

## Year 1 - Addition

### + = signs and missing numbers

#### Add 1 and 2 digit numbers to 20

$$3 + 4 = \square \quad \square = 3 + 4 \quad 13 + 4 = \square \quad \square = 13 + 4$$

$$3 + \square = 7 \quad 7 = \square + 4 \quad 13 + \square = 20 \quad 20 = \square + 4$$

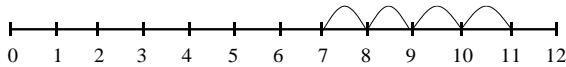
$$\square + 4 = 7 \quad 7 = 3 + \square \quad 3 + \square = 17 \quad 17 = \square + 4$$

$$\square + \nabla = 7 \quad 7 = \square + \nabla$$

Promoting covering up of operations and numbers.

### Number lines (numbered)

$$7 + 4$$



Recording by - drawing jumps on prepared lines

- constructing own lines

(Teacher model number lines with missing numbers)

*(Teachers model jottings appropriate for larger numbers)*

### Using concrete objects and pictorial representations to solve simple one-step problems.

### 100 squares

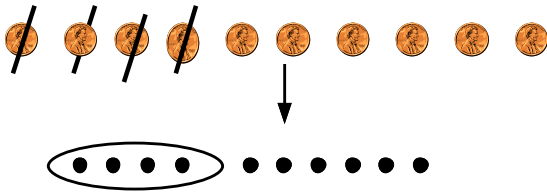
We also make ongoing use of 100 squares to help children understand place value and to strengthen their grasp of numbers and the number system.

100 squares are used to practise counting on, finding numbers, talking about numbers and for those pupils who are ready adding 10 etc. This is extended into Year 2 to develop adding 19, 20, 9, 11 etc and subtracting 10, 20, 9 19, 11, 21 etc

## Year 1 - Subtraction

### Pictures / marks

Sam spent 4p. What was his change from 10p?



### - = signs and missing numbers

$$7 - 3 = \square \quad \square = 7 - 3$$

$$7 - \square = 4 \quad 4 = \square - 3$$

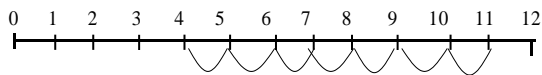
$$\square - 3 = 4 \quad 4 = 7 - \square$$

$$\square - \nabla = 4 \quad 4 = \square - \nabla$$

### **Number lines (numbered)**

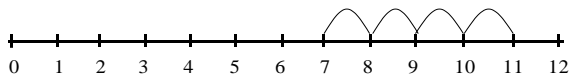
$$11 - 7$$

(Counting back)



The difference between 7 and 11

(Counting up)



Recording by - drawing jumps on prepared lines

- constructing own lines

(Teachers model jottings appropriate for larger numbers)

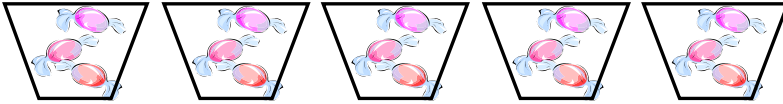
## Year 1 - Multiplication

**Solve simple one step problems involving multiplication.**

**Calculating pictures and symbols.**

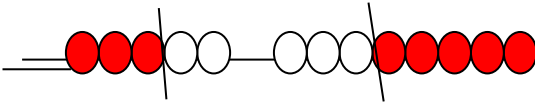
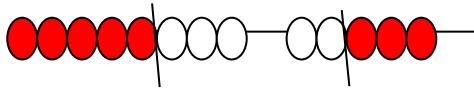
There are 3 sweets in one bag.

How many sweets are there in 5 bags?



*(Recording on a number line modelled by the teacher when solving problems)*

Use of bead strings to model groups of.



**Moving on to using arrays with teacher support.**

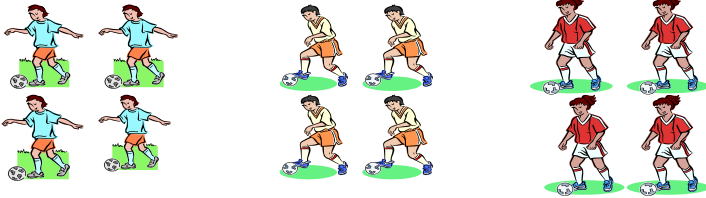
● ● ● ● 4 x 2 or 4 + 4  
● ● ● ● 2 x 4

## Year 1 - Division

**Solve simple one step problems involving division.**

**Pictorial representations.**

12 children get into teams of 4 to play a game. How many teams are there?



**(make good use of practical situations e.g teams for PE, sharing out sweets)**