

Washingwell Primary School



Calculation Support for Parents:

Reception

2024 - 2025

Dear Parents,

In this booklet you will find worked examples of how we teach and use calculation strategies within school.

The calculation support document is broken down into four sections: addition, subtraction, multiplication and division.

At the beginning of each section you will find an overview of which aspects of each operation we cover across the year group.

Under each operation you will then see the progression of skills taught and worked examples of how these methods are taught within class.









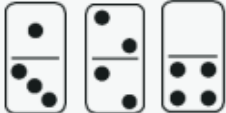


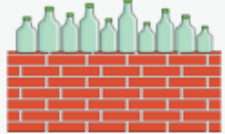



We hope that by sharing these calculation methods with you, you will be able to support your child with their maths learning at home by building upon the strategies we teach in school.


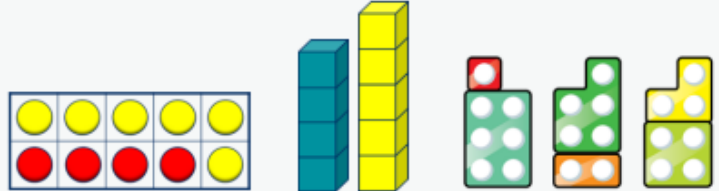

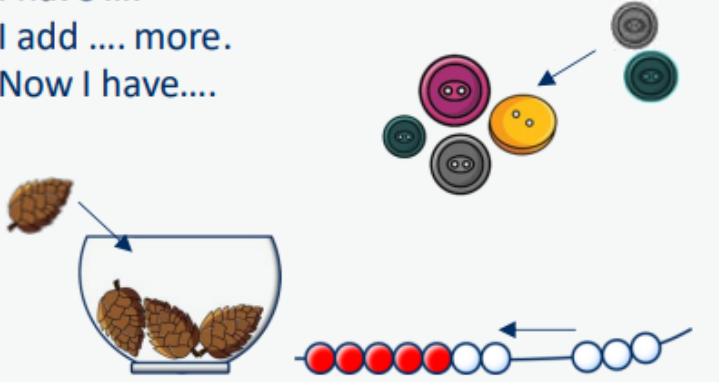
Should you have any questions please do not hesitate to contact your child's teacher via their class email.

Addition

Reception

- Conceptually subitise to 5
- 1 more
- Notice the composition of numbers within 10
- Combine 2 groups
- Add more


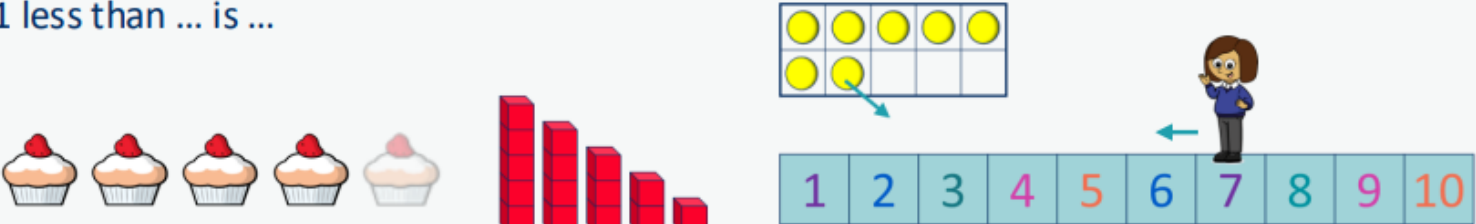
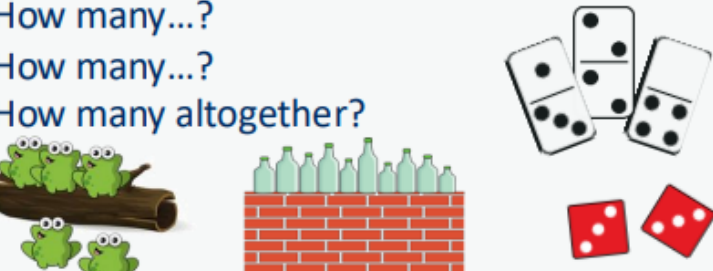

