

Calculation Policy

September 2024- Review 2025

# Our calculation policy

The following pages show the progression in calculation (addition, subtraction, multiplication and division) and how this works in line with the National Curriculum. The consistent use of the CPA (concrete, pictorial, abstract) helps children develop mastery across all the operations in an efficient and reliable way. This policy shows how these methods develop children’s confidence in their understanding of both written and mental methods.

# EYFS

In Reception, children focus on concrete and pictorial representations. At this stage, children focus on representing objects in different ways e.g. understanding that 5 cars can also be represented as 5 counters, 5 cubes, 5 pictures of cars, etc.

In Reception, children are encouraged to record their findings in their own way. This may include writing number sentences e.g. 3 + 4 = 7, however this is not a requirement until Year 1.

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| ***Priory* calculation policy Reception** |
| Children develop the core ideas that underpin all calculation. They begin by connecting calculation with counting on and counting back, but they should learn  that understanding wholes and parts will enable them to calculate efficiently and accurately, and with greater flexibility. Children record their calculations in their own ways, there is no expectation of number sentences at this stage, however children may choose this way to record their thinking. |
| Key language: count, forwards, backwards, whole, part, recombine, break apart, ones, ten, tens, number bond, add, adding together, addition, plus, total, altogether, first, then, now, subtract, subtraction, find the difference, take away, minus, left, less, more, fewer, group, share, equal, equals, is equal to, groups, equal groups, divide, share, shared equally |



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