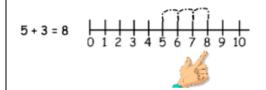
Calculation Guidelines for Foundation Stage **ADDITION SUBTRACTION MULTIPLICATION** DIVISION Children begin to record in the context of play or practical activities and problems. Begin to relate addition to combining two Share objects into equal groups Begin to relate subtraction to 'taking Real life contexts and use of practical equipment to count in repeated groups Use related vocabulary groups of objects away' • Make a record in pictures, words or of the same size: Activities might include: • Make a record in pictures, words or symbols of subtraction • Count in twos; fives; tens Sharing of milk at break symbols of addition activities activities already carried out time Sharing sweets on a already carried out. • Use of games, songs and practical Also chanting in 2s, 5s and 10s. child's birthday • Construct number sentences to go with activities to begin using vocabulary • Construct number sentences to go Sharing activities in the practical activities home corner • Use of games, songs and practical activities with practical activities Count in tens/twos t o begin using vocabulary Relate subtraction to taking away and Separate a given Solve simple word problems using their counting how many objects number of objects into are left. fingers two groups (addition and 50, 60, 7 subtraction objective in reception being preliminary to multiplication and division) Can find one more to ten. Count in twos, tens How many times? How many are left/left over? Can find one less to ten. Higher Ability/ Gifted and Talented children Group progress to using a number line. They jump Answer Higher Ability/ Gifted and Talented forwards along the number line using finger. Right, wrong



Progression:

Counting backwards along a number line using finger.

What could we try next? How did you work it out? Share out Half, halves