

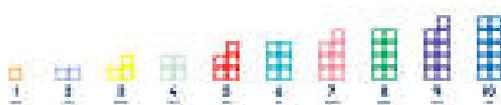
Reception Calculation Booklet

ADDITION

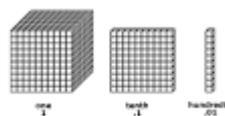
Nursery rhymes/counting up songs.
Find out how many toys are in the box.



Order Numicon, counting on and counting the holes in the Numicon pieces as well as using this and Dienes to look at place value with tens and units.



Numicon

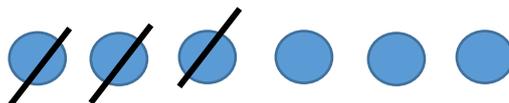


Dienes

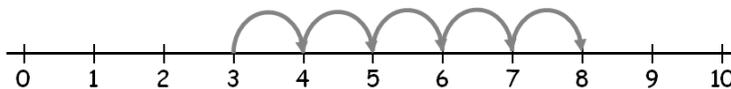
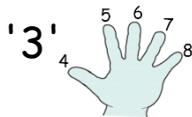
Count on from: using concrete apparatus to physically add to the pile when adding.



When counting pictures on a page, encourage children to cross off the picture they have counted to ensure these are not counted twice.



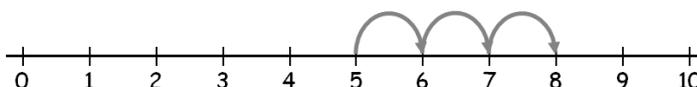
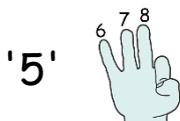
Count on from the first number: *four, five, six, seven, eight.*



Script: Encourage them to put 3 'in their head' and count on with their fingers.

Count on from the larger number: $3 + 5$ Choose the larger number, even when it is not the first number, and count on **three** from there.

Script: Keep the biggest number in your head, make a fist and then count on '*six, seven, eight.*'



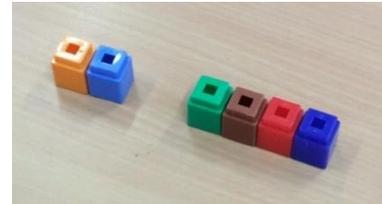
N.B This also shows that addition can be done in any order. The answer is the same.

SUBTRACTION

Songs and rhymes involving counting back.

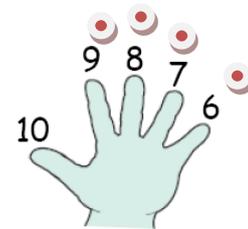
E.g. Ten green bottles hanging on the wall or 10 little monkeys jumping on the bed.

Count back from: using concrete apparatus to physically move away from the main group when subtracting.



$$6 - 2 =$$

Count back from: starting number 'in your head' and count backwards from it 'nine, eight, seven.'

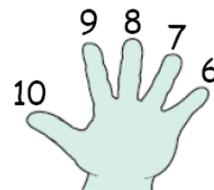
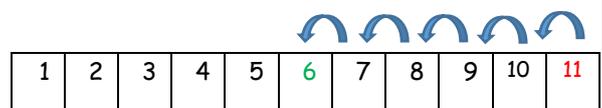


Count back to: a child doing $11 - 6$, counts back from the **first** number to the **second**. They keep a tally of the numbers that have been said:

'ten, nine, eight, seven, six' using their fingers

or

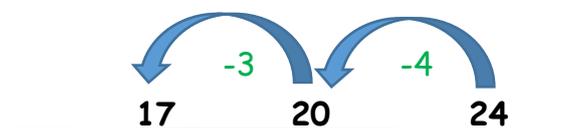
'11 in your head,' have six fingers up ready and then put a finger down each time it is counted.



$$11 - 6 = 5$$

Counting back on the pre prepared number line.

$$24 - 7 = 17$$



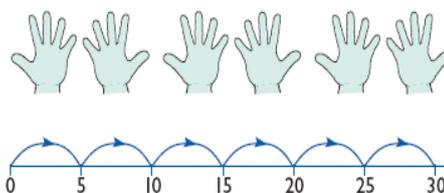
MULTIPLICATION

At this stage, the children experience multiplication as counting aloud in equal steps of 2, 5 and 10 (and other multiples). It is taught using lots of practical activities and number rhymes/number songs:

Doubles, doubles, I can add doubles

The animals went in two by two

Use Numicon to notice equal groupings.



When children are moving on number lines these will initially be pre-prepared and then children will begin to draw number lines only with key numbers on it.

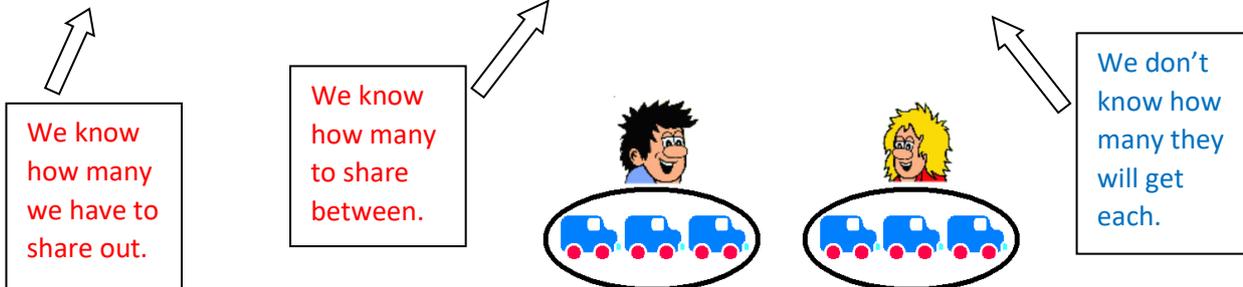
DIVISION

Script: Using the terms **grouping** and **sharing** when describing division.

Equal sharing occurs when a quantity is shared out equally into a given number of groups.

Script: In Reception this is discussed as 'fairness.'

6 toy cars are shared between 2 children. How many will they have each?



Answer: They will get 3 cars each.

Division is linked to calculating a fraction with the language of half and whole introduced in Reception.