

Calculation Guidance- Reception

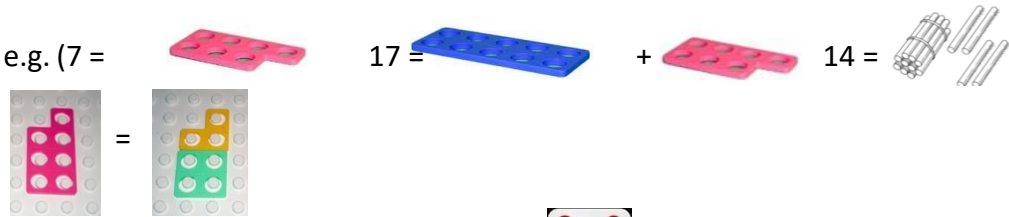
Children are introduced to the processes of calculation through practical, oral and mental activities.

There are fundamental concepts that are important for children to develop an early understanding of as building blocks to future learning in mathematics, including those linked to calculation. These include-

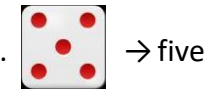
- Ordinality – ‘the ordering of numbers in relation to one another’ – e.g. (1, 2, 3, 4, 5...)

- Cardinality – ‘understanding the value of different numbers’ – e.g. (7 =

- Equality – ‘seven is the same total as four add three’ – e.g.



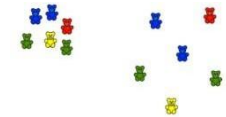
- Subitising – ‘instantly recognising the number of objects in a small group, without counting them’ – e.g.



- One-to-one correspondence – e.g.



- Conservation of number – ‘recognising that a value of objects is the same, even if they are laid out differently’ – e.g.



- Concept of zero



$$3 + 0 = 3$$












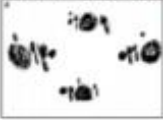
- Counting on and back from any number – e.g. ‘five add three more totals eight’



‘ten take away three totals seven’



The following outlines the calculation methods developed throughout the Reception year.

Addition	Subtraction	Multiplication	Division
<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.</p>  <p>Bead strings or bead bars can be used to illustrate addition</p>  <p style="text-align: right;">$8 + 2 = 10$</p> <p>They use numberlines and practical resources to support calculation and teachers <i>demonstrate</i> the use of the numberline.</p>  <p style="text-align: center;">  $3 + 2 = 5$ </p>  <p style="text-align: center;">'one more than four is five'</p>	<p>Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.</p>  <p>Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 3 then counting back 2.</p>  <p style="text-align: right;">$6 - 2 = 4$</p> <p>They use numberlines and practical resources to support calculation. Teachers <i>demonstrate</i> the use of the numberline.</p>  <p style="text-align: center;">  $5 - 2 = 3$ </p>  <p style="text-align: center;">'six take away two leaves four'</p>  <p style="text-align: center;">'one less than six is five'</p>	<p>Children will experience equal groups of objects.</p> <p>They will count in 2s and 10s and begin to count in 5s.</p> <p>They will work on practical problem-solving activities involving equal sets or groups.</p> 	<p>Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.</p> 