








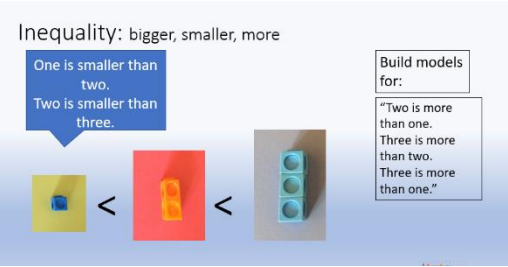
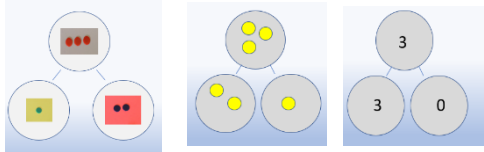
EYFS Policy for Number & Calculation

Nursery: 16-26 months (Birth to 3) Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly.				
Representations	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
    	<p>Understanding that objects can be moved or hidden but they still exist.</p> <p>Modelling with objects then hiding them.</p> <p>Modelling that objects can be placed together for a reason.</p> <p>Modelling the cardinal and ordinal numbers when playing.</p>	<p>Natural materials and physical objects in all environments.</p> <p>Objects and resources to physically represent a set. Images and pictures to represent a set.</p> <p>Provide matching items to encourage adult and child to mimic each other in a cooperative game. 'What is the same and what is different?'</p>	<p>Spoken number names. <i>One, two, three. I have three.</i></p> <p>Mark making and graphics to represent a set of objects in the context of play.</p> <p>Memory games, peek – a – boo, hide and seek.</p>	<p>Hiding objects and finding them again. Sorting into sets.</p> <p>Matching one item to another then to one image. They are the same!</p> <p>Snack time: Who is eating the same fruit? Who has something different?</p> <p>Problem solving: "We need to find the bear in the basket. Here he is!"</p>

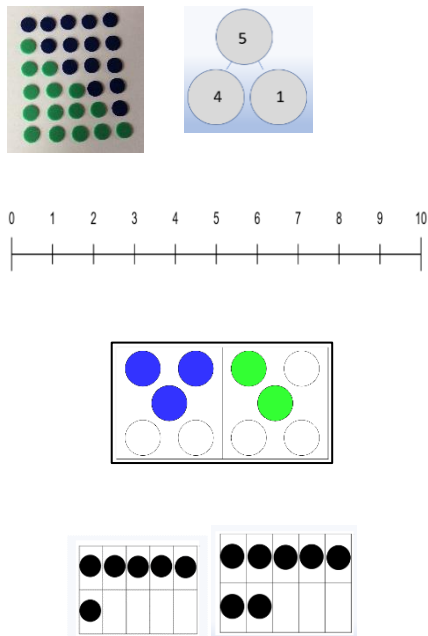
EYFS Policy for Number & Calculation

Nursery: 22-36 months (Birth to 3) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Creates and experiments with symbols and marks representing ideas of number Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot' Knows that a group of things changes in quantity when something is added or taken away.				
Representations	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
	<p>Concepts of quantity, equality and inequality.</p> <p>Modelling combining sets of small quantities.</p> <p>Modelling adding to a quantity to make it bigger.</p> <p>Removing objects from a set to show the amount is now smaller.</p>	<p>Natural materials and physical objects in all environments.</p> <p>Pictures to show one or two items.</p> <p>Objects and resources to physically represent a quantity. Images and pictures to represent a small quantity.</p> <p>Using dishes/hoops to make quantities of different values that visually show one set has more than the other.</p> <p>Images of quantities to compare. Which has more?</p>	<p>Spoken number names. <i>One, once, alone, first.</i></p> <p>Mark making and graphics to represent a small number in the context of play.</p> <p>Mark making and graphics to represent a small quantity to compare in the context of play.</p>	<p>Wonderful one and terrific two displays.</p> <p>Hiding objects find one of, or lots of in the sand, across the setting.</p> <p>Matching one item to another then to one image. Repeat with two.</p> <p>Snack time: one piece of fruit to one person, two pieces each</p> <p>Problem solving: "We need one/two each how can we sort the bears?"</p>

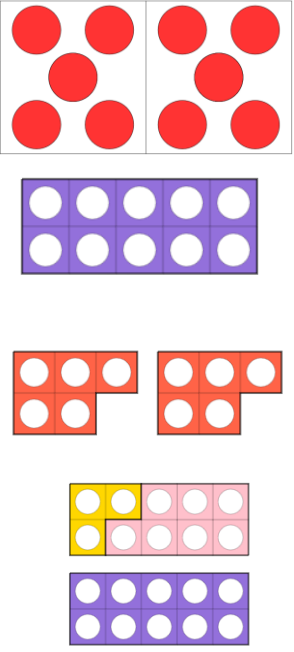
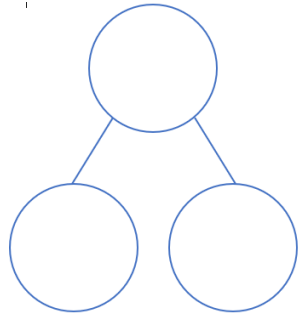
EYFS Policy for Number & Calculation

