EYFS- Calculation Policy

Getting the teaching and learning of mathematics right in EYFS is crucial as this is where foundations are laid. A concrete understanding of early number skills incorporates counting, subitising, composition, ordering and comparing. This builds up over time, helping children to develop a strong sense of numbers.

Developing the understanding of number, measure, shape and spatial thinking is taught across the EYFS, with these key mathematical concepts developed and revisited through a variety of opportunities. Through play and hands-on learning, children are encouraged to practise their new skills both independently and with adult support in order to problem solve, reason and explain their mathematical thinking. The White Rose Maths guidance is used as the main planning tool in the Reception year, and supports the delivery of a curriculum that 'Embeds mathematical thinking and talk'.

Regular assessments are made of children's learning and this information is used to ensure that future planning reflects identified needs.

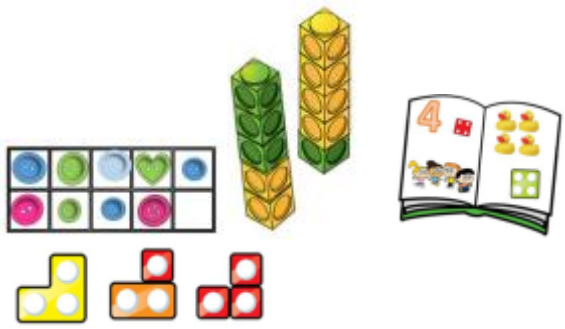
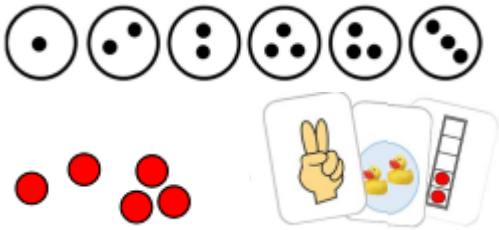
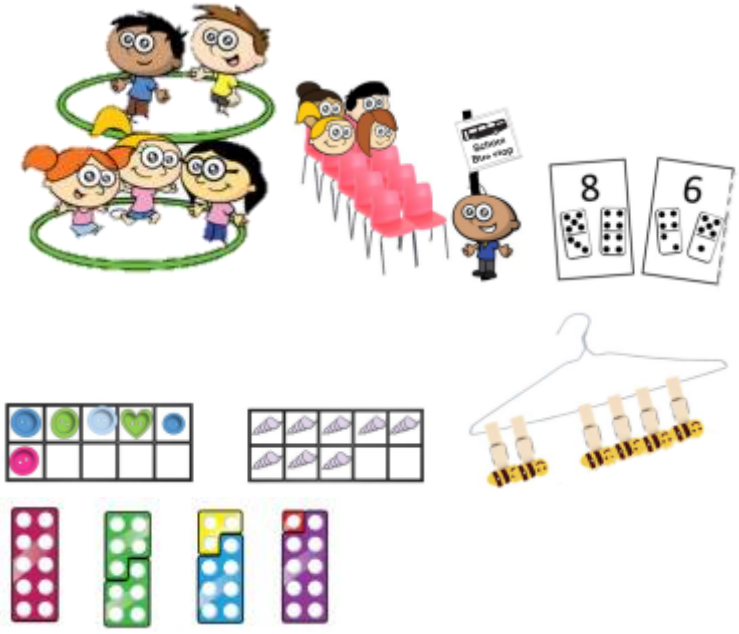
Transition in maths should focus on mastery of the Early Learning Goals for maths to prepare them for the Y1 curriculum. Further guidance for transition should be taken from the Bold Beginnings document. For example, children should master and be fluent with the fact families and number bonds to 5 some number bonds to 10 before moving on.

EYFS Statutory Educational Programme:

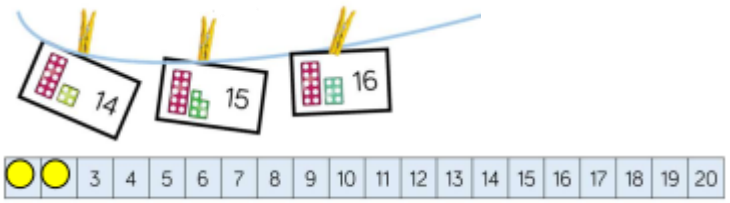
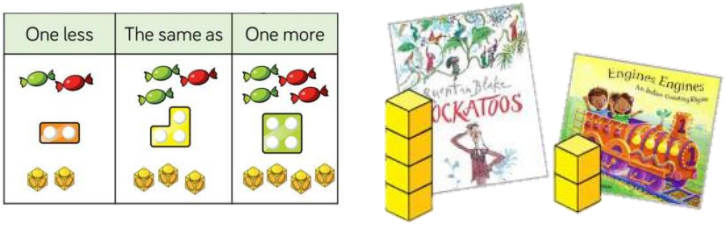
'Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(Statutory framework for the early years foundation stage, 2021)

Mathematics –

Number ELG **Children at the expected level of development will:**	**What this looks like in Reception:**
- 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:**	

HOLLICKWOOD school

- 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.