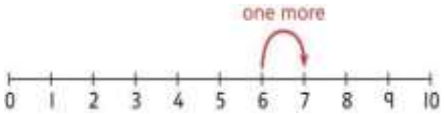
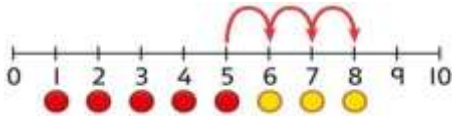
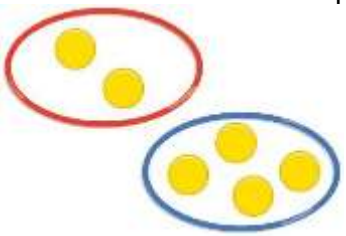
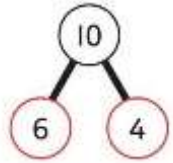
Calculation Policy – EYFS

EYFS			
	Concrete	**Pictorial**	**Abstract**
EYFS Addition	**Counting and adding more** Children add one more person or object to a group to find one more.	**Counting and adding more** Children add one more cube or counter to a group to represent one more. *One more than 4 is 5.*	**Counting and adding more** Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one.  *5 + 3 = 8*
	Understanding part-part-whole relationship Sort people and objects into parts and understand the relationship with the whole. *The parts are 2 and 4. The whole is 6.*	**Understanding part-part-whole relationship** Children draw to represent the parts and understand the relationship with the whole.  *The parts are 1 and 5. The whole is 6.*	**Understanding part-part-whole relationship** Use a part-whole model to represent the numbers.  6 + 4 = 10 *6 + 4 = 10*

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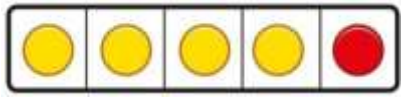
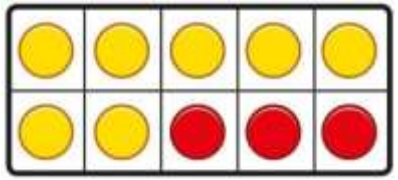
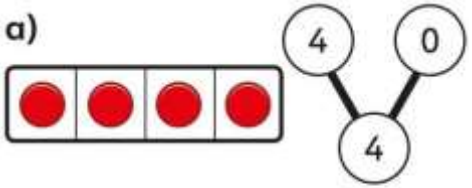
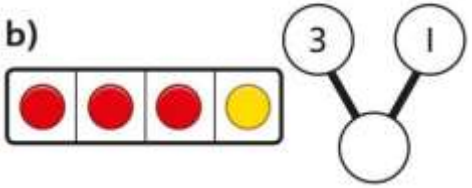
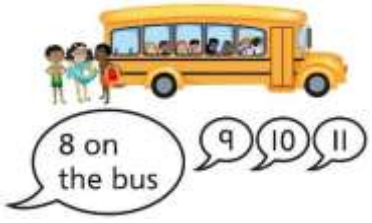
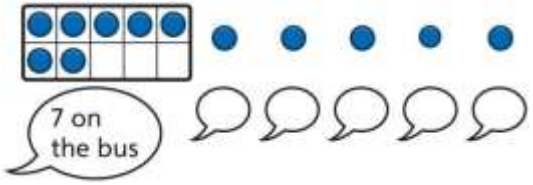
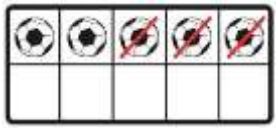
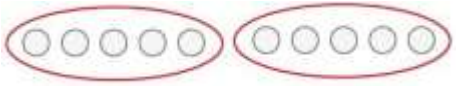
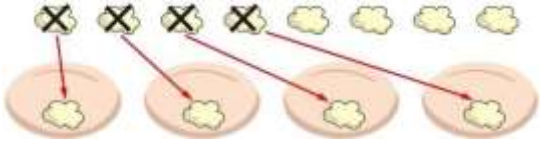
	Knowing and finding number bonds within 10 Break apart a group and put back together to find and form number bonds. *3 + 4 = 7* *6 = 2 + 4*	**Knowing and finding number bonds within 10** Use five and ten frames to represent key number bonds.  *5 = 4 + 1*  *10 = 7 + 3*	**Knowing and finding number bonds within 10** Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.   *4 + 0 = 4* *3 + 1 = 4*
	Adding by counting on Children use knowledge of counting to 20 to find a total by counting on using people or objects.  	**Adding by counting on** Children use counters to support and represent their counting on strategy.  	

Calculation Policy – EYFS

EYFS Subtraction	**Counting back and taking away** Children arrange objects and remove to find how many are left. *1 less than 6 is 5.* *6 subtract 1 is 5.*	**Counting back and taking away** Children draw and cross out or use counters to represent objects from a problem. 9 – ☐ = ☐ There are ☐ children left.	**Counting back and taking away** Children count back to take away and use a number line or number track to support the method. *9 − 3 = 6*
	Finding a missing part, given a whole and a part Children separate a whole into parts and understand how one part can be found by subtraction. *8 − 5 = ?*		

Calculation Policy – EYFS

	Subtraction within 10 Understand when and how to subtract 1s efficiently. Use a bead string to subtract 1s efficiently. *5 − 3 = 2*	**Subtraction within 10** Understand when and how to subtract 1s efficiently.  *5 − 3 = 2*	**Subtraction within 10** Understand how to use knowledge of bonds within 10 to subtract efficiently. *5 − 3 = 2*
EYFS **Division** **Double and halving**	**Grouping** Learn to make equal groups from a whole and find how many equal groups of a certain size can be made. Sort a whole set people and objects into equal groups. *There are 10 children altogether.* *There are 2 in each group.* *There are 5 groups.*	**Grouping** Represent a whole and work out how many equal groups.  *There are 10 in total.* *There are 5 in each group.* *There are 2 groups.*	
	Sharing Share a set of objects into equal parts and work out how many are in each part**.**