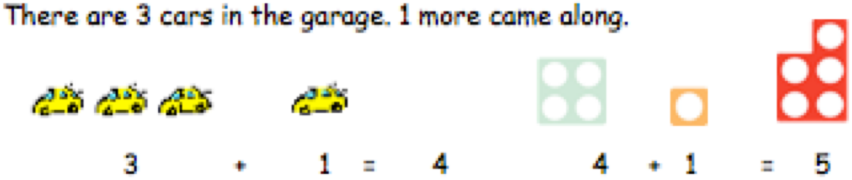
Addition

Y1

Through practical activities in meaningful contexts and informal written methods.

- Recall number bonds to 20 and within 20.
- Pictures and Marks – 1 more / 2 more.
  There are 3 cars in the garage. 1 more came along.



3 + 1 = 4 4 + 1 = 5

Terry has 3 apples and Tony has 2 apples. How many altogether?

- Number lines to 20.

- Derive related facts to 20.

□ = 5 + 4
5 + 4 = □
□ + 4 = 9
□ + □ = 9

- Money and addition up to 20p.

- Read, write and interpret mathematical statement involving addition (+) and equals (=).

National Curriculum requirements:

Add 1 digit and 2 digit numbers to 20, including 0.

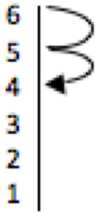
Subtraction

Y1

Through practical and meaningful contexts and informal written methods.

- We made 6 cakes. We ate 2 of them. How many cakes are left?

- Link to vertical number line 6 – 2 =



5 - 3 = 2

- Find the difference within 20.

- Represent and use number bonds within 20.
- Record using subtraction (-) and equals signs (=)
- Derive related facts up to 20.

5 - 2 = □	□ = 5 - 2
5 - □ = 3	3 = □ - 2
□ - 2 = 3	3 = 5 - □
□ - □ = 3	3 = □ - □

- Counting back on a 100 square and a vertical number line.

National Curriculum requirements:

Subtract 1 digit and 2 digit numbers up to 20, including 0.
Represent and use number bonds and related subtraction facts.

Multiplication

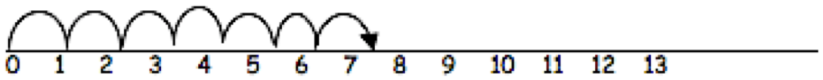
Y1

Through practical activities and meaningful contexts using concrete objects, pictorial representations and arrays with the support of the teacher.

- Doubles.

7 + 7 = 14

- Make connections between arrays, number patterns and counting in 2's, 5's to 50 and 10's to 100.
- Use of number lines.

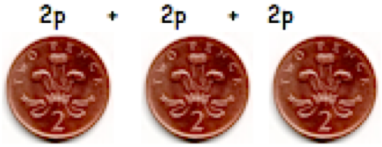


- "100 Square" to count in 2's, 5's and 10's.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- There are 2 sweets in one bag. How many sweets are there in 5 bags?

- Counting multiples of coins: 2p, 5p, 10p.



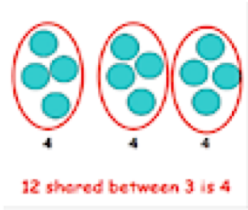
National Curriculum requirements:
Solve one step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

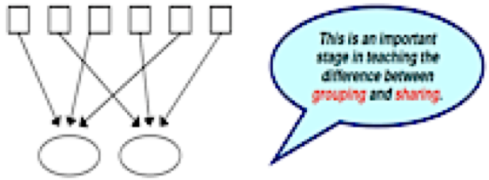
Division

Y1

Through practical activities in meaningful contexts.

- Division as sharing.
  Emphasise the importance of sharing equally.
  Share a bag of 15 sweets between 5 children - one for you, one for you, one for you, one for you, one for me.





- Introduce halving even numbers up to 10.

Half of 4

National Curriculum requirements:
Solve one step problems involving division, by calculating the answer by using concrete objects, pictorial representations and arrays with the support of the teacher.