

Key Stage 1 – 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.

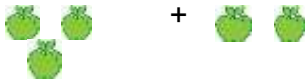


$$3 + 1 = 4$$



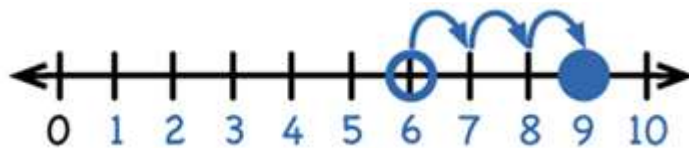
$$4 + 1 = 5$$

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



- Number lines to 20.

$$6 + 3 = 9$$



- Derive related facts to 20.

$$\square = 5 + 4$$

$$5 + 4 = \square$$

$$\square + 4 = 9$$

$$\square + \square = 9$$



- Money and addition up to 20p.

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

Video clips:

[Using a range of equipment and strategies to reinforce addition statements](#)

National Curriculum requirements:

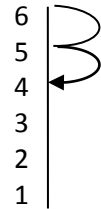
Add 1 digit and 2 digit numbers to 20, including 0.

Key Stage 1 – Subtraction

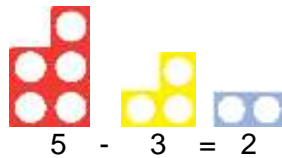
Y1

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 $6 - 2 =$



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

$$\begin{array}{l}
 5 - 2 = \square \\
 5 - \square = 3 \\
 \square - 2 = 3 \\
 \square - \square = 3
 \end{array}
 \quad
 \begin{array}{l}
 \square = 5 - 2 \\
 3 = \square - 2 \\
 3 = 5 - \square \\
 3 = \square - \square
 \end{array}$$



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

National Curriculum requirements:

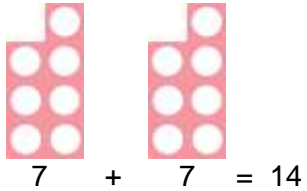
Subtract 1 digit and 2 digit numbers up to 20, including 0.
Represent and use number bonds and related subtraction facts.

Key Stage 1 – Multiplication

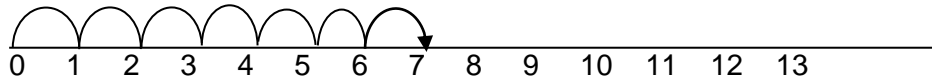
Y1

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

- Doubles.



- 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.

Key Stage 1 – Division

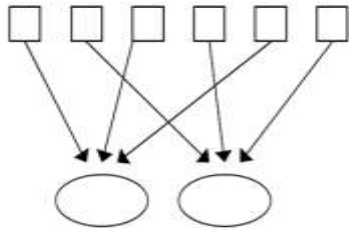
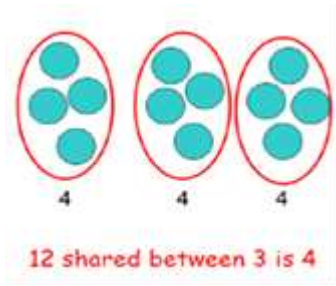
Y1

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.



This is an important stage in teaching the difference between grouping and sharing.

- 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.

