



Blackwell School

Responsibility

Respect

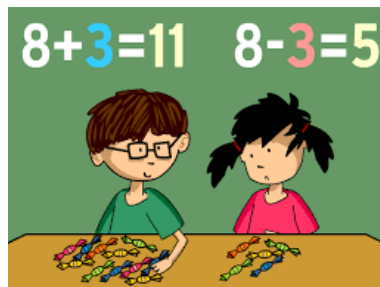
Compassion

Courage

How to support your child with CALCULATION in Early Years

Responsibility:
make good choices
because your
actions matter

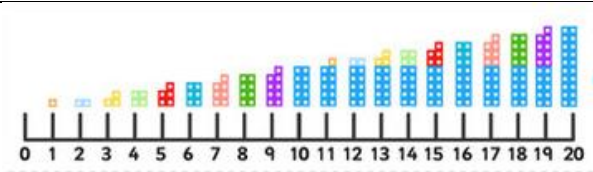
Compassion:
show care and
understanding for
everyone

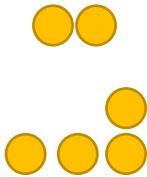
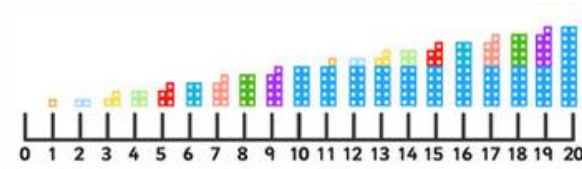


Courage:
be brave; believe
you can

Respect:
value everyone
and everything in
how you listen,
speak and in what
you do

Early Years	Addition & Subtraction
Objectives	Add and subtract two single-digit numbers and count on or back to find the answer.
Vocabulary/ Glossary	Add – combine 2 or more groups of numbers Altogether – the result of combining groups of numbers Take-away/Subtract – to take one quantity away from another Count on – start with a number, name the number that comes next Count back – start with a number, name the number that comes before Equal to – two values are the same Concrete – using practical resources Visual – using pictures or diagrams Abstract – using just numbers and symbols

	Concrete/visual:	Abstract
Part-whole model	e.g. Calculation: $4 + 3$ Create each number using Multilink. These are the parts. Combine the parts to create the whole, or sum.   Learners are encouraged to use a range of manipulatives, e.g. Numicon, counters, etc.	Record as number sentences: $4 + 3 = 7$ $7 = 3 + 4$
Counting on	e.g. Calculation: $12 + 5$ Using bead strings, create the larger number on the bead string and then count on the smaller number one by one to find the sum.  Using a number line, put your finger on the larger number then count on the smaller number one by one. 	Put the number in your head, then say the next number.

Taking away ones	e.g. $6 - 2 = 4$ Use physical objects, counters, cubes, etc. to create the larger number. Then take away the smaller amount. Learners are encouraged to use a range of objects. 	 This can be recorded as a number sentence: $6 - 2 = 4$
Counting back	E.g. Calculation: $13 - 4$ Create the larger number on the bead string. Pull away the beads one by one to create the smaller number.  Move onto using a number line. Put your finger on the larger number and count back one by one. 	Put the largest number in your head, then say the number that comes before.