket has more bears in?
  Can you put a lot more cars in this hoop?
  Which one has the most?
  If I add one to this hoop, what happens?
  What happens if we take some away? Which hoop now has the most?

- **Can you make a cake with ____ birthday candles?**
- **Who can put these zoo animals into order?**
- **Can you build a tower 3 bricks tall? What if I add one more?**

30 – 50 months

- **Number of the week – Numbers up to 10**
  Display area inside with the number as a digit, word and piece of numicon.
  Pens and paper.
  Display area outside with stones, sticks, chalk etc to reflect the inside number.
  Can you find ____ toy cars?
  Can you count out ____ counters?
  Can you show me _____ with your fingers?
  Can you count up to _____?
  How many numbers up to 10 can you write?
  What would come after _____ ?
  How many counters are in each pile?

- **Numbers to 10 displays**
  Use Numicon pieces, digits and words. Have the numbers in order displayed with images of amounts
  What number comes first?
  Which is the biggest number?
  Can you count to 10?
  What number comes before / after _____ ?
  Can you put the numbers into order?
  What number have I made on my fingers?
  Can you put _____ counters into each pile?
  Each pile has the same amount, How many do they have?

- **Problem Solving Area**
  This should be inside and outside. It can be for number and other areas of Maths.
  Use Numicon pieces, compare bears, beads, toy cars, bricks etc.
  Baskets and hoops.
  Make links with your theme and topic.
  For example – Fruit in Handa's Surprise basket, Ordering the size of animals at the farm or zoo, sorting cars based on their colours
  How many bears in total? What if you put them into 2 groups? How many now?
  Can you give the Lion more counters than the Hippo?
  Which one has the most? How many?
  I think there is 8 cars. Can you check for me? What if I added one more?
  Can you match the number of counts to the amount?

- **Can you make a cake with more birthday candles than me?**
- **Who can put these zoo animals into order?**
- **Can you build a tower which has 1 more brick than mine? Can you build one with one less than mine?**

ADDITION

EYFS

Key vocabulary: *add, more, plus, and, make, altogether, total, equals, most, count on, number line, one more*

40 – 60 months

- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

Mathematics ELG: Number

Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Key skills for Addition in EYFS:

- Demonstrate a secure knowledge of one – to – one correspondence, pointing to objects and saying number names in order as they count up to 20
- Recognise that the number of objects is the same regardless of their arrangement up to 10
- Can match amounts to digits up to 10
- Know that when we add the number goes along the numberline to the right
- Know that the answer increases in value
- Can count on
- Can find one more
- Can solve simple word problems
- Explores reasoning addition investigations, appropriate to their age
- Start to record calculations

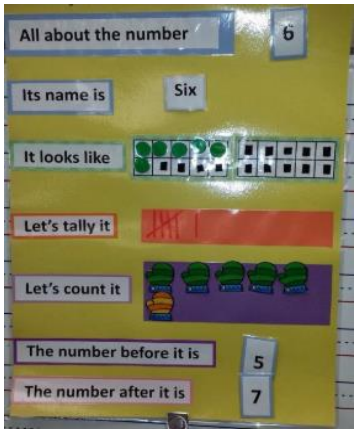
Resources:

- Numicon
- Numberlines to 20 (and 50)
- Numbers in words up to 20
- Multilink, counters, disks, number strings and compare bears
- Real life context resources, such as straws, baking trays, egg boxes
- Dice and dominoes
- Stories and song which involve counting, such as ‘5 Little Speckled Frogs’
- Counting the number of children during registrations and lining up
- Counting on your fingers
- Sorting dishes and sorting trays

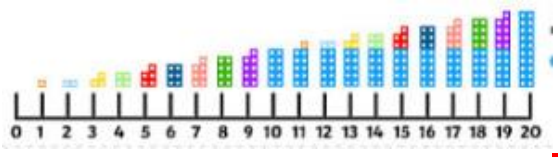
Key Questions and Display Ideas for Counting and Addition in EYFS

