

Ten Green bottles hanging on the wall...

What

does Calculating

look like in Foundation Stage?

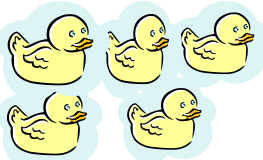
Maths in the Foundation Stage curriculum is called

**Mathematics**

Under this heading we have :

Number

Shape, Space and measures



Five little ducks went swimming one day...



in

Calculating: Children are encouraged to hold numbers head right from the first day in Reception. Lots of **practical** activities to appeal to all learning styles: kinesthetic, auditory, visual learners. Lots of songs!

Early Learning Goals for this area are:

1. responds to the vocabulary involved in addition and subtraction in rhymes and games.( 10 green bottles, 10 speckled frogs, 5 little ducks, 10 currant buns, snakes and ladders, board games up to 20 and beyond )
2. Recognises differences in quantity when comparing sets of objects eg. How many children are having sandwiches today? - estimate then count difference between dinners and sandwiches. Using 'difference' throughout day.
3. Finds one more or less from a group of up to five objects,10,20 and beyond eg. lots of practical activities using many different everyday objects.
4. Relates addition to combining two groups: lots of practical examples of this ranging from using real children to little plastic counters! Recorded in variety of ways: pictorial, photos, written, oral, computer print outs...
5. Relates subtraction to taking away: holding number in head and counting back from bigger number and also holding smallest number in head and counting on until reach bigger number. What is the difference?
6. In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting (lots of reinforcement of different words which mean the same eg. subtract, minus, take-away...)
7. Finds one more or less than a number from 1 to 5,10,20 and beyond ( using variety of resources: dominoes, dice, number cards, digit cards, flip flaps, cakes, teddies, dolls, cars, coins...)
8. Uses developing mathematical ideas and methods to solve practical problems: (experiences inside and outdoors to consolidate learning eg. pegging numbered socks on the washing line, parking cars in numbered bays...)
9. Uses a range of strategies for addition and subtraction, including some mental recall of number bonds. ( 10 pegs on coathanger, see-saw fingers, taught systematic approach  $0+10=10$ ,  $1+9=10$ ..encouraged to look for patterns.)