

Mount Pleasant Primary School My Mastery Calculation Policy 2025

EYFS

Foundation Stage- By the end of FS we expect children to:

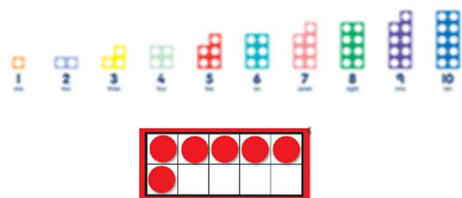
Addition

ELG states that children will have a deep understanding of number to 10, including the composition of each number; subitise up to 5.
Automatically recall number bonds to 5 and some number bonds to 10, including double facts.

Numicon shapes, 5/10 frames are introduced straight away and can be used to:

- Recognise amounts
- Identify 1 more/less
- Combine pieces to add
- Find number bonds
- Add by counting on

Children can record this by printing or drawing around Numicon pieces.



Children begin to combine groups of objects using concrete apparatus. (cubes, counters, numicon, fingers)

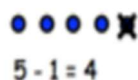


Subtraction

ELG states that children will automatically recall number bonds to 5, including subtraction facts, and some number bonds to 10.

Children begin with mostly concrete apparatus and pictorial representations.

Concrete apparatus is used to relate subtraction to taking away and counting how many objects are left. Concrete apparatus models the subtraction of 1 object away from 5.



Construct number sentences verbally or using cards to go with practical activities using concrete apparatus.

"In the fruit bowl there are 4 bananas, I have eaten 1. How many are left?"
(Physically removing 1 object and counting how many are left)



Multiplication

ELG states that children should be able to explore and represent patterns within numbers up to 10, including double facts:

The link between addition and multiplication is introduced through doubling.

Numicon is used to visualise the repeated adding of the same number. These can then be drawn around or printed as a way of recording.



A range of objects are also used to add equal groups such as fingers, cubes, toys.

Children begin with concrete apparatus



"How many groups of 2 are there?"

Division

The ELG states that children should be able to explore and represent patterns within numbers up to 10, including how quantities can be distributed equally.

Children need to see and hear representations of divisions as both grouping and sharing.

Division can be introduced through halving.

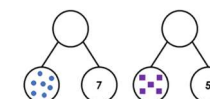
Children begin with mostly practical representations linked to real life context.

Sharing Model

"I have 6 sweets. I want to share them with my friend. How many will we have each?"



Part-part whole model can be used alongside to use concrete objects or marks.



Construct number sentences verbally or using numeral cards to go with practical activities or pictorial representations.



Children are encouraged to read number sentences aloud in different ways.

"3 add 2 equals 5" "5 is equal to 3 add 2"

Children make a record using marks, pictures, words, or symbols of addition activities already carried out.

Use part-part whole model to add amounts or investigate number bonds.



Solve problems using fingers.



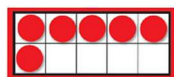
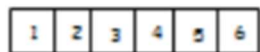
Number tracks will be introduced alongside to count up on and find one more.

Children make a record in marks, words or symbols of subtraction activities already carried out.

Solve simple problems using fingers.



Number tracks can be introduced to count back and find one less alongside 5/10 frames.



"What is 1 less than 9?"

Number lines are used alongside number tracks and practical apparatus to solve subtraction calculations. Children count back under the number line.



Children will need opportunities to look at and talk about different models and images as they move between representations.

Games and songs can be a useful way to begin using vocabulary involved in Subtraction e.g. Five little men in a flying saucer.

Real life contexts and use of practical equipment to **count in repeated groups of the same size:**



"How many wheels are there altogether?"

Count aloud and with objects in 1s and 2s

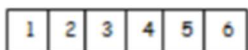
Vocabulary

The same, equal amounts, double, doubling, groups of, sets of, lots of, multiply

Children are to give verbal division number sentences with a verbal explanation and then have a go at recording the calculation that has been carried out.

Vocabulary

Share, sharing, equally, the same amount, group of, half, halving, 2 equal groups/parts, how many, same as, dived into/by, left, left over



“What is 1 more than 4? 1 more than 13?”

Number lines are used alongside practical apparatus to solve addition calculations and word problems.



Children will need opportunities to look at and talk about different models and images as they move between representations.

Games and songs can be a useful way to begin using vocabulary involved in addition. E.g. Alice the Camel.

Vocabulary

More, add, plus, total, addition, altogether, count on, equal to, as many as, is the same as

Vocabulary

Less than, count back, takeaway, fewer, subtract, minus, how many have gone/or are left?