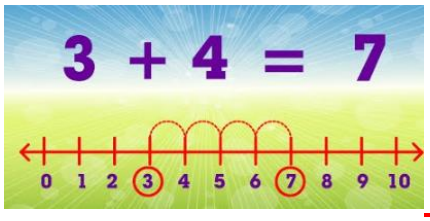
40 – 60 months and ELG

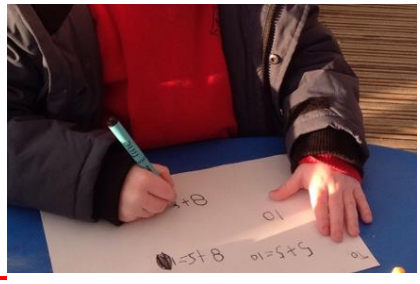
- **Number of the week – Numbers up to 10 (and then 20)**
  Display area inside with the number as a digit, word and piece of numicon.
  Display area outside with stones, sticks, chalk etc to reflect the inside number.
  Can you count out ____ counters?
  Can you show me _____ with your fingers?
  What number comes next?
  Can you write the next 3 numbers after _____?
  Can you find one more than _____ ? Can you check it one more by counting the items?
  How many different ways can you represent the number _____?



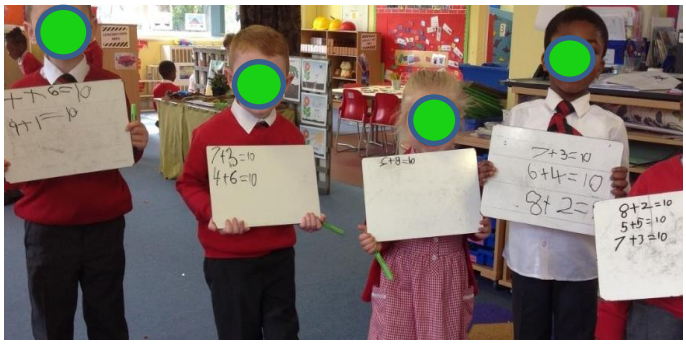
- **Numbers to 10 and 20 displays**
  Use Numicon pieces, digits and words. Have the numbers in order displayed with images of amounts
  Which is the biggest number? How do you know?
  Can you count to 20? What number comes before / after _____ ?
  Can you put the numbers into order?
  Each pile has the same amount, How many do they have?
  What number have I missed out?
  How many toy cars can you find? Write it down!
  How many different ways can you make 5? 10? 20?
  How would you write your counting as addition?
  What would the maths sentence be? Can you write it down?
  Can you show me how to add _____ on a numberline?
  What symbol means add? Can you write some addition calculations?

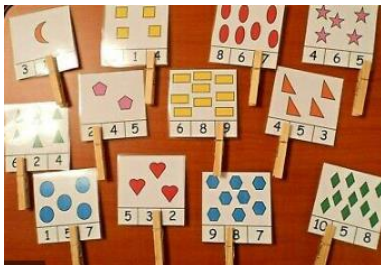






- **Problem Solving Area**
  This should be inside and outside. It can be for number and other areas of Maths. Use the school's reasoning questions and make links with your theme and topic.
  How many different ways can you make ____?
  What is the difference between these two numbers?
  Can you build a tower which is 2 bricks higher than mine?
  Can you find anything longer than this ruler?
  I think _____ is the tallest person in the class, can you prove me wrong?
  I think there are _____ counters in the basket, am I correct?
  How many different ways can you represent _____?
  Can you match the amount to the correct digit?





End of Year Expectations – Addition

22 – 36 months

- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities. Uses some language of quantities, such as ‘more’ and ‘a lot’.
- Knows that a group of things changes in quantity when something is added

At this age, all evidence of working at the expected age is shown through verbal and practical tasks.

30 – 50 months

- Beginning to represent numbers using fingers, marks on paper or pictures.
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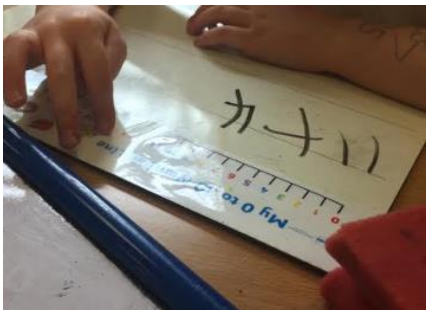

