



How we teach it.

Written and mental calculation in Reception.

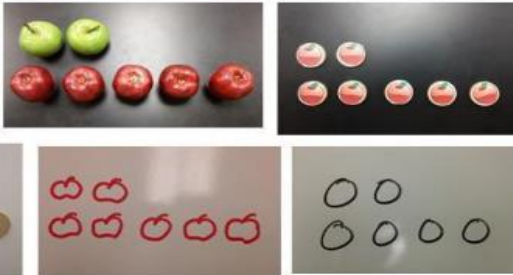


Written Addition in Reception

Method:

The children will begin using concrete and pictorial images to represent information.

Sara has 2 apples.
Jon has 5 apples.
How many apples do they have altogether?
How many more apples does Jon have than Sara?



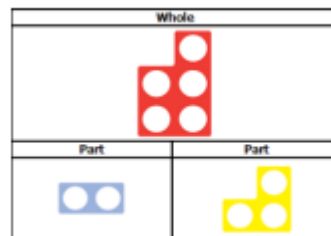
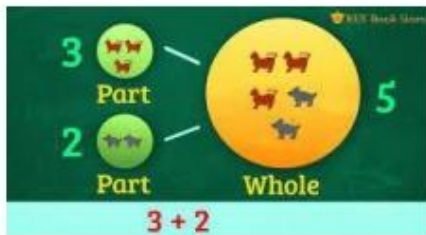
Method:

Children will use the ten frame to support addition of single digits – counting all/combining two groups

	$6 + 4 = 10$
	$4 + 4 = 8$
	$5 + 2 = 7$
	$2 + 4 = 6$

First Steps:

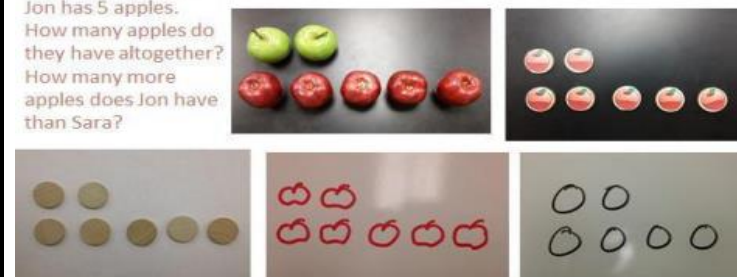
Children will explore the part- part whole relationship - Combining two parts to make a whole



Next Steps:

The Children will then move onto solving problems using concrete and pictorial images.

Sara has 2 apples.
Jon has 5 apples.
How many apples do they have altogether?
How many more apples does Jon have than Sara?

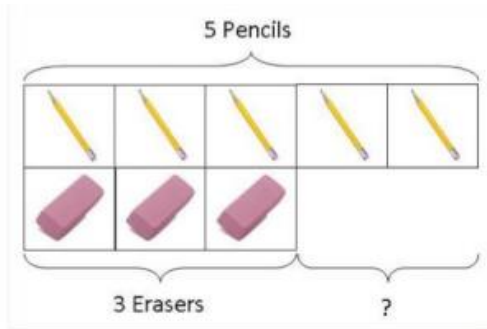




Written Subtraction in Reception

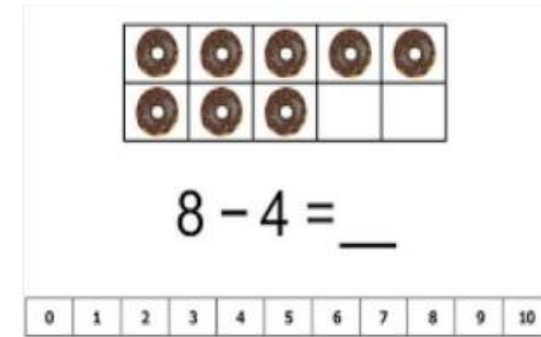
Method:

The children will begin using concrete and pictorial images to represent information.



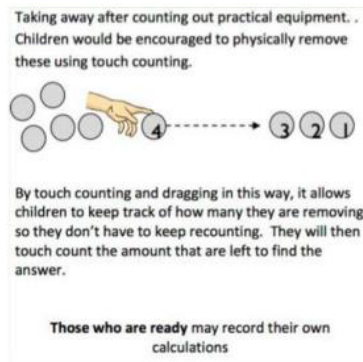
Method:

The children will use the ten frames to support subtraction by taking away.



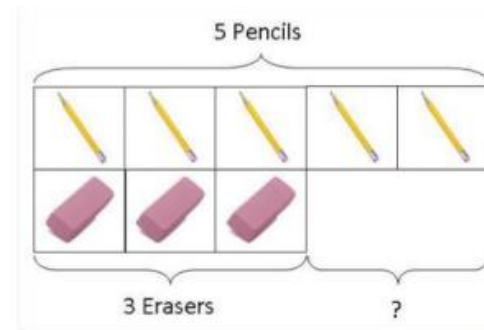
First Steps:

The children will begin using concrete strategies for counting.



Next Steps:

Solving problems using concrete and pictorial images.



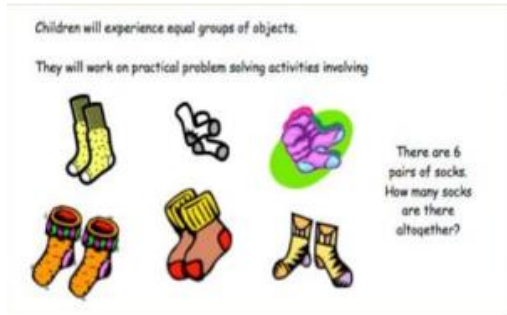
Peter has 5 pencils and 3 erasers. How many more pencils than erasers does he have?



Written Multiplication in Reception

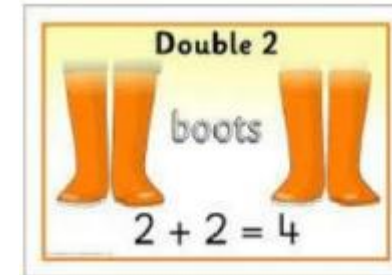
First Steps:

The Children will experience equal groups of objects.



Method:

Children will think about doubling when solving practical problems using manipulatives and real life objects.



Written Division in Reception

First Steps:

The children will practice sharing practical objects and halving using manipulatives and real life objects



Method:

Hearing and being exposed to language to describe half and double as well as seeing visual representatives.

