

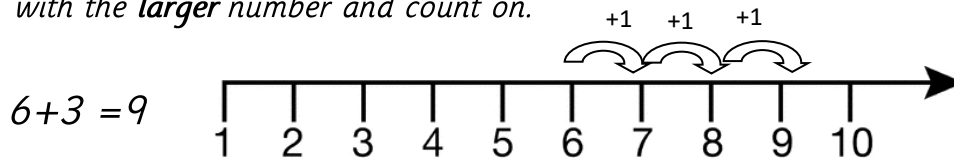


Year 1 Addition



Add with numbers up to 20.

Use number lines to add, by counting on in ones. Encourage children to start with the **larger** number and count on.



Children should:

have access to a range of counting equipment, every day objects, number lines, 100, squares, bead strings etc and be shown numbers in a range of contexts

Read and write number sentences using the + and = signs

Interpret number sentences and solve missing number problems using concrete objects and a number line. ????????

This builds on from prior learning of adding by combining two sets of objects into one group eg.

$8 + 5$ Bead strings or bead bars can be used to illustrate addition inc. bridging through ten by counting on 2 then counting on 3.



Key vocabulary *add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line*

Key Skills for Addition

Read and write numbers to 100 in numerals (1-20 in words)

Recall bonds to 10 and 20, and addition facts within 20

Count to and across 100

Count in multiples Of 1,2,5,10

Solve simple 1 step problems involving addition, using objects, number lines and pictorial representations.



Year 1 Subtraction

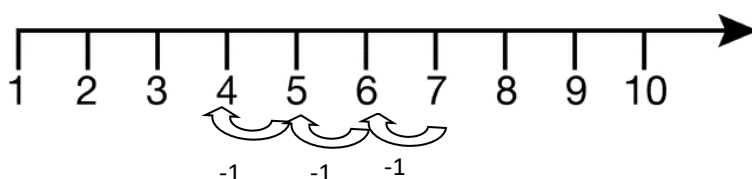


Subtract from numbers up to 20

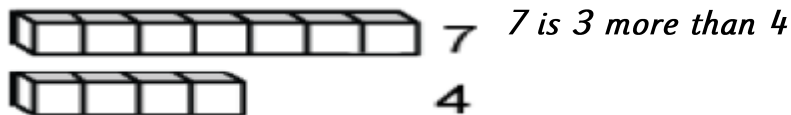
Read and write and interpret number sentences using the - and = signs

Children consolidate understanding of subtraction practically, showing subtraction on bead strings, using cubes etc and in familiar contexts. They are introduced to more formal recording using number lines.

Subtract by taking away– Count back in ones on a number line.



Subtract by finding the difference between– this will be introduced practically with the language 'find the difference between' and 'how many more?'



Mental Subtraction– children should start recalling subtraction facts up to and within 10 and 20.

Key vocabulary equal to, take away, less, minus, subtract, difference between, how many more?, how many less?, fewer, less than, least, count back, how many are left?

Key Skills for Subtraction

- Given a number, say , one less
- Count to and over 100. forward and back, from any number.
- Represent and use subtraction facts to 20 and within.
- Subtract with one-digit and two-digit numbers to 20, including zero.
- Solve one step problems that involve subtraction, using concrete objects eg cubes, bead string, pictures and missing number problems.
- Read and write numbers from 0 to 20 in numerals and words.



Year 1 Multiplication



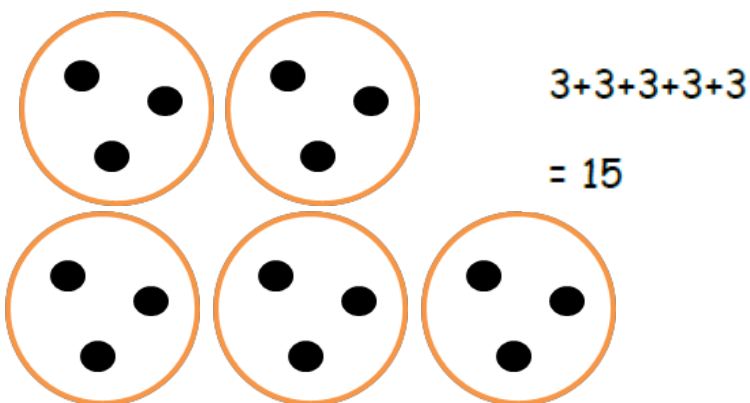
Multiply with concrete objects, arrays and pictorial representations.

How many legs will 3 teddies have?



$$2 + 2 + 2 = 6$$

There are 3 sweets in one bag. How many sweets are in 5 bags?



Key vocabulary groups of, lots of, times, array, altogether, multiply, count

Key Skills for Multiplication

- Count in multiples of 2, 5 and 10.
- Solve one – step problems involving multiplication, by calculating the answers using concrete objects, pictorial representations and arrays with the support of the teacher.
- Make connections between arrays, number patterns, and counting in twos, fives and tens.
- Begin to understand doubling using concrete objects and pictorial representations.

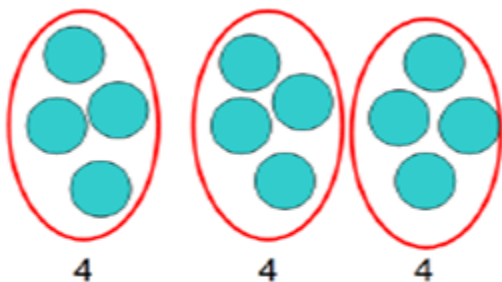


Year 1 Division



Using objects, diagrams and pictorial representations to solve problems involving ***both grouping and sharing***.

Sharing-



12 shared between 3 is 4

Grouping-



How many groups of 4 can be made with 12 stars? =3

Pupils should:

- Use lots of practical apparatus, arrays, and picture representations
- Be taught to understand the difference between 'grouping' objects (How many groups of 2 can you make?) and 'sharing' (Share these sweets between 2 people) and 'sharing' (Share these sweets between 2 people)
- Be able to count in multiples of 2s, 5s, 10s
- Find half of a group of objects by sharing into 2 equal groups.

Key vocabulary share, share equally, one each, two each..., group, groups of, lots of, array

Key number skills needed for division at y1

- Solve one step problems, involving multiplication and division by calculating the answer using concrete objects, pictorial representations, arrays with the support of the teacher.
- Through grouping and sharing small quantities, pupils begin to understand, division, and finding simple fractions of objects, numbers and quantities.
- Children make connections between arrays, number patterns, and counting in 2s, 5s and 10s.