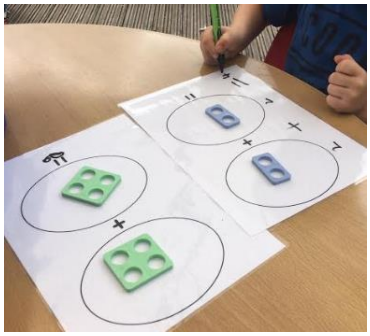

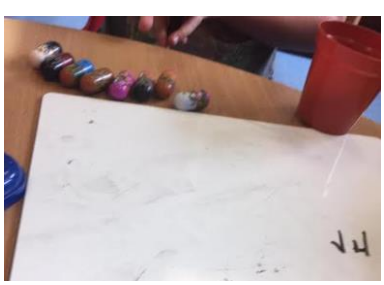

SUBTRACTION

NURSERY

Key vocabulary: *take, take away, less, minus, subtract, leaves, less than, least, count back, how many left, how much less is_?*

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Key skills for Subtraction in Nursery:

- Shows and able to demonstrate an awareness of one – to – one correspondence, pointing to objects and saying number names in order as they count
- Can take away 1 from a group of 5 items
- Can count backwards from 5 (and 10)

Key Questions and Display Ideas for Subtraction in Nursery

22 – 36 months

- **Number of the week – Numbers up to 5.**
  Display area inside with the number as a digit, word and piece of numicon.
  Display area outside with stones, sticks, chalk etc to reflect the inside number.
  Can you show me _____ with your fingers?
  Can you count back from to _____?

- **Numbers to 5 displays**
  Use Numicon pieces, digits and words. Have the numbers in order displayed with images of amounts
  What number comes before?
  Can you count back from 3? 5?
  Can you put the numbers into order?
  What is I take away one?

- **Problem Solving Area**
  This should be inside and outside. It can be for number and other areas of Maths.
  Use Numicon pieces, compare bears, beads, toy cars, bricks etc.
  Baskets and hoops.
  Make links with your theme and topic.
  For example – Fruit in Handa's Surprise basket, Ordering the size of animals at the farm or zoo, sorting cars based on their colours
  Which basket has smallest number of bears in?
  Can you put less cars in this hoop?
  Which one has the least?
  If I take one away from this hoop, what happens?
  What happens if we take some away?
  Can you build a tower 3 bricks tall? What if I take one away?

30 – 50 months

- **Number of the week – Numbers up to 10**
  Display area inside with the number as a digit, word and piece of numicon.
  Pens and paper.
  Display area outside with stones, sticks, chalk etc to reflect the inside number.
  Can you show me _____ with your fingers?
  Can you count back from to _____?
  What comes before ____?

- **Numbers to 10 displays**
  Use Numicon pieces, digits and words. Have the numbers in order displayed with images of amounts
  Can you count back from 8? 10?
  Can you put the numbers into order?
  What is I take away one?
  Which is the smallest number?
  Can you count back from 10?
  What number comes before / after _____ ?

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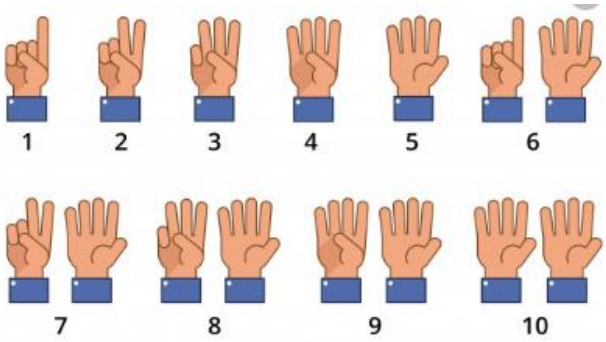
  Make links with your theme and topic.
  For example – Fruit in Handa's Surprise basket, Ordering the size of animals at the farm or zoo, sorting cars based on their colours
  I think there is 8 cars. Can you check for me? What if I subtract one?
  Can you match the number of counts to the amount?
  Can you make a cake with ___ candles? What if I take away a candle cake?
  Who can put these zoo animals into order?
  Can you build a tower with 1 or 2 less than mine?
  We have 5 cakes and I eat one. How many left? Let's count back!
  I have 3 sweets and take one away. How many left? Let's count!



