EYFS Calculation

Concrete – Pictorial - Abstract

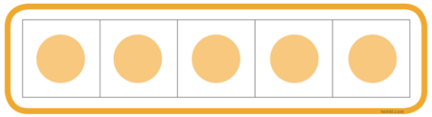
(Addition, Subtraction, Multiplication, Division)

EYFS – use **quantities** and **objects** to add **two single digit** numbers and **count on** to find the answer.

We start EYFS with **LOTS** of number recognition using **CONCRETE** resources.



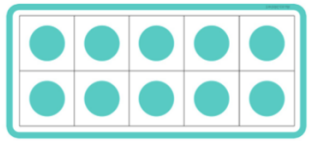
We start by knowing a hand is 5 (without counting).



We can then look for patterns and spot 5 using 5 frames.



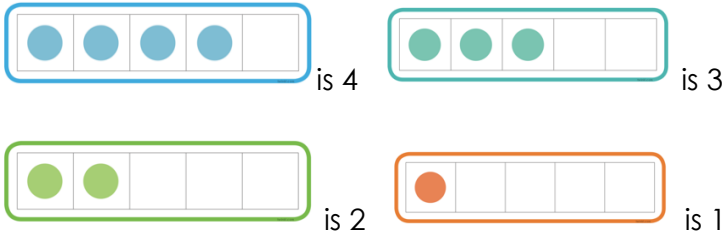
Once, we can spot 5, we can use this pattern to spot 10 (know our hands).



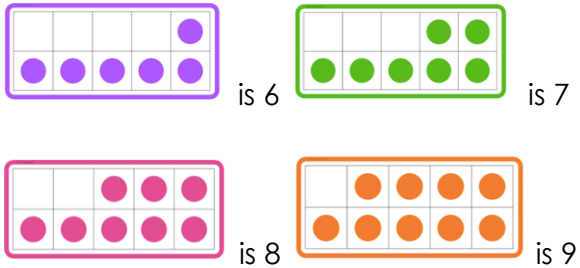
We can also spot 10 using a 10 frame.



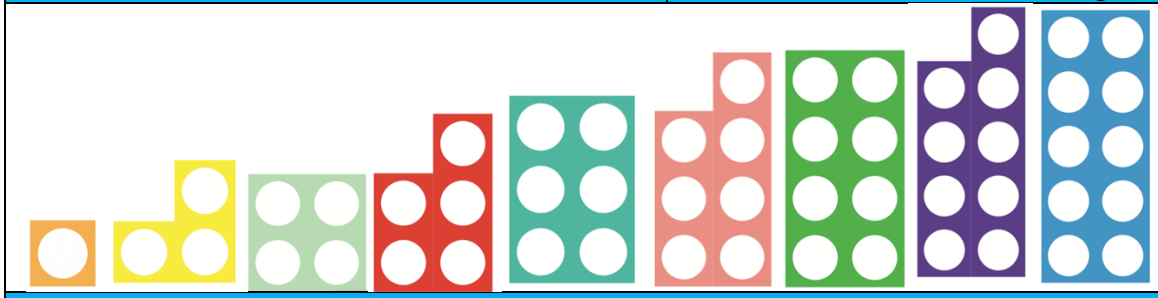
We love using ourselves to spot 5 and 10!



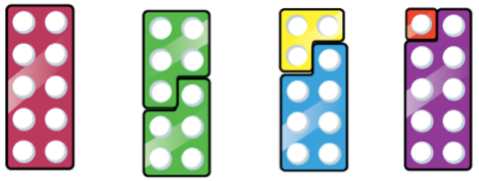
Once we can spot 5 and 10, we can look for patterns in numbers using 5 frames.



Then, we can spot patterns in numbers using 10 frames.



We love using Numicon to recognise number.



How many ways can you build 10?

We can then use Numicon to make 10.

EYFS Calculation

(Addition, Subtraction, Multiplication, Division)

Concrete – Pictorial - Abstract

EYFS – use **quantities** and **objects** to add **two single digit** numbers and **count on** to find the answer.

