Year 1

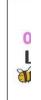| + Addition	- Subtraction	X Multiplication	÷ Division

+ Addition

Children should:
- Have access to a wide range of counting manipulatives, everyday objects, number tracks and number lines and be shown numbers in different contexts.
- Read and write the addition (+) and equals (=) signs with number sentences.
- Interpret addition number sentences and solve missing box problems, using concrete objects and number line addition to solve them:
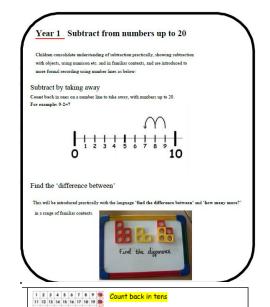 8+3=◘   15+◘=19
  5+3+1=◘   ◘+◘=6

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

- Subtraction

Year 1   Subtract from numbers up to 20

Children consolidate understanding of subtraction practically, showing subtraction with objects, using numicon etc. and in familiar contexts, and are introduced to more formal recording using number lines as below:

Subtract by taking away
Count back in ones on a number line to take away, with numbers up to 20.
For example: 9-2=7

Find the 'difference between'

This will be introduced practically with the language 'find the difference between' and 'how many more?' in a range of familiar contexts.

Count back in tens

If I take away 4 there will be none left.

Count backwards along a number line to 'take away'

Begin to use the – and = signs to record mental calculations in a number sentence

Jack had 6 magic beans and he lost 4. How many did he have left?
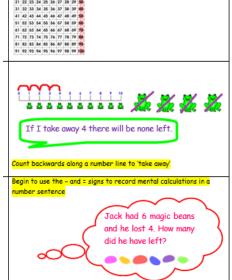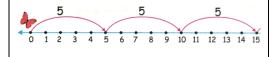
X Multiplication

Children will develop their understanding of multiplication and use jottings to support calculation:
* Repeated addition

3 times 5 is 5 + 5 + 5 = 15 or 3 lots of 5 or 5 x 3

Repeated addition can be shown easily on a number line:

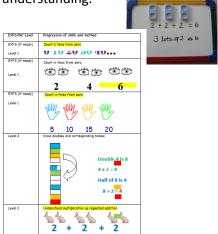

- **Commutativity**

Children should know that 3 x 5 has the same answer as 5 x 3. This can also be shown on the number line.

Children use repeated addition and pictorial representation.

Children carry out repeated addition with numicon to support their understanding.

2 + 2 + 2 = 6
3 lots of 2 is 6

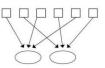| EYFS/NC Level	Progression of skills and method
EYFS (if ready) Level 1	Count in tens from zero 0 10 20 30 40...
EYFS (if ready) Level 1	Count in twos from zero 2 4 6
EYFS (if ready) Level 1	Count in fives from zero 5 10 15 20
Level 2	Know doubles and corresponding halves Double 4 is 8 4 x 2 = 8 Half of 8 is 4 8 ÷ 2 = 4
Level 2	Understand multiplication as repeated addition 2 + 2 + 2 3 x 2 = 6 3 lots of 2 2 multiplied by 3

÷ Division

Sharing numbers equally using 2, 5 and 10 groups.
e.g. I have 8 wheels, how many bikes can I make?
Get into groups of 4 for PE
Children will develop their understanding of division and use jottings to support calculation

✓**Sharing equally**
6 sweets shared between 2 people, how many do they each get?

✓**Grouping or repeated subtraction**
There are 6 sweets, how many people can have 2 sweets each?

Year 1   Group and share small amounts

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

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

Grouping:

Sharing:

4   4   4

12 shared between 3 is 4

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 you can make?) and 'sharing' (Share these sweets between 2 people)
- Be able to count in multiples of 2s, 5s and 10s.
- Find **half** of a group of objects by sharing into 2 equal groups.

+ Addition	- Subtraction	X Multiplication	÷ Division