SUBTRACTION

EYFS

Key vocabulary: *take, take away, less, minus, subtract, leaves, less than, least, count back, how many left, how much less is_? how many fewer….?*

40 – 60 months

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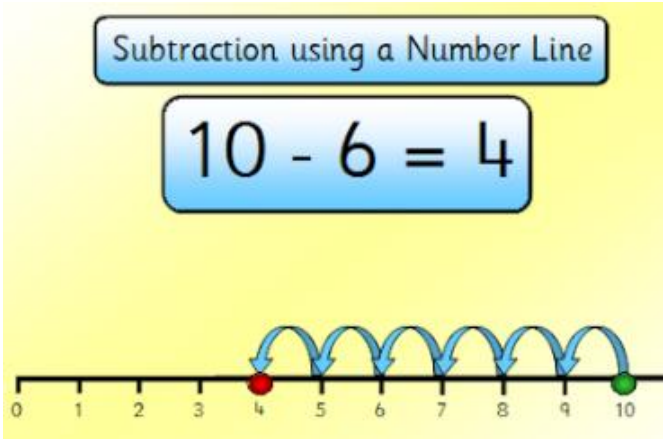
Key skills for Subtraction in EYFS:

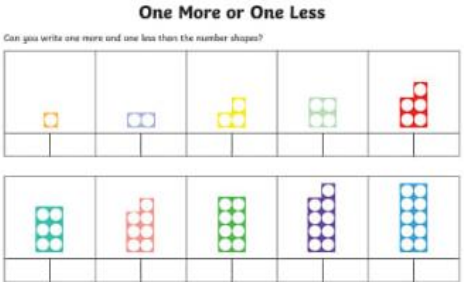
- Demonstrate a secure knowledge of one – to – one correspondence, pointing to objects and saying number names in order as they count backwards from 20
- Recognise that the number of objects is the same regardless of their arrangement up to 10
- Can match amounts to digits up to 10
- Know that when we subtract the number goes along the numberline to the left
- Know that the answer decreases in value
- Can backwards in ones
- Count back from any number up to 10 and then 20
- Can find one less
- Can solve simple word problems
- Explores reasoning subtraction investigations, appropriate to their age
- Subtract a selected amount from a group of objects
- Start to record calculations



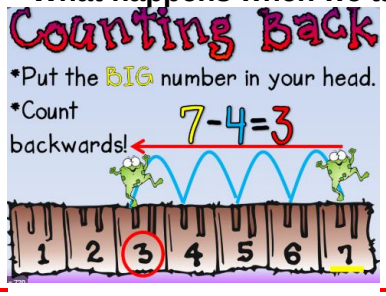
Key Questions and Display Ideas for Subtraction in EYFS

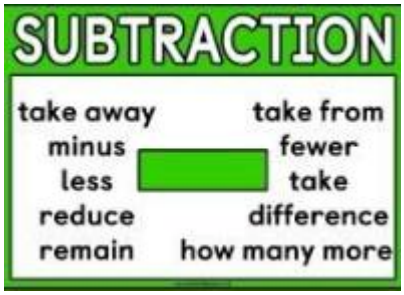
40 – 60 months and ELG

- **Number of the week – Numbers up to 10 (and then 20)**
  Display area inside with the number as a digit, word and piece of numicon.
  Display area outside with stones, sticks, chalk etc to reflect the inside number.
  What number comes before?
  Can you write 3 numbers which are smaller than _____?
  Can you find one less than _____ ? Can you check it one less by counting the items?
  How many different ways can you represent the number _____?

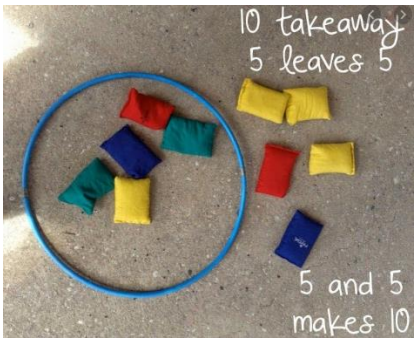


- **Numbers to 20 displays**
  Use Numicon pieces, digits and words. Have the numbers in order displayed with images of amounts
  Which is the smallest number? How do you know?
  Can you count backwards from 20? What number comes before / after _____ ?
  What different numbers can you subtract from 10? 20?
  How would you write your calculations as subtraction sentences?
  Can you show me how to subtract _____ on a numberline?
  What symbol means subtract? Can you write some subtraction calculations?
  What if I take away 3 from ____ ?
  What happens when we take away?





