Written Calculation Policy
for
Acle St Edmund
Primary School

Help your child with maths

Reception Class

Progression towards a standard written method of calculation

Introduction

This calculation policy has been written in line with the programmes of study taken from the revised **National Curriculum for Mathematics (2014)**. It provides guidance on the appropriate calculation methods and progression. The content is set out in Year blocks under the following headings: addition, subtraction, multiplication and division.

Alongside written calculations, mental calculation strategies will be taught in Maths lessons throughout the school. Pupils will be encouraged to use a range of mental strategies to solve number problems and will be equipped with the necessary recall skills to aid problem solving.

Pupils will be taught to use the most efficient methods for solving both mental and written calculations and to make the right choice, depending on the size and context of the numbers. Children will use mental methods as their first port of call, but for calculations that cannot be done in their heads; they will need to use an efficient written method accurately and with confidence.

Aims of the policy

- To ensure consistency and progression in our approach to calculation.
- To ensure that children develop an efficient, reliable, formal written method of calculation for all operations (addition, subtraction, multiplication and division).
- To ensure that children can use these methods accurately and fluently with confidence and understanding.

How to use this policy

- Use the year group your child belongs to as a guide.
- Always use suitable resources to support your child's understanding of calculation e.g. number line/track, a 100 square, counting apparatus or encourage their use of recording their work by drawing their own number line, multiplication grid or recording their jottings.
- Use the language of place value when supporting your child. Try to use the same language as your child's class teacher (examples are included with each year group) and check their answers are sensible.
- Encourage your child to make suitable choices about the methods they use when solving problems.
- Support your child to develop quick recall of number facts as this is essential in your child's development of efficient and accurate problem-solving e.g. number bonds, doubles and halves and multiplication tables.

+ Addition +

EYFS

Children learn about counting in songs, nursery rhymes, picture books, games and practical activities. They begin to understand addition as **combining two groups** of objects. They are asked to find **one more** than a given number

and begin to use the vocabulary involved in addition in practical activities and discussion.

You have five apples.

I have four apples. How many apples are there **altogether**?

- Subtraction -

EYFS

Children participate in songs, nursery rhymes, picture books, games and practical activities. They will find one less than a given number and begin to understand subtraction as '**taking away**' using objects to count 'how many are left' after some have been taken away.

6 – 2 = 4

Take two apples away. How many are left?

Children can begin to count back from a given number e.g. 'Ten, nine, eight, seven, six….'

X Multiplication X

EYFS

Children participate in songs, nursery rhymes, picture books and games. In practical activities and though discussion, children will begin to solve problems involving **doubling**.

I have three apples and you have three apples. How many apples do we have altogether?

÷ Division ÷

EYFS

Children participate in songs, nursery rhymes, picture books and games. In practical activities and though discussion, children will begin to solve problems involving **halving** and **sharing**.

Half of the apples for you and half of the apples for me.