St. George's CE Primary School

Calculation Policy 2024 -2025

Reception

(This policy is linked to the Calculation policy for KS1 and KS2)

Maths calculation Policy 2024-25

This policy supports the White Rose maths scheme used throughout the school alongside Numicon, Nrich and NCTEM.

Progression within each area of calculation is in line with the programme of study in the 2014 National Curriculum.

This calculation policy should be used to support children to develop a deep understanding of number and calculation. This policy has been designed to teach children through the use of concrete, pictorial and abstract representations.

Concrete representation— a pupil is first introduced to an idea or skill by acting it out with real objects. This is a 'hands on' component using real objects and is a foundation for conceptual understanding.

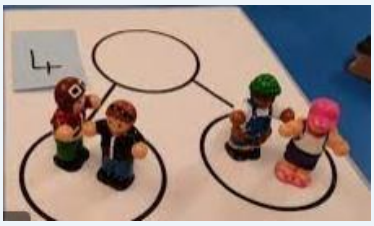
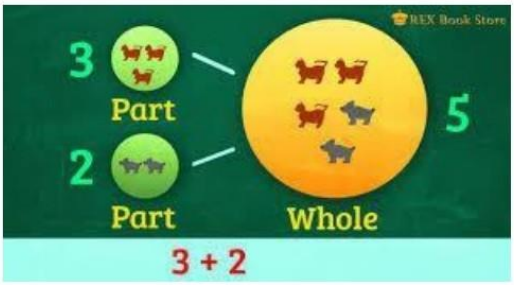
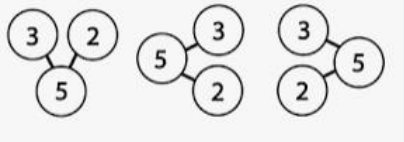
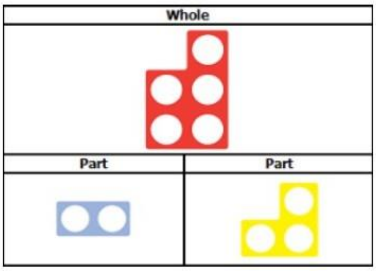
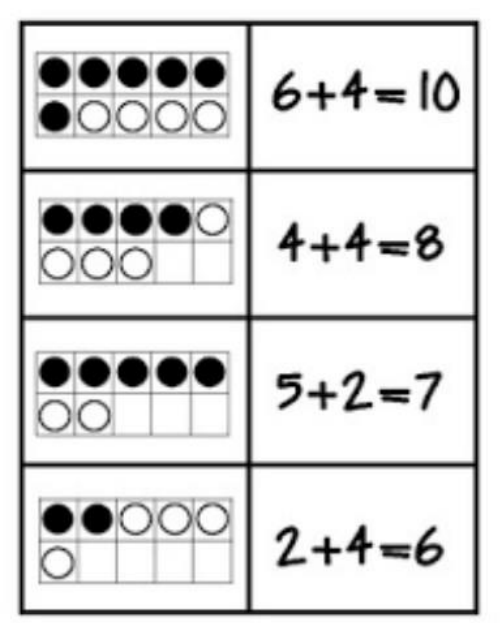
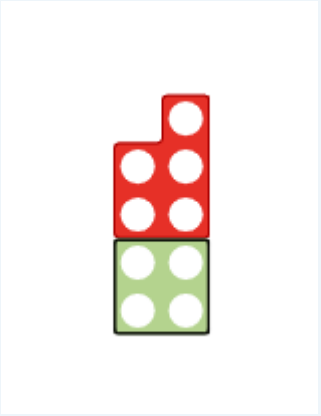
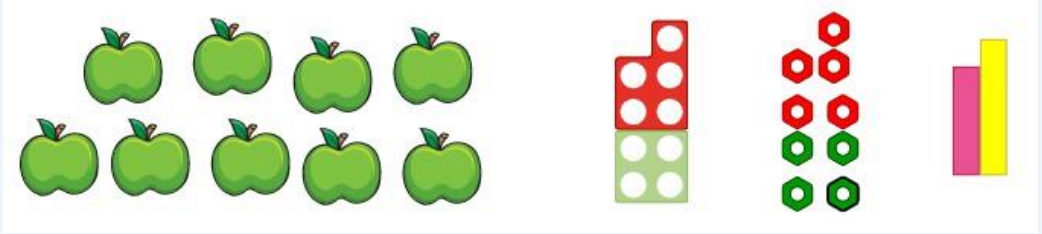
Pictorial representation – a pupil has sufficiently understood the 'hands on' experiences performed and can now relate them to representations , such as a diagram or picture of the problem.