- **Problem Solving Area**
  This should be inside and outside. It can be for number and other areas of Maths. Use the school's reasoning questions and make links with your theme and topic.
  How many different ways can you make ____?
  What is the difference between these two numbers?
  Can you build a tower which shorter than mine?
  How many different numbers can you subtract from 10?
  I think that if I subtract 1, my number gets smaller. Investigate!
  Does my answer get smaller to bigger when I takeaway? Prove it!



End of Year Expectations – Subtraction

22 – 36 months

- Creates and experiments with symbols and marks representing ideas of number.
- Knows that a group of things changes in quantity when something is taken away.

At this age, all evidence of working at the expected age is shown through verbal and practical tasks.

30 – 50 months

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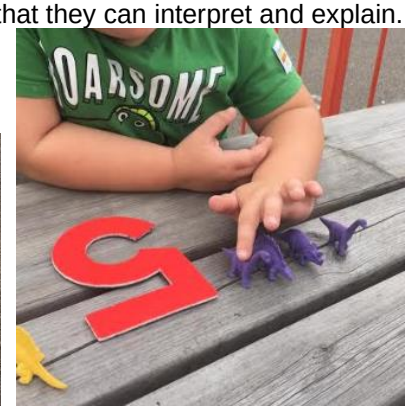
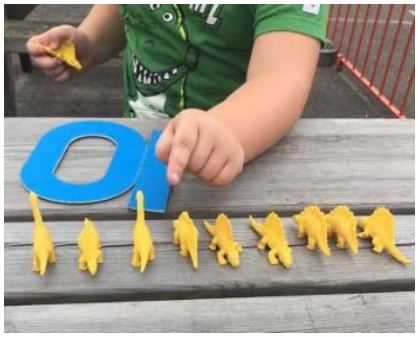
40 – 60 months

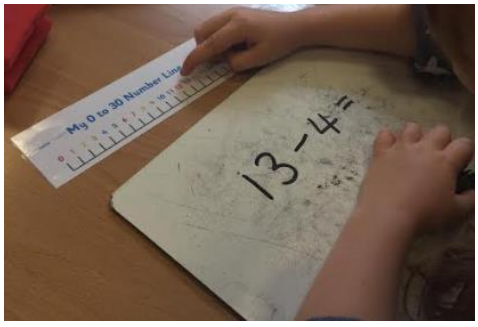
- Finds one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in subtracting.
- Records, using marks that they can interpret and explain.





Mathematics ELG: Number

Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



MULTIPLICATION

NURSERY

Key vocabulary: *groups of, lots of, double, twos, pair*

22 – 36 months

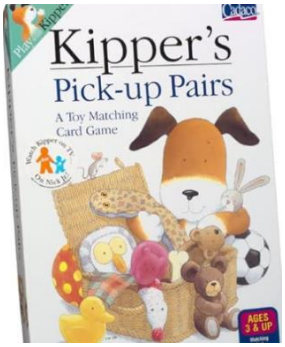
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.

30 – 50 months

- Beginning to represent numbers using fingers, marks on paper or pictures.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Key skills for Multiplication in Nursery:

- Shows an awareness of doubles – pairs of shoes, pairs of socks
- Able to find pairs
- Match together pairs of numbers



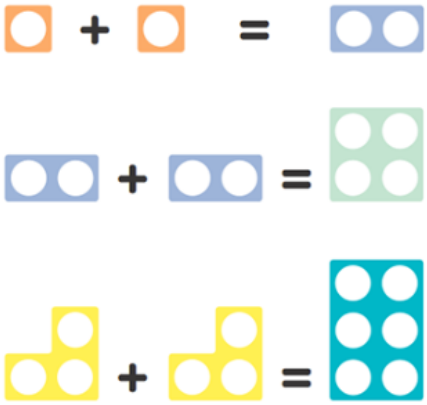
Key Questions and Resource Ideas for Multiplication in Nursery

22 – 36 months

- **Can you find the pairs or socks / shoes?**
- **Can you match the socks together?**
- **Can you match the numbers together?**
- **Can you match the numicon pieces?**

30 – 50 months

- Shows an awareness of doubles – pairs of shoes, pairs of socks
- Able to find pairs
- Match together pairs of numbers
- **Can you find the pairs or socks / shoes?**
- **How many pairs are there?**
- **Model counting in twos**
- **What is double 1? 2? 3?**