Once EYFS has developed **number recognition**, finding '**one more**' can then be explored using CONCRETE resources.



How many items have you used for each step?

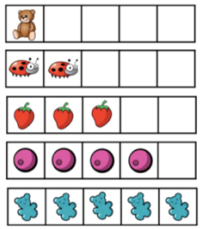
How many more have you used each time?

Construction



Children use their counting and comparing skills

Fingers



Use a 5 frame (or 10 frame) to represent numbers and then make one more.

Concrete Objects

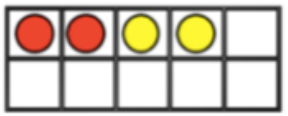




One more than 3 makes 4.

We love grouping ourselves!

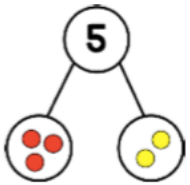


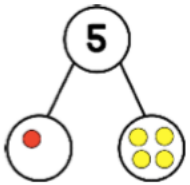


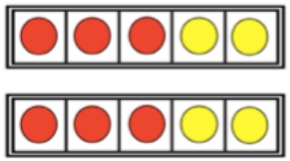
First, there were 2 people on a bus.
Then, 2 people got on.
Now, there are 4 people on the bus.

Number Stories

Pictorial Representation







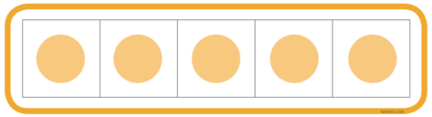
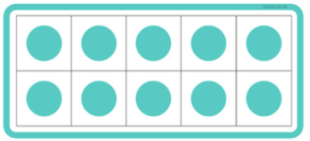
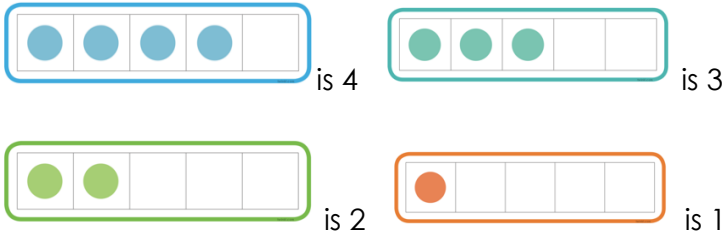
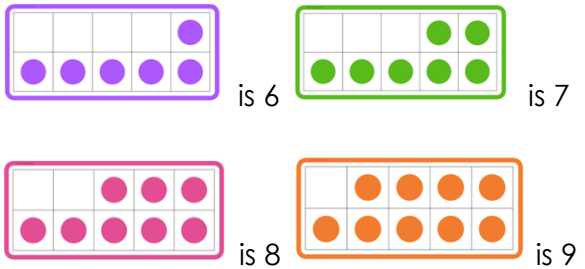
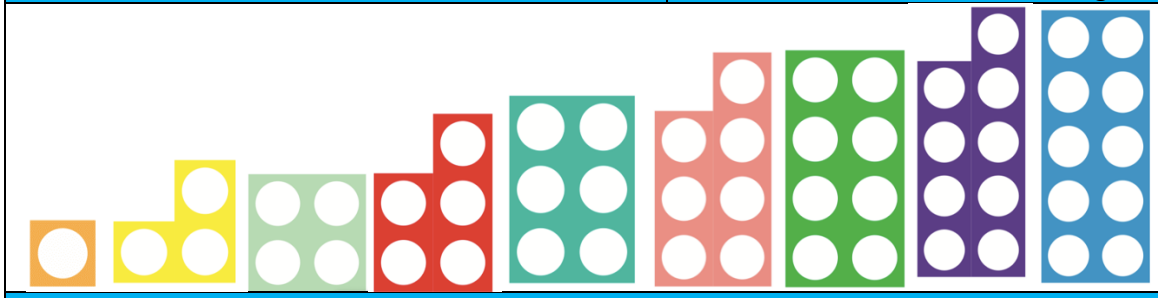
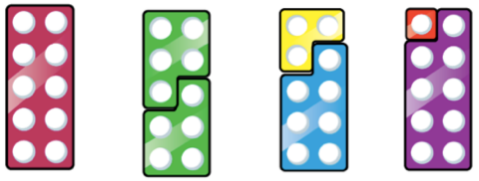
Could you show your counters on a 5 frame or part whole model?

