

Division

To introduce pupils to division we teach pupils the concept of sharing in practical contexts such as sharing fruit, objects or toys between pupils equally.

To divide numbers in maths we can use our fingers to count how many lots of and use equipment like cubes (or anything you have at home).

Vocabulary

Add: altogether, more, plus, make, sum, total

Subtract: take away, minus, how many are left?

Multiply: lots of, groups of, times, multiple of, multiplication, repeated addition, array

Divide: share equally, group in, divided by, divided into

$$1 + 3 = 4 \qquad 10 - 7 = 3$$

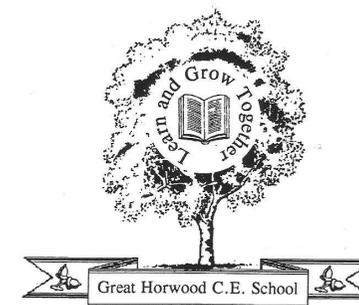
$$2 \times 5 = 10 \qquad 12 \div 4 = 3$$

These are known as a number sentences or calculations, (not sums).

$2 \times 5 = 10$ This is read a two lots of five.

$12 \div 4 = 3$ This can be read as 12 shared between four people or how many groups of four in 12?

Great Horwood C.E.
Combined School



Mathematics
Calculation Methods

Year: Foundation Stage

Addition

Before children can begin to start adding numbers together they need lots of practice counting. This needs to be done with and without objects, by touching them and not touching them.

We also count as marbles are put into a tin—thus hearing a sound to associate with the counting / adding of 1 at a time.

When we add numbers together in maths we can use our fingers and hold numbers in our head, use equipment like cubes (or anything you have at home) and use a number line.

We use number tracks, number tiles and number lines to add numbers together by starting on a number and jumping or moving an object the number being added.

We work on saying /calculating 1 more than a given number.

We use the concept of buying cakes to calculate how much money we need altogether and people getting on a bus to calculate the total number of people on a bus.

Subtraction

Before children can begin to start subtracting numbers they need lots of practice counting backwards. This needs to be done with and without objects, by touching them and not touching them.

When we subtract numbers in maths we can use our fingers and hold numbers in our head, use equipment like cubes (or anything you have at home) and use a number line.

We use number tracks, number tiles and number lines to subtract numbers by starting on a number and jumping back or moving an object the number being subtracted.

We work on saying /calculating 1 less than a given number.

We use the concept of people getting off a bus to calculate how many people are left on the bus.

Multiplication

To enable children to become familiar with the concept of multiplication we introduce counting in multiples of 2, 5 and 10s.

We count pairs of socks to represent the two times tables, hands to represent the five times tables and two hands or feet to represent the ten times tables. We also work on counting 2p, 5p and 10p coins to help develop pupils multiplication skills.

To multiply numbers in maths we can use our fingers to count in lots of and use equipment like cubes (or anything you have at home).