MULTIPLICATION

EYFS

Key vocabulary: *groups of, lots of, times, altogether, multiply, count, repeated addition, sets of, once, twice, three times.*

40 – 60 months

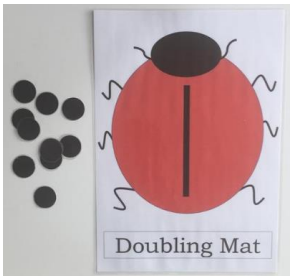
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

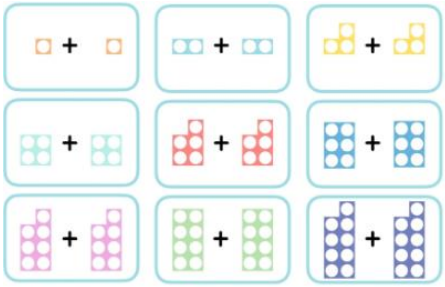
Mathematics ELG: Number

Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Key skills for Multiplication in EYFS:

- Children begin to develop mental recall of some doubles through these experiences.
- They quickly recognise double 5 as 10 through using their fingers when counting
- They can find doubles such as double 2 and double 3 through their use of dice when playing games.
- Children start to learn about doubling and think about equal groups or sets of objects in their play.
- They may start to represent doubles in their mark making
- Children to start to count in twos
- Solve problems involving doubling





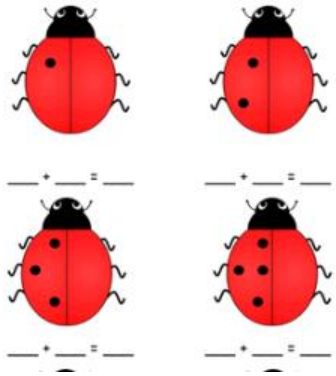
Key Questions and Resource Ideas for Multiplication in EYFS

40 – 60 months and ELG

- **How many doubles up to 10 do you know?**
- **Can you write your doubles up to 10 as addition sentences?**
- **When I double a number the answer gets bigger. Investigate!**
- **I think double 5 is 8. Prove me wrong! Use numicon and draw pictures to help me.**
- **What does it mean to double?**
- **Can you count in twos? How high can you get?**

Doubles

1 + 1 = 2
2 + 2 = 4
3 + 3 = 6
4 + 4 = 8
5 + 5 = 10
6 + 6 = 12
7 + 7 = 14
8 + 8 = 16
9 + 9 = 18
10 + 10 = 20



End of Year Expectations – Multiplication

22 – 36 months

- Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.

At this age, all evidence of working at the expected age is shown through verbal and practical tasks.

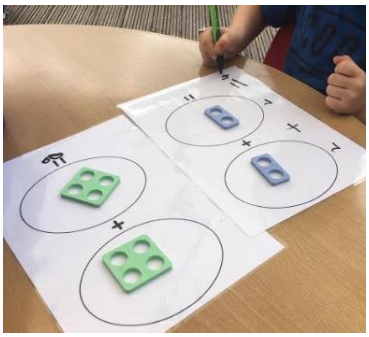
30 – 50 months

- Beginning to represent numbers using fingers, marks on paper or pictures.

At this age, all evidence of working at the expected age is shown through verbal and practical tasks.

40 – 60 months

- Records, using marks that they can interpret and explain.

