Year 1

Addition	Subtraction	Multiplication	Division
Children will continue to practise counting on from any number, e.g. 'Put 6 in your head and count on 3'.	Children will continue to practise counting back from a given number.	Children will count repeated groups of the same size in practical contexts (repeated addition). They will solve practical problems which involve combining groups of 2, 5 or 10 e.g. socks, fingers, cubes.	Children will start with practical sharing using a variety of resources. They will share objects into equal groups in a variety of situations. They will begin to use the vocabulary associated with division in practical contexts.

Addition

Children will continue to practise counting on from any number, e.g. 'Put 6 in your head and count on 3'.

Number tracks & Number lines (numbered)
Initially use a number track to count forward for addition:

'Put your finger on 4 and count on (forwards) 3'.

Then move on to a marked number line:

Encourage them to count on from the largest number for efficiency, e.g. 4+7 is quicker to do as 7+4

7 + 4

0 1 2 3 4 5 6 7 8 9 10 11 12

Ensure children are confident with using a marked number line before moving on to an empty number line (see year 2 guidance).

If ready, look at bridging through ten: 8 add 5 is easier as 8+2 +3. This could be shown visually using Numicon pieces once a child is secure with number bonds to 10: Put an 8 piece down. We are adding 5. How many more of the 5 can we put on to the 8 piece to make it a ten piece? Exchange the 5 piece for a 2 and a 3 piece so children can 'see' the addition. 10+3=13.

Subtraction

Children will continue to practise counting back from a given number.

Number tracks & Number lines (numbered)
Initially use a number track to count back for subtraction:

'Put your finger on 9 and count back 3 places'

Then progress to a marked number line:

At this stage, begin to introduce the 2 ways to do subtraction: counting back or counting up (finding the difference). See how the number line jumps should be made on the bottom for taking away and on the top for counting on.

11 – 7
(Counting back)

0 1 2 3 4 5 6 7 8 9 10 11 12

The difference between 7 and 11
(Counting up)

0 1 2 3 4 5 6 7 8 9 10 11 12

Multiplication

Children will count repeated groups of the same size in practical contexts (repeated addition). They will solve practical problems which involve combining groups of 2, 5 or 10 e.g. socks, fingers, cubes.

"Four pairs of socks; how many socks altogether? 2, 4, 6, 8".

"5 hands each with five fingers; how many fingers altogether? 5, 10, 15, 20, 25"

Use **arrays** to support early multiplication:

"Two groups of 5; how many altogether? 5,10"
"Five groups of 2; how many altogether? 2, 4, 6, 8, 10".

Two groups of 5 equals 5 add 5 so double 5 is 10: 5+5=10 and 2x5=10 (when 'x' is 'lots of')

Continue to solve problems in practical contexts and develop the language of early multiplication with appropriate resources throughout Year 1.

Division

Children will start with practical sharing using a variety of resources. They will share objects into equal groups in a variety of situations. They will begin to use the vocabulary associated with division in practical contexts.

"Share these 8 apples equally between 2 children; how many apples will each child get?"

"Share 20 crayons between 2 pots. How many crayons are in each pot?"

Then move from sharing to grouping in a practical way:

"Put 20 crayons in to groups of 10. How many pots do we need?"

How many groups of 10?
20 shared between 2 equals ten.
Half of 20 is equal to 10.

**This enables children to see the inverse relationship between multiplication and division from an early age.*

Continue to solve problems in practical contexts and develop the language of early division with appropriate resources throughout Year 1.