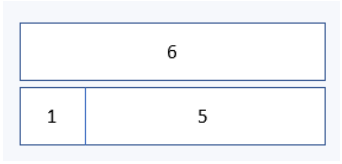
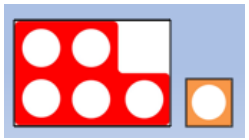
EYFS Policy for Number & Calculation

EYFS ELG 2022:

Number ELG
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.

Numerical Patterns ELG
Children at the expected level of development will:
• Verbally count beyond 20, recognising the pattern of the counting system;
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Representations	Key Vocabulary	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
 	Layers of vocabulary **Appendix 1a** Beck's Tiers of Vocabulary **Appendix 1b:** Vocabulary book **Basic to subject specific (Beck's Tiers):** Add, more, and, make, sum, total, altogether, double, how many more to	Number structure. Equality, inequality. Partitioning and recombing. Subitising to 5. 5 as an anchor. Modelling the combining of sets, recognising that the quantity has increased. Using counting strategies and subitising to identify the number of	Natural materials, physical objects and mathematical resources e.g. counters in all environments to count accurately. (cardinality). To 10 and beyond. Pictures to show a quantity that can be counted then to 10 and beyond.	Represent a quantity by drawing or by using graphics. (using drawings to show a resource) Mark making and graphics to represent numbers to 10 and beyond in their play. Graphics and attempts at numerals in the correct orientation.	Malleable play: problem solving 'Let's put 5 cherries on the cakes.' 'How will you put your 5 candles on the two cakes?' Role play: problem solving Each shelf in the shop must have 5 or more items to sell. How shall we arrange the items?

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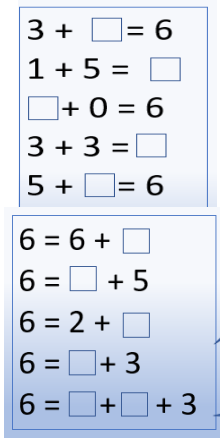
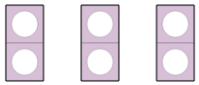
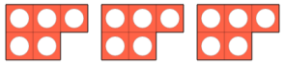
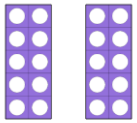
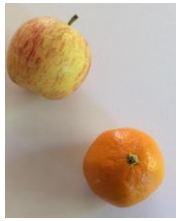
	make, how many are left, how many have gone? One less, two less, ten less, the difference between, odd and even. **Instructional vocabulary:** Listen, join in, say, start from, look at, carry on, what comes next, find, chose, talk about, repeat, tell me, describe, complete	concrete/pictorial objects in the set .	Resources that match a numeral to a quantity Models of mathematical counting resources to show the more or fewer. Using a number track or line to show one more than a given number	Mark making and numerals to replicate the concrete and pictorial model. Graphics and numerals to show the addition	Find items in the sand. 3 shells and 2 fish. How many items altogether?
 Counting in 2s  Counting in 5s 	Layers of vocabulary **Appendix 1a** Beck's Tiers of Vocabulary **Appendix 1b:** Vocabulary book **Basic to subject specific (Beck's Tiers):** Add, more, and, make, sum, total, altogether, double, how many more to	Knowing that groups of the same quantity are added together. That is what makes a double. The quantity divided into two equal groups. Halving. Sharing and grouping. Sharing is where you take a quantity and count out into how many equal groups you want. Grouping is where you take the quantity and	Natural materials, physical objects and mathematical resources e.g. counters in all environments to double, share, group and half accurately. Modelling and demonstrating groups of and shared quantities. Showing that the quantity has increased	Represent a quantity by drawing or by using graphics. (using drawings to show a resource) Graphics and numerals to show the double/halving/grouping and sharing used.	In small world play: All the animals in the enclosures are doubles. How many lions will there be etc? Doubles shop Everything in the shop has to be double. Snack time How will we share the fruit so that we can have half each?

Double 10 is 20. 8 divided into groups of 2. 4 shared equally into two groups.  To halve the apple it would be cut into two equal pieces To halve the satsuma we would count the segments and share them equally.	make, how many are left, how many have gone? One less, two less, ten less, the difference between, odd and even. Equals, share, groups of, halve and half **Instructional vocabulary:** Listen, join in, say, start from, look at, carry on, what comes next, find, choose, talk about, repeat, tell me, describe, complete, pattern, remember, ring, work out, check, another way	make the groups (of two, or three etc)	when doubled and reduced when halved.		

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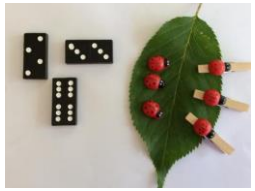
 Double the number of ladybirds. This show half the number of lady birds sitting on the leaf.  Doubling and halving.					