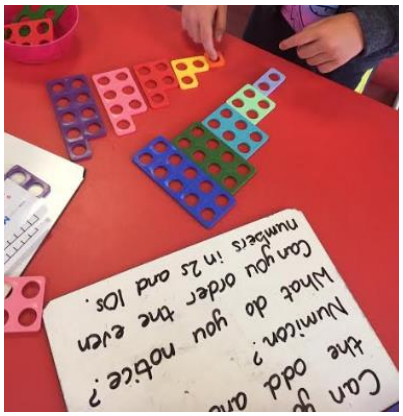


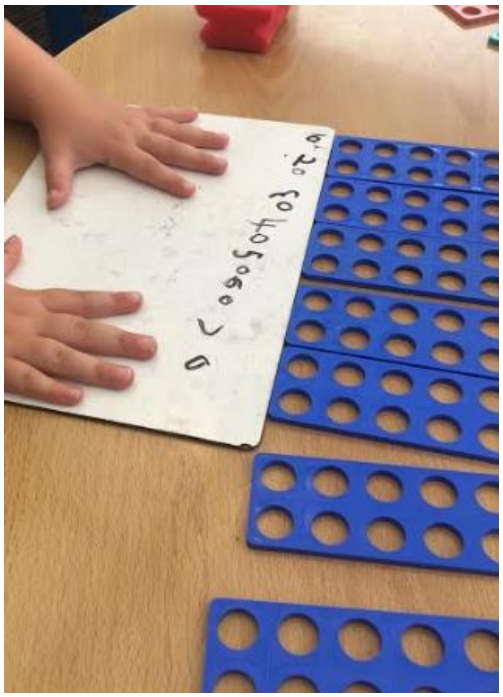
Early Learning Goal for Numbers

- They solve problems, including doubling

Exceeding (2014 Early Years Foundation Stage Handbook)

- They solve practical problems that involve combining groups of 2, 5, or 10





DIVISION

NURSERY

Key vocabulary: *share, equal, fair, half, split in two*

22 – 36 months

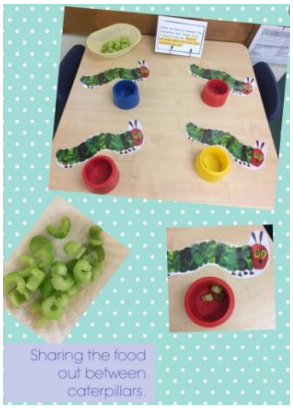
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.
- Knows that a group of things changes in quantity when something is added or taken away.

30 – 50 months

- Beginning to represent numbers using fingers, marks on paper or pictures.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Key skills for Division in Nursery:

- Sharing out toys, sweets and resources fairly
- Shares out items with 1:1 correspondence
- Knows that everyone needs the same amount to make it fair
- Explores cutting fruit, food and playdough in half



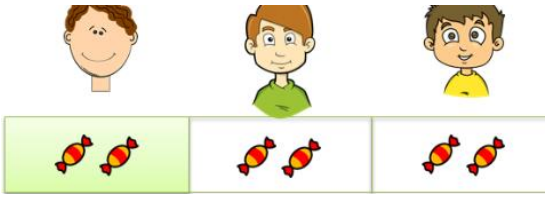
Key Questions and Resource Ideas for Division in Nursery

22 – 36 months

- Sharing out toys, sweets and resources fairly
- Shares out items with 1:1 correspondence
- Knows that everyone needs the same amount to make it fair
- Explores cutting fruit, food and playdough in half
- **Can you share out these sweets?**
- **You can have one and so can your friend**
- **Can we give one to each teddy?**
- **Let's cut the cake / fruit / pizza in half**

30 – 50 months

- Sharing out toys, sweets and resources fairly
- Shares out items with 1:1 correspondence
- Knows that everyone needs the same amount to make it fair
- Explores cutting fruit, food and playdough in half
- **Can you share the sweets out equally?**
- **Can you give one to each person so it is fair?**
- **Does everyone have the same amount?**
- **Have we shared out fairly?**
- **Can you cut the cake / fruit / pizza in half?**
- **Can you split the toys into two groups? Are the groups the same? Is it fair?**



DIVISION

EYFS

Key vocabulary: *share, share equally, one each, two each…, divide, half, fair*

40 – 60 months

- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

Mathematics ELG: Number

Children at the expected level of development will:
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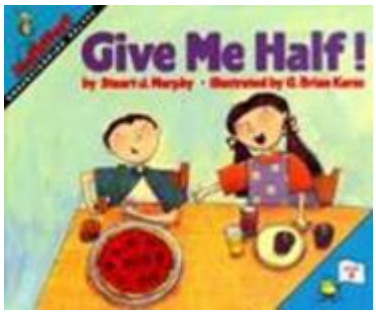
Key skills for Division in EYFS

