# Wavendon Gate School

## **Reception Calculation Policy**



#### Wavendon Gate School calculation policy 2022-23

#### **Power Maths 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

Addition:	Subtraction:	Multiplication and Division:
Children start to explore addition by sorting groups. They then use sorting to develop their understanding of parts and wholes.	Children start to explore subtraction by sorting groups. They use sorting to develop their understanding of parts and wholes.	Children first start to look at the idea of equal groups through their exploration of doubles. They use five frames and objects to check that groups are equal.
Children combine groups to find the whole, using a part-whole model to support their thinking. They also use the part-whole model to find number bonds within and to 10.	When comparing groups, children use the language more than and fewer than. This will lead to finding the difference when they move into KS1.	Children then explore halving numbers by making two equal groups. They highlight patterns between doubling and halving seeing that double 2 is 4 and half of 4 is 2.
Using a five frame and ten frame, children add by counting on. They start by finding one more before adding larger numbers using counters or cubes on the frames.	Children then connect subtraction with the idea of counting back and finding one less using a five frame to support their thinking.	As well as halving, children also explore sharing into more than two equal groups. They share objects one by one, ensuring that each group has
Children use a number track to add by counting on. Linking this learning to playing board games is an effective way to support children's addition.	They explore subtraction by breaking apart a whole to find a missing part. This links to their developing recall of number bonds.	an equal share.
	Children count back within 20 using number tracks and ten frames to see the effect of taking away.	

Reception				
	Real-life representation	Other representations		
Addition	Counting and adding more (within 5)	Counting and adding more (within 5)		
	Children add one more person or object to a group to find one more.	Children represent first, then, now stories on a five frame. They make the first number and then add one more.		
		First		
		Then 🕻 🚤		
	One more than 3 is 4.			
		Now		
		First, there are 3 bikes. Then, 1 more bike came. Now, there are 4 bikes.		



















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Multiplication	Making doubles	Making doubles
	Children explore doubles in their environment including in games such as on dominoes or dice. They focus on the understanding of doubles being 2 equal groups.	Children use five frames to find doubles by lining up counters or cubes.
	Double 4 is 8.   Double 2 is 4.   Double 3 is 6.	Double 4 is 8.
Division	Halving and sharing	Halving and sharing
	Children explore halving and sharing through practical sharing using real life scenarios including sharing fruit or classroom equipment.	Children use five frames to share amounts fairly and to check that the groups are equal. They share the counters/cubes one by one.

	Half of 6 is 3.