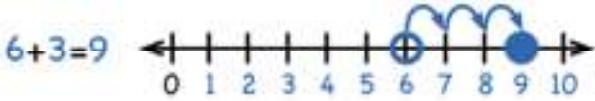
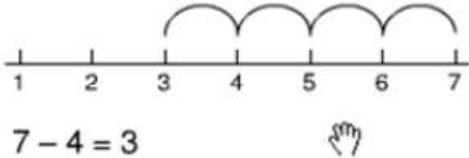

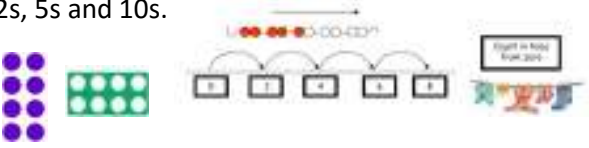




Addition	Subtraction
Year 1 (Step 16 – 18)	
Add with numbers up to 20	Subtract from numbers up to 20
<p>Use numbered number lines to add, by counting on in ones. Encourage children to start with the larger number and count on.</p> 	<p>Count back in ones on a numbered number line to take away, with numbers up to 20</p> 
<p>Interpret addition number sentences and solve missing box problems, using concrete objects and number line addition to solve them: $8 + 3 = \square$ $\square + \square = 6$ $5 + 3 + 1 = \square$</p> <p><small>Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.</small></p> 	<p>This will be introduced practically with the language “find the difference between” and “how many more?” in a range of familiar contexts.</p> <p>Read, write and interpret number sentences with - and = signs.</p> <p>„Seven is 3 more than four“ „I am 2 years older than my sister“</p> <p>Mental subtraction</p> <p>Children should start recalling subtraction facts up to and within 10 and 20, and should be able to subtract zero.</p>
<p>Resources: Have access to a wide range of counting equipment :Dominoes, number tracks, number lines, Numicon, everyday objects, and be shown numbers in different contexts.</p>	<p>Children consolidate understanding of subtraction practically, showing subtraction on bead strings, using cubes etc. and in familiar contexts, and are introduced to more formal recording using number lines</p>
<p>Key vocabulary: add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on, number line</p>	<p>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_?</p>
<p>Key skills for addition at Y1:</p> <ul style="list-style-type: none"> • Read and write numbers to 100 in numerals, incl. 1—20 in words • Recall bonds to 10 and 20, and addition facts within 20 • Count to and across 100 • Count in multiples of 1, 2, 5 and 10 • Solve simple 1-step problems, involving addition, using objects, number tracks, number lines and pictorial representations. 	<p>Key skills for subtraction at Y1:</p> <ul style="list-style-type: none"> • Given a number, say one more or one less. • Count to and over 100, forward and back, from any number. • Represent and use subtraction facts to 20 and within 20. • Subtract with one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects (ie bead string, objects, cubes) and pictures, and missing number problems. • Read and write numbers from 0 to 20 in numerals and words.

Multiplication	Division
Year 1 (Step 16 – 18)	
<p>Multiply with concrete objects, arrays and pictorial representations, giving children experience of counting equal group of objects in 2s, 5s and 10s.</p> 	<p>Using objects, diagrams and pictorial representations to solve problems involving both grouping and sharing.</p>
<p>Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with support.</p> <p>How many legs will 3 teddies have? $2 + 2 + 2 = 6$</p> <p>There are 3 sweets in one bag. How many sweets are in 5 bags altogether?</p>	<p>Grouping</p>  <p>How many groups of 4 can you make from 12?</p>
<p>Make connections between arrays, number patterns, and counting in twos, fives and tens.</p>	<p>Sharing</p>  <p>12 shared between 3 is?</p>
<p>Begin to understand doubling using concrete objects and pictorial representations.</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>
<p>Children are introduced to the multiplication (x) and division (÷) symbols so that they can recognise and write them accurately and should distinguish them from addition and subtraction.</p>	
<p>Key vocabulary: groups of, lots of, times, array, altogether, multiply, count</p>	<p>Key vocabulary: share, share equally, one each, two each..., group, groups of, lots of, array</p>
<p>Resources: numicon, number lines, number tracks, bead strings, peg boards, unifix multilink, Cuisenaire, learning links</p>	
<p>Key skills for multiplication at Y1:</p> <ul style="list-style-type: none"> Count in multiples of 2, 5 and 10. 	<p>Key skills for division at Y1:</p> <ul style="list-style-type: none"> Make connections between arrays, number patterns, and counting in twos, fives and tens. Through grouping and sharing small quantities, begin to understand division, and finding simple fractions of objects, numbers and quantities. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations arrays with support