| | | |
|---|--|---|
| <p>Reception</p> | <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. | |
| <p>Progression of skills</p> | <p>Key representations</p> | |
| <p>Conceptually subitise to 5</p> <p>Notice the parts that make up the whole.</p> | <p>What do you see? How do you see it?</p>      | |
| <p>1 more</p> <p>Continue to link to stories, songs and rhymes.</p> | <p>1 more than ... is ...</p>    | |
| <p>Notice the composition of numbers within 10</p> <p>Link to stories, songs and rhymes.</p> | <p>How many...? How many...? How many altogether?</p>     | <p>How many ways can you make...?</p>    |





| Progression of skills | Key representations | |
|--|--|---|
| <p>Combine 2 groups</p> <p>2 groups are combined to find the total.</p> | <p>There are There are There are altogether.</p>  | <p>.... and make</p>  |
| <p>Add more</p> <p>A quantity is increased.</p> | <p>First... Then.... Now....</p>  | <p>I have I add more. Now I have....</p>  |

Subtraction

Reception

- Conceptually subitise to 5
- 1 less
- Notice the composition of numbers within 10
- Partition
- Take away

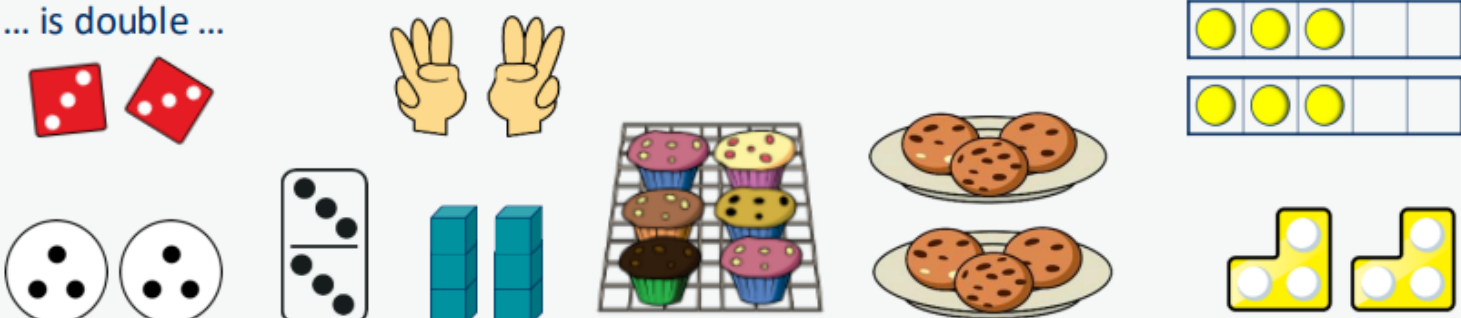
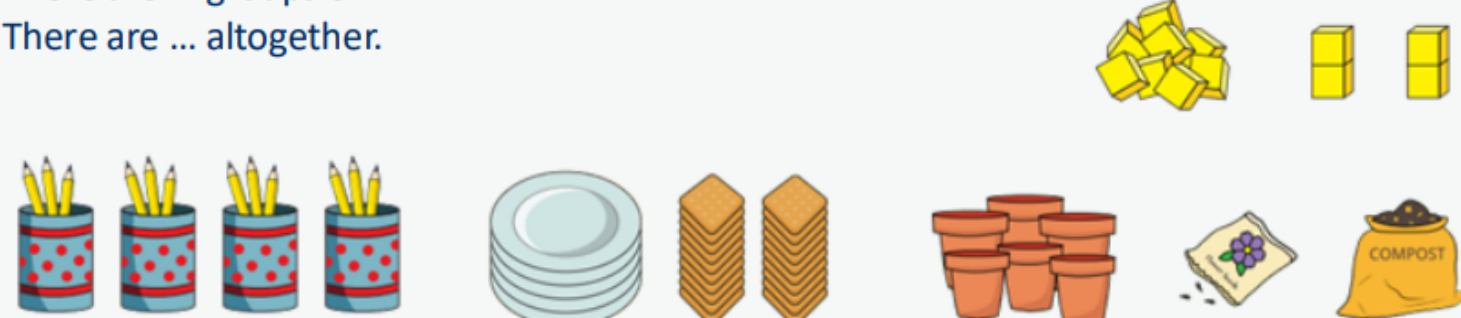
| | | |
|---|---|---|
| <p>Reception</p> | <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (and some subtraction facts) and some number bonds to 10, including double facts. | |
| <p>Progression of skills</p> | <p>Key representations</p> | |
| <p>Conceptually subitise to 5</p> <p>Notice the parts that make up the whole.</p> | <p>What do you see? How do you see it?</p>  | |
| <p>1 less</p> <p>Continue to link to stories, songs and rhymes.</p> | <p>1 less than ... is ...</p>  | |
| <p>Notice the composition of numbers within 10</p> <p>Link to stories, songs and rhymes.</p> | <p>How many...? How many...? How many altogether?</p>  | <p>How many ways can you make...?</p>  |

