

EYFS Policy for Number & Calculation

EYFS ELG 2022:

Number ELG

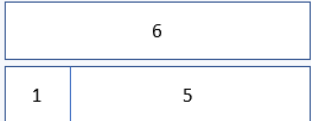
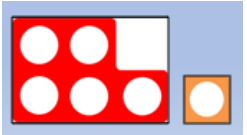

Children at the expected level of development will:

- 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.

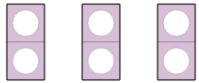
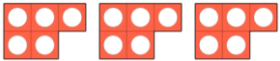
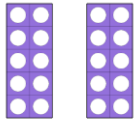

Numerical Patterns ELG

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
 	<p>Layers of vocabulary</p>  <p>Appendix 1a Beck's Tiers of Vocabulary</p> <p>Appendix 1b: Vocabulary book</p> <p>Basic to subject specific (Beck's Tiers): Add, more, and, make, sum, total, altogether, double, how many more to</p>	<p>Number structure. Equality, inequality. Partitioning and recombining.</p> <p>Subitising to 5. 5 as an anchor.</p> <p>Modelling the combining of sets, recognising that the quantity has increased.</p> <p>Using counting strategies and subitising to identify the number of</p>	<p>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.</p>	<p>Represent a quantity by drawing or by using graphics. (using drawings to show a resource)</p> <p>Mark making and graphics to represent numbers to 10 and beyond in their play.</p> <p>Graphics and attempts at numerals in the correct orientation.</p>	<p>Malleable play: problem solving 'Let's put 5 cherries on the cakes.' 'How will you put your 5 candles on the two cakes?'</p> <p>Role play: problem solving Each shelf in the shop must have 5 or more items to sell. How shall we arrange the items?</p>

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<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> $3 + \square = 6$ $1 + 5 = \square$ $\square + 0 = 6$ $3 + 3 = \square$ $5 + \square = 6$ </div> <div style="border: 1px solid black; padding: 5px;"> $6 = 6 + \square$ $6 = \square + 5$ $6 = 2 + \square$ $6 = \square + 3$ $6 = \square + \square + 3$ </div>	<p>make, how many are left, how many have gone? One less, two less, ten less, the difference between, odd and even.</p> <p>Instructional vocabulary: Listen, join in, say, start from, look at, carry on, what comes next, find, chose, talk about, repeat, tell me, describe, complete</p>	<p>concrete/pictorial objects in the set</p>	<p>Resources that match a numeral to a quantity</p> <p>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</p>	<p>Mark making and numerals to replicate the concrete and pictorial model. Graphics and numerals to show the addition</p>	<p>Find items in the sand. 3 shells and 2 fish. How many items altogether?</p>
<div style="text-align: center;">  <p>Counting in 2s</p> </div> <div style="text-align: center;">  <p>Counting in 5s</p> </div> <div style="text-align: center;">  </div>	<p>Layers of vocabulary</p> <div style="text-align: center;">  </div> <p>Appendix 1a Beck's Tiers of Vocabulary</p> <p>Appendix 1b: Vocabulary book</p> <p>Basic to subject specific (Beck's Tiers): Add, more, and, make, sum, total, altogether, double, how many more to</p>	<p>Knowing that groups of the same quantity are added together. That is what makes a double.</p> <p>The quantity divided into two equal groups. Halving.</p> <p>Sharing and grouping.</p> <p>Sharing is where you take a quantity and count out into how many equal groups you want.</p> <p>Grouping is where you take the quantity and</p>	<p>Natural materials, physical objects and mathematical resources e.g. counters in all environments to double, share, group and half accurately.</p> <p>Modelling and demonstrating groups of and shared quantities.</p> <p>Showing that the quantity has increased</p>	<p>Represent a quantity by drawing or by using graphics. (using drawings to show a resource)</p> <p>Graphics and numerals to show the double/halving/grouping and sharing used.</p>	<p>In small world play:</p> <p>All the animals in the enclosures are doubles. How many lions will there be etc?</p> <p>Doubles shop Everything in the shop has to be double.</p> <p>Snack time How will we share the fruit so that we can have half each?</p>

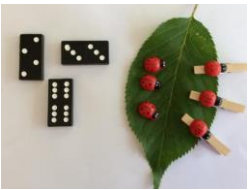
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<p>Double 10 is 20.</p>  <p>8 divided into groups of 2.</p>  <p>4 shared equally into two groups.</p>  <p>To halve the apple it would be cut into two equal pieces</p> <p>To halve the satsuma we would count the segments and share them equally.</p>	<p>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</p> <p>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</p>	<p>make the groups (of two, or three etc)</p>	<p>when doubled and reduced when halved.</p>		
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Double the number of ladybirds.
This show half the number of lady birds sitting on the leaf.



Doubling and halving.