Addition

By the end of Y1

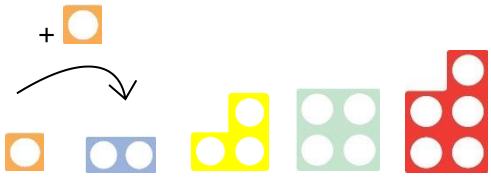
- Understand the concept and vocabulary of:

  put together, add, altogether, total and more than

- Counting forwards in steps of 1,2,5 and 10 from different starting numbers eg 8,10,12, 14 …
- Working out what is one more than a number.
- Using pictures and marks to explain 1 more
  e.g There are 3 cars in the garage. 1 more came along

3 1

  - Create a Numicon staircase to show 1 more- 'take one for a walk' up the staircase to show the numbers getting bigger each time
  -



- Read, write and understand number sentences involving addition (+) signs
- Add numbers (including zero) up to 20 such as 12+5. Using a number line to help where necessary.
- Represent and use number bonds within 20  eg 14 + 6 = ? Use Numicon:
- Solve one-step problems that involve addition. Use real-life objects and pictures to represent the numbers.
- How many conkers did Sam collect in total?

Monday 

Tuesday 

- Solve missing number problems eg 10 = + 7

(using the balances with Numicon to solve)

- Using a number line (up to 100) to count on

Subtraction

By the end of Y1

- Children should understand the language of:

take away, distance between, difference between and less than

- Finding one less than a number

(Using objects and number lines to demonstrate)

- Counting backwards from numbers up to 100

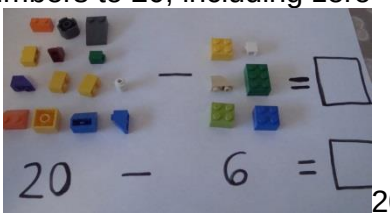
- Reading and writing number sentences using the – symbol

- Represent and use number bonds and related subtraction facts within 20

(Show using Numicon)

- Children to understand how addition and subtraction are the inverse of each other (use Numicon and show using the same numbers e.g. 5+6 =11and11-6 =5)

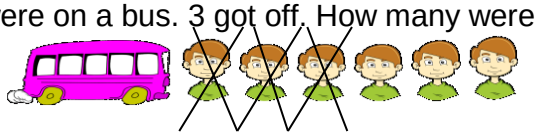
- Subtract one-digit and two-digit numbers to 20, including zero

(Show using multilink/counters/Lego) 

20 – 6 = 14

- Solve one-step problems that involve subtraction eg:

6 children were on a bus. 3 got off. How many were left on the bus?



- Using concrete objects and pictures (including jottings) and missing number problems such as
- 9 - □ = 2.

E.g.

Here are 2 worms. How much longer is the 2nd worm? (link to measuring)

What is the difference in the lengths of the worms?

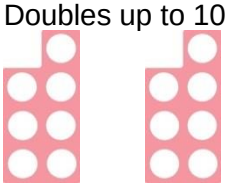
- Talk about 'counting on' for subtraction

Multiplication

By the end of Y1

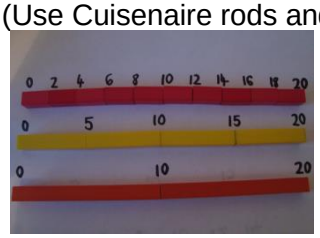
Through practical activities and meaningful contexts

- Doubles up to 10 + 10 (Use Numicon)

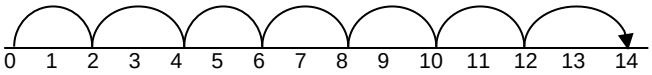


7 + 7 =14

- Counting in 2s, 5s to 50 and 10s to 100
  (Use Cuisenaire rods and Numicon 2, 5 and 10 pieces)



- Continue to use Number Lines



- Use of the '100 Square' up to 20 to count in 2s, 5s and 10s up to 50/100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

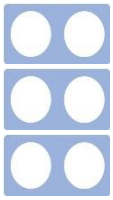
- In context: how many wheels do we need to make three Noddy cars? 5 + 5 + 5 = 15

- Counting multiples of coins: 2p, 5p, 10p
- 
- 

2p + 2p + 2p

- Introduce the idea of arrays using practical and real life equipment e.g.

Egg box array



Numicon array

Division

By the end of Y1

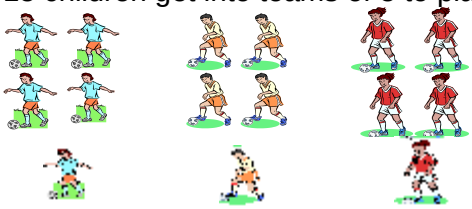
Through practical activities in meaningful contexts. Children to use concrete objects and pictures throughout to help their understanding of division

- Division as Sharing
  Share 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

- Introduce number sentences using ÷ sign

- Division as Grouping, 2s, 5s and 10s
  A bag of sweets, how many children can have 2 sweets each? - Put into groups of 2

15 children get into teams of 5 to play a game. How many teams are there?



- Consolidate halving even numbers up to 10 and link to inverse of doubling (Ext to 20)
  Continue to use multilink.

  Understanding 8 ÷ 2 as half of 8

- Use of Numicon and Numicon Number Lines

0 10

How many 2s in 10? and 5s in 20?