Abstract representation—a pupil is now capable of representing problems by using mathematical notation, for example 12 x 2 = 24.

It is important that conceptual understanding , supported by the use of representation, is secure for all procedures. Reinforcement is achieved by going back and forth between these representations.

Reception

Addition (Reception)

Explore part part whole relationship—combining two parts to make a whole.	   
Using the ten frame and Numicon to support addition of single digits—counting all/ combining two groups. Children combine Numicon to look for known shapes.	 
Solving problems using concrete, pictorial images. Children use a range of concrete resources including counters, rods, numicon and	

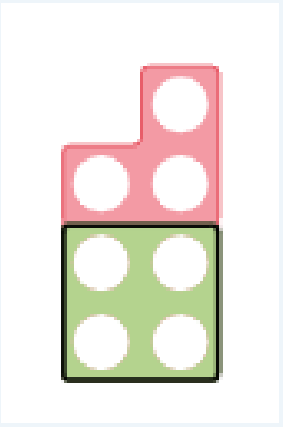
Reception

Subtraction (Reception)

Using concrete strategies for counting.

Subtraction by finding the difference.

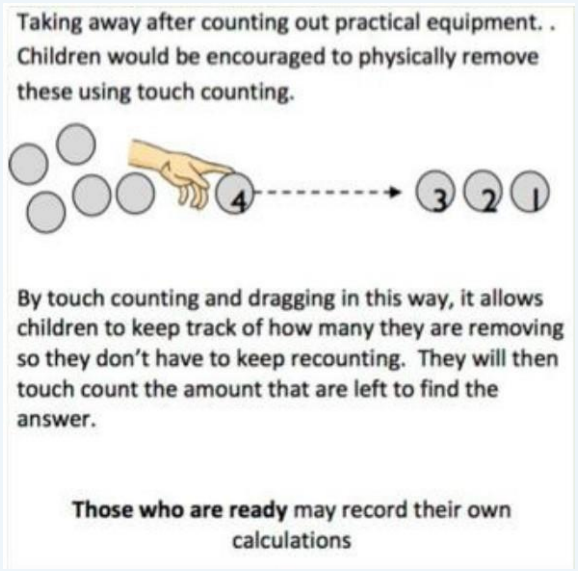
Step 1—Cover larger Numicon with smaller Numicon to find the difference.



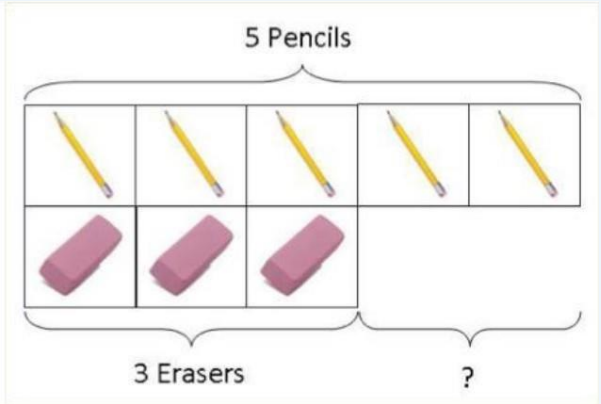
Step 2—cover the holes you are subtracting.

Step 3 -

Look for the shape and calculate the



Using the ten frames to support subtraction by taking away

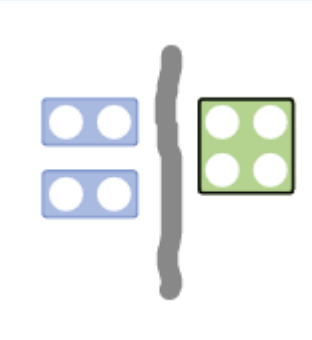


Reception

Multiplication (Reception)

Experiencing equal groups of objects

They will think about doubling when solving practical problems.



Division (Reception)

Sharing practical objects.

Finding half of a collection.

Hearing and being exposed to language to describe half and seeing visual representations.