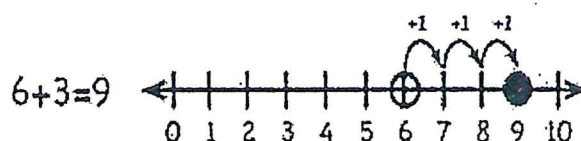


# ADDITION +

## Year 1 Add with numbers up to 20

Use numbered number lines to add, by counting on in ones, encouraging children to begin with larger number and count on.



Children should:

- have access to a range of equipment eg. Number lines, counting apparatus, Numicon, 100, squares, bead strings etc
- be shown numbers in a range of contexts
- Read and write number sentences using the = and + signs
- Interpret number sentences including missing number problems eg.  $3 + \square = 8$

Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.

$8 + 5$



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

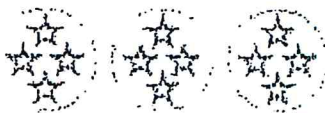
### Key Skills for addition at Year 1

- Read and write numbers to 100 in numerals (1-20 in words)
- Count to and across 100
- Recall bonds to 10 and 20, and addition facts within 20 ('story of' 5, 6, 7, 8, 9 and 10)
- Count on in ones from a given 2-digit number
- Add two single-digit numbers by counting on
- Add three single-digit numbers spotting doubles or pairs to 10
- Count on in tens from any given 2-digit number
- Add 10 to any given 2-digit number
- Use number facts to add single-digit numbers to two-digit numbers, e.g. use  $4 + 3$  to work out  $24 + 3$ ,  $34 + 3$ ...
- Add by putting the larger number first
- Recognise doubles to double 6

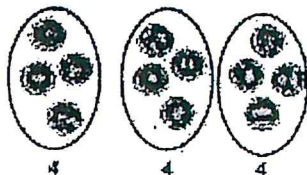
## Year 1 Group and share small quantities

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

Grouping:



Sharing:



12 shared between 3 is 4

Children should solve a division problem within a context.

E.g. 5 children share 15 sweets. How many does each child get?

Can they solve this and write a division statement eg. 15 sweets shared between 5 children gives 3 each.

Use Gordons 'Grouping' and 'Sharing' ITPs to model.

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)
- Be able to count in multiples of 2s, 5s and 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 Skills for division at Year 1

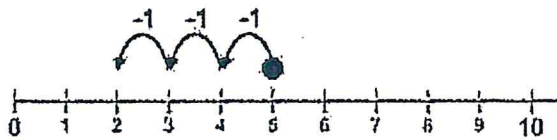
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations arrays with the support of the teacher
- Through grouping and sharing small quantities, pupils begin to understand, division, and finding simple fractions of objects,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



# SUBTRACTION 1

## Year 1 Subtract from numbers up to 20

Children consolidate understanding of subtraction practically using bead strings, cubes etc and in real life contexts. They are introduced to more formal recording using number lines, then using empty numbers lines.



$$5 - 3 = 2$$

Model subtraction practically and using number tracks, number lines and 100 squares and practically.

Find the difference between - this is to be done practically using the language 'find the distance between' and 'how many more than?'

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



7 'Seven is 3 more than four'

4

'I am 2 years older than my sister'

Key vocabulary equal to, take, take-away, less, minus, subtract, leaves, distance between, how many more, how many fewer/less than, most, least count back, how many left, how much less is...

### Key Skills for subtraction at Year 1

- Give a number, say one less
- Count back in ones to from 100 and from any single-digit or 2-digit number.
- Count back in tens from any 2-digit number
- Locate any number on a 1-100 grid or a beaded line 0-100.
- Know number bonds to 10, also know what is left if objects are taken from 10; e.g. 10 fingers, fold down 4, leaves 6 standing.
- Solve one-step problems involving subtraction, using concrete objects (bead strings, objects, cubes) and pictures, and missing number problems
- Recognise the - and = signs, and use these to read and write simple subtractions.