Part Whole and 5 Frame (extending to 10 frame)

EYFS Calculation

(Addition, Subtraction, Multiplication, Division)

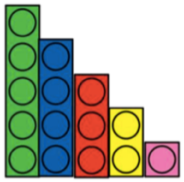
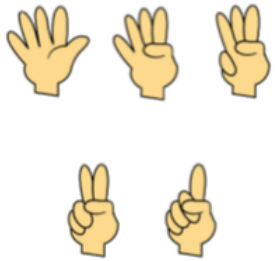
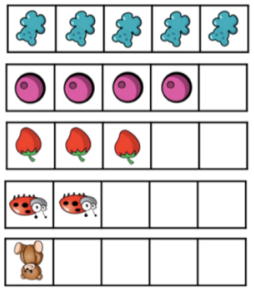
Concrete – Pictorial - Abstract

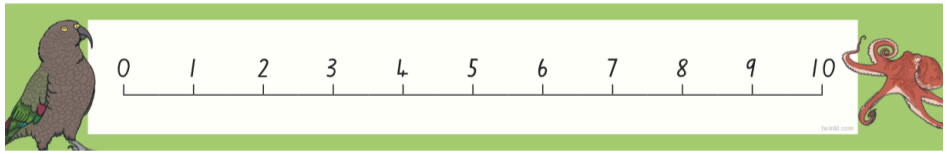
EYFS – use **quantities** and **objects** to subtract **two single digit** numbers and **count back** to find the answer.			
As with addition, we start EYFS with **LOTS** of number recognition using **CONCRETE** resources			
			
We start by knowing a hand is 5 (without counting).	*We can then look for patterns and spot 5 using 5 frames.*	*Once, we can spot 5, we can use this pattern to spot 10 (know our hands).*	*We can also spot 10 using a 10 frame.*
			
We love using ourselves to spot 5 and 10!	*Once we can spot 5 and 10, we can look for patterns in numbers using 5 frames.*	*Then, we can spot patterns in numbers using 10 frames.*	
			
We love using Numicon to recognise number.		*We can then use Numicon to make 10.*	

EYFS Calculation

Concrete – Pictorial - Abstract

(Addition, Subtraction, Multiplication, Division)

EYFS – subtract **two single-digit** numbers and count on or back to find the answer			
Once EYFS has developed **number recognition**, finding '**one less**' can then be explored using CONCRETE resources.			
 How many items have you used for each step? Children should see the link that one less than a number is the next number that they are saying.	 Children use their counting and comparing skills to find one less.	 Use a 5 frame (or 10 frame) to represent numbers and then make one less.	 1 **less than** 5 makes 4
Construction	*Fingers*	*5 or 10 Frame*	*We love using objects (including ourselves) to jump back!*



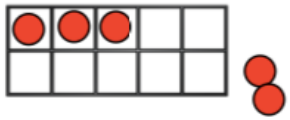
We use number lines to count/jump back.

Numicon



First, there were 5 people on a bus.

Then, 2 people got off.