Nursery/Reception: 30 - 50 months (3 and 4 year olds) Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Compares two groups of objects, saying when they have the same number. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers.				
Representations	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
   <p>"I have three sweets. I eat them, I now have zero."</p>	<p>Concepts of cardinality, equality, inequality and rearranging the same quantity.</p> <p>Counting to 3. One to one correspondence. Knowing how many are in the set.</p> <p>Comparing numbers 1,2 and 3 – 'bigger' and 'smaller'</p> <p>Stable ordering numbers 1 to 3. 3 is made up of 2 and 1.</p> <p>Using counting strategies and subitising to identify the number of concrete objects in the set.</p> <p>Concept of zero.</p>	<p>Natural materials and physical objects in all environments to count. (cardinality) Pictures to show a quantity that can be counted.</p> <p>Use fingers to show small amounts. Images and pictures to represent a small quantity.</p> <p>Resources that match a numeral to a quantity. E.g a number track, digits cards with numerals and quantities represented.</p>	<p>Represent a quantity by drawing.</p> <p>Mark making and graphics to represent a small quantity and attempts at numerals.</p> <p>Mark making and drawings to replicate the concrete and pictorial model.</p> <p>With models, attempts to write numerals and continue to mark make.</p>	<p>Construction. What can you make with 3 / 4 bricks?</p> <p>Small world. Put three carriages on the train. How many cars are in the car park?</p> <p>How many skittles have you knocked over? Mark making and graphics to represent a small number in the context of play.</p>


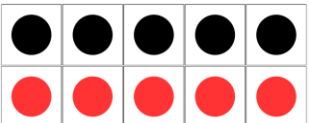
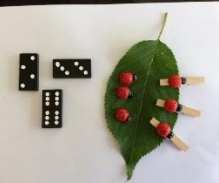

EYFS Policy for Number & Calculation

Reception: 40 - 60 months Counts up to three or four objects by saying one number name for each item. Counts objects to 10 and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.				
Representations	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
	<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 concrete/pictorial objects in the set</p> <p>.</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>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>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>Mark making and numerals to replicate the concrete and pictorial model. Graphics and numerals to show the addition</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> <p>Find items in the sand. 3 shells and 2 fish. How many items altogether?</p>

EYFS Policy for Number & Calculation

Reception: ELG Number 2020 <ul style="list-style-type: none"> Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts. 				
Representations	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
	<p>Number structure. Equality, inequality. Partitioning and recombining.</p> <p>Subitising to 5. 5 as an anchor. Knowing representations for 10. $5 + 5 = 10$.</p> <p>Modelling the combining of values to make 5 and 10.</p> <p>Using recall strategies and subitising to identify the number of concrete/pictorial objects in the set.</p> <p>Recall number facts and relationships $10 = 8 + 2$ $10 = 2 + 8$</p>	<p>Natural materials, physical objects and mathematical resources to subitise to 6. Then group to 10.</p> <p>Resources that match a numeral to a quantity within a mathematical model.</p> <p>Whole part-part diagrams to represent values with images then numerals.</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>Mark making and numerals to replicate the concrete and pictorial model. Graphics and numerals to show the addition facts.</p>	<p>Mud kitchen play: problem solving 'Let's put 6 cups of mud in the pan.' 'Now put 4 cups more in the pan.' How many cups of mud are in the pan?'</p> <p>Construction play: problem solving Make houses with 10 bricks in different ways. <i>e.g. 7 bricks tall then 3 bricks for the roof.</i></p>

EYFS Policy for Number & Calculation

Reception: ELG Numerical Patterns 2020				
<ul style="list-style-type: none"> • Automatically recall double facts up 5+5 • Compare sets of objects up to 10 in different contexts, considering size and difference • Explore patterns of numbers within numbers up to 10, including evens and odds. 				
Representations	Key knowledge and vocabulary	Concrete & pictorial Conceptual modelling	Abstract Skills and knowledge	Application across the environment
   	<p>Number structure. Doubles to 5 + 5 Recognising doubles with a variety of models.</p> <p>Modelling the combining of equal values to make doubles up to 10. Using recall strategies and subitising to identify the number of concrete/pictorial objects in the set.</p> <p>Recall doubles facts $1 + 1 = 2$ $2 + 2 = 4$</p> <p>Recognise odd and even numbers using sharing to find the 'left over' when the number is odd, no 'left over'; when the number is even.</p>	<p>Natural materials, physical objects and mathematical resources in different sizes e.g. counters in all environments to count accurately. (cardinality). To show doubles in nature.</p> <p>Resources that match a numeral to a double quantity. To show odd and even numbers</p> <p>Models of mathematical counting resources to show equal and unequal quantities. Using a number track or line to show odd and even numbers.</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 doubles/odds and evens to 10 and beyond in their play.</p> <p>Graphics and attempts at numerals in the correct orientation.</p> <p>Mark making and numerals to replicate the concrete and pictorial model. Graphics and numerals to show the number facts and patterns.</p>	<p>Exploring in play: problem solving 'Let's use the odd and even number lines to explore' Farm set Dolls House Car mat</p> <p>Role play: problem solving Dotty Double's Shop. <i>Buy 3 you will get 6</i></p> <p>Odd and even hunt: Find items in the environment <i>3 shells are odd, and 2 fish are even.</i></p>