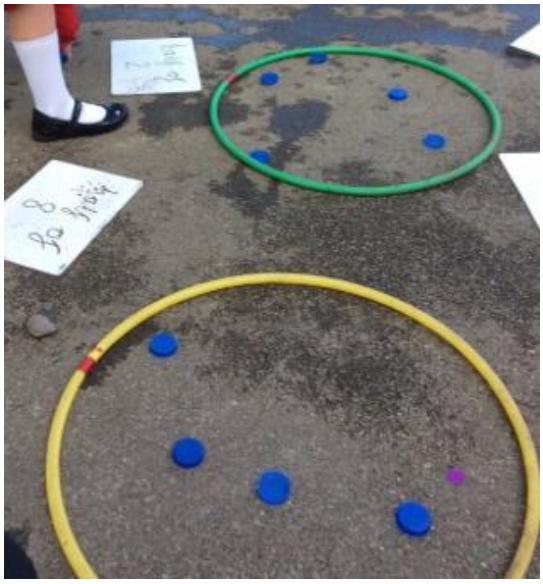
- In practical activities and through discussion they will begin to use the vocabulary involved in division – half of, halve, share, how many, each, divide, group, groups of
- Finding half of an object or shape through practical activities. For example, when cutting fruit at snack time or play food.
- Explore halves as many of the blocks are made to be half the size of another block
- Share sets of objects into equal groups using small world, objects and counters in a variety of contexts.
- Start to organise sets of objects into equal groups.
- As with multiplication, children to organise sets of objects into equal groups by setting them out in arrays using resources (such as egg boxes and baking trays)
- Start to record their calculations using pictures or symbols.
- Sharing out toys, sweets and resources fairly and equally, using 1:1 correspondence
- Knows that everyone needs the same amount to make it fair
- Able to find half by cutting fruit, food and playdough in two equal parts

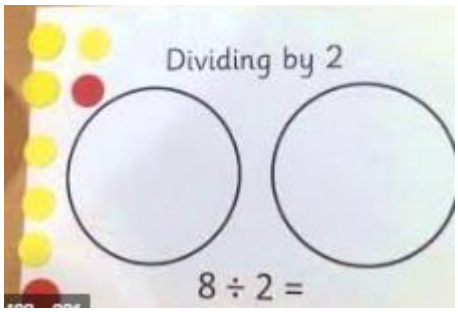


Key Questions and Resource Ideas for Multiplication in EYFS

40 – 60 months and ELG

- **How many ways can you half this pizza / cake?**
- **Can you share out 10 between 2 children. How many do they each get?**
- **What is half of 2? 4? 6? 8? 10?**
- **Can you share out these 8 sweets so that it is fair? How many do they each have?**
- **Can you draw a line to split these shapes into half?**
- **Can you share these toys into two equal groups?**
- **Can you build a tower half the height of mine?**
- **How do you know that half of 10 is 5?**
- **I think that half of 20 is 5. Prove me wrong!**
- **Can you share them out with 2 equal groups?**
- **Use hoops and dots to share these amount….**





End of Year Expectations – Division

22 – 36 months

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30 – 50 months

- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

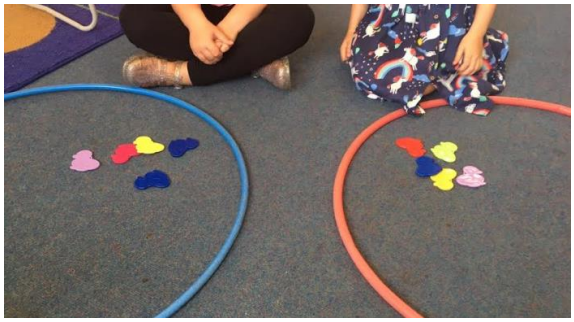
At this age, all evidence of working at the expected age is shown through verbal and practical tasks.

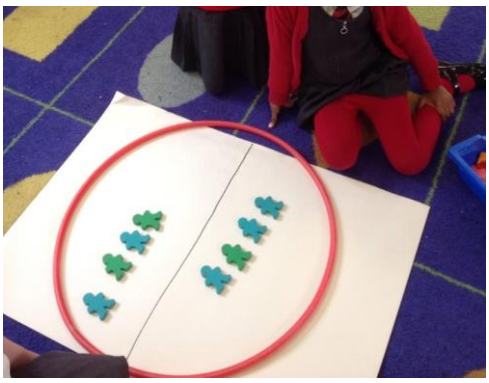
40 – 60 months

- Records, using marks that they can interpret and explain.

Early Learning Goal for Numbers

- They solve problems, including halving and sharing.





Exceeding (2014 Early Years Foundation Stage Handbook)

- They solve practical problems that involve sharing into equal groups (2, 5 and 10)