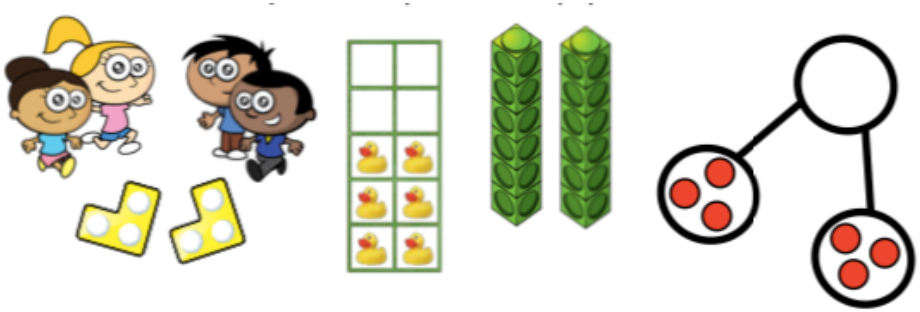
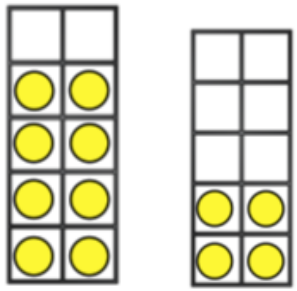
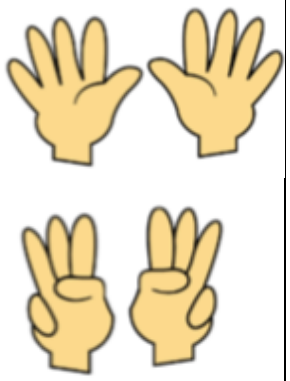
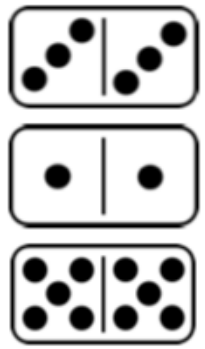
Now, these are 3 people on the bus.

Number Stories

EYFS Calculation

Concrete – Pictorial - Abstract

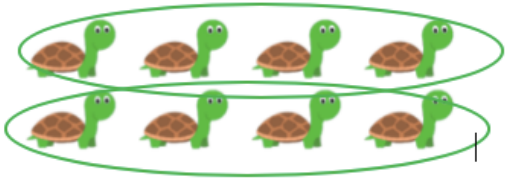
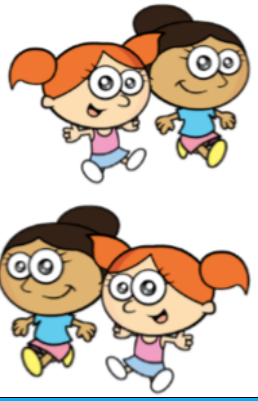
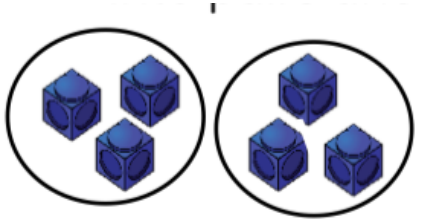
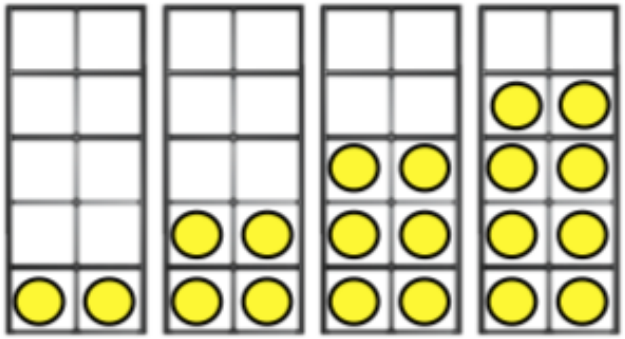
(Addition, Subtraction, Multiplication, Division)

EYFS – solve problems by **doubling**.			
As with division, we start EYFS with **LOTS** of **concrete** resources.			
	 Building numbers in pairs		
Build Doubles using Concrete Resources	*10 Frame*	*Fingers*	*Matching Pairs*

EYFS Calculation

Concrete – Pictorial - Abstract

(Addition, Subtraction, Multiplication, Division)

EYFS – solve problems by **halving** and **sharing**.			
As with multiplication, we start EYFS with **LOTS** of **concrete** resources.			
			
Making Equal Groups		*We love putting ourselves in groups*	*6 in 2 groups (halves)*
			
Base 10 – Doubles and Halves			*We love chopping things in halves!*