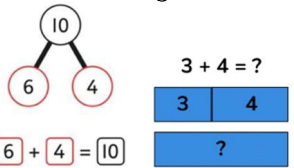
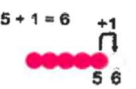
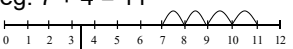
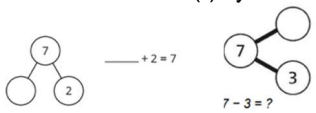
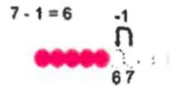

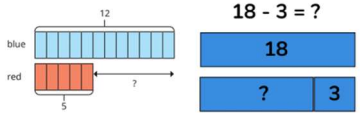

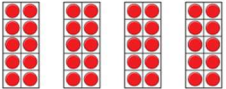

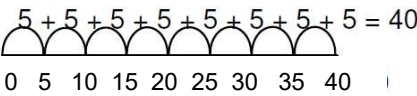




Y1	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
	<p>In Year 1, children are expected to know their number bonds to and within 20 and add 1- and 2-digit numbers to 20. Children start with addition within 10 before moving on to addition within 20.</p> <p>Children are introduced to parts and wholes and use part-whole models to combine and split a group of objects or numbers in different ways. Bar models are also used to add numbers together.</p>  <p>This leads children to write additions in a number sentence using the symbols (+) and (=).</p> <p>Children should be able to add one to any number using a number line or set of objects.</p>  <p>The children also use number lines, fingers, cubes and other concrete objects to count on in ones.</p> <p>eg: $7 + 4 = 11$</p>  <p>Children also learn to recognise fact families and understand that the order of an addition sentence can be varied. e.g. $2 + 5 = 7$, $5 + 2 = 7$, $7 = 2 + 5$, $7 = 5 + 2$</p> <p>Using manipulatives and realistic situations, children solve addition problems.</p>	<p>In Year 1, children are expected to know their number bonds and related subtraction facts within 20, how to subtract one-digit and two-digit numbers within 20.</p> <p>The children first use their number bonds to find a part of the whole. Part-whole models are used to support this and the introduction of the subtraction (-) symbol.</p>  <p>Children should be able to subtract one from any number using a number line or set of objects.</p>  <p>Children should be shown pictures of counters/objects and cross out the number of objects being 'taken away'.</p>  <p>Number lines are also used to support subtraction by counting back. eg: 'Put your finger on the 9 and count back 3'</p>  <p>Children also learn about finding the difference by counting back or counting on and bar models are used to visualise finding the unknown.</p>  <p>Children then use their knowledge of subtraction and number bonds to solve missing number problems by finding the inverse. eg: $3 + \underline{\quad} = 8$</p>	<p>In Year 1, children learn how to count in 2s, 10s and 5s.</p> <p>Children start by counting in 2s, using objects that come in pairs, as well as number squares, number lines and fingers.</p> <p>How many socks are there in total?</p>  <p>There are _____ socks in total.</p> <p>Children then move on to counting in 10s using similar methods, such as ten frames, focusing on multiples up to 50.</p>  <p>They then learn to count in 5s in the same way.</p>  <p>How many pencils altogether?</p>  <p>Children are introduced to equal groupings and repeated addition is used to add these equal groupings together.</p> <p>Objects and counters are used to make doubles up to 20.</p> <p>Bar models are also used to visualise multiplication.</p> <p>MULTIPLICATION</p> <p>$4 \times 5 = ?$</p> 	<p>In Year 1, children begin to explore division through grouping.</p> <p>They will share objects into equal groups in a variety of situations. They begin to use the vocabulary associated with division in practical contexts.</p> <p>How many muffins will each plate have?</p> <p>Share the muffins equally between the 2 plates.</p>  <p>Children should see that each group will have an equal amount. Children are also explicitly taught what is and isn't an equal group.</p> <p>Bar models are also used to visualise division calculations.</p>