| Progression of skills | Key representations | |
|--|---|---|
| <p>Partition</p> <p>Using objects, explore different ways to partition a number into 2 or more parts.</p> | <p>There are ... altogether. I can see ... here and ... there.</p>  | <p>... and ... make ...</p>  |
| <p>Take away</p> <p>A quantity is reduced.</p> | <p>First... Then... Now...</p>  | <p>I have ... I take ... away Now I have ...</p>  |

Multiplication

Reception


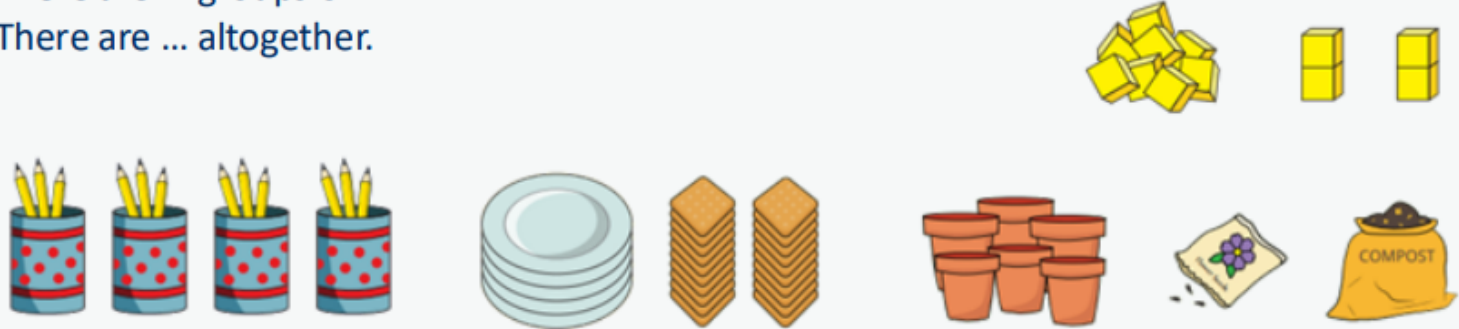
- Double to 10
- Make equal groups

| | |
|--|---|
| <p>Reception</p> | <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| <p>Progression of skills</p> | <p>Key representations</p> |
| <p>Double to 10</p> <p>Prompt children to notice that double means twice as many and to notice that there are two equal groups.</p> | <p>Double ... is is double ...</p>  |
| <p>Make equal groups</p> <p>Provide opportunities to make equal groups when tidying up or during snack time. Encourage children to check that each group has the same amount.</p> | <p>There are ... groups of ... There are ... altogether.</p>  |

Division

Reception

- Sharing
- Grouping

| | |
|---|---|
| <p>Reception</p> | <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| <p>Progression of skills</p> | <p>Key representations</p> |
| <p>Sharing</p> <p>Provide practical activities such as sharing items during snack time. Encourage children to check whether items have been shared fairly (equally).</p> | <p>There are ... altogether. They are shared equally between ... groups.</p>  |
| <p>Grouping</p> <p>Provide opportunities to make equal groups when tidying up or during snack time. Encourage children to check that each group has the same amount.</p> | <p>There are ... groups of ... There are ... altogether.</p>  |