

Year 1

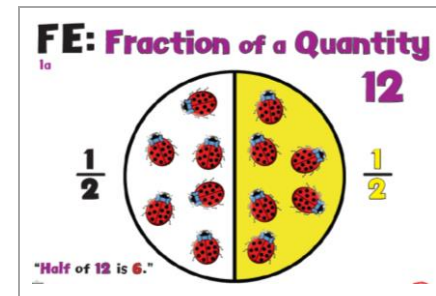
A Parent's Guide to Maths Calculations



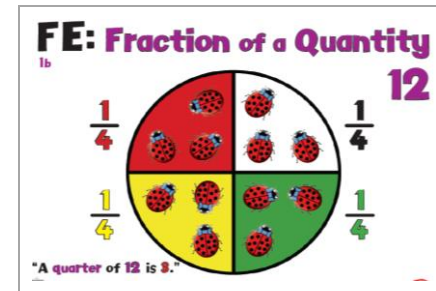
By the end of Year 1, most children should be able to:

- Count in ones to and across 100 from any number
- Read and write numbers to 100 as numerals
- Read and write mathematical symbols: +, - and =
- Say 'one more' and 'one less' than a given number
- Knows number bonds and subtraction facts within 20, eg. $7 + 3 = 10$, $10 - 3 = 7$, $6 - 4 = 2$, $13 + 6 = 19$
- Add and subtract 1-digit and 2-digit numbers to 20
- Recognise, find and name a half or a quarter of an object, shape or quantity
- Measure and begin to record how long, tall, heavy an object is, or how much liquid it can hold
- Recognise and know the value of all coins and notes
- Know days of the week, months of the year, and can say today's date
- Tell the time to o'clock and half past the hour
- Recognise and name common 2-D shapes, eg. circle, square, rectangle, triangle, pentagon
- Recognise and name common 3-D shapes, eg. cube, cuboid, sphere, cylinder,

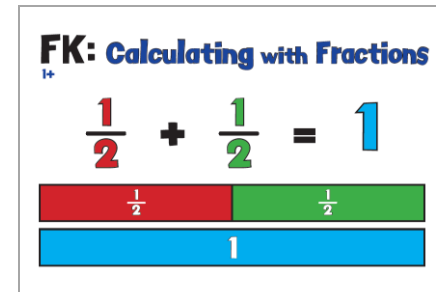
FRACTIONS



Recognise, find and name one half of a set of objects (linked to Division slide 'D1 Sharing')



Recognise, find and name one quarter of a set of objects (linked to Division slide 'D1 Sharing')

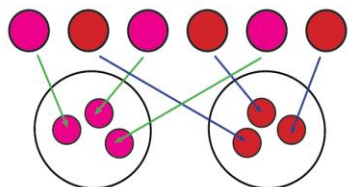


When 2 given halves of the same object (cake, apple, pizza, paper plate or strip of paper), are able to show that it makes one whole.

DIVISION

Not using ÷ sign yet

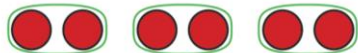
D1: Sharing (Concept)



"If I share 6 into 2 equal amounts, how many in each group?" Answer: 3

Sharing objects equally between 2 groups, 4 groups etc (linked to halving / fraction work)

D2: Grouping (Concept)



"How many groups of 2 can I make out of 6?" Answer: 3

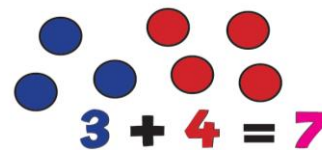
Finding how many groups of a given size can be made (linked to multiplication)

ADDITION

Using + and = signs

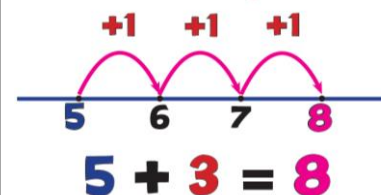
A1a: Objects & Pictures

Count All - Write number sentence



Add two amounts of objects or pictures (total within 10). Count each group, then count all objects or pictures to find total

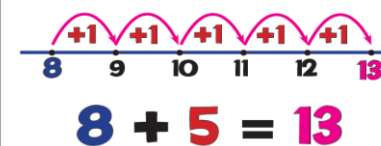
A2: Counting On



Add two numbers (total within 10) on a number line. Count on from largest number.

A2a1: Counting On

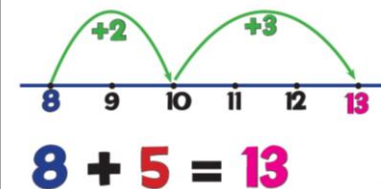
Bridging 10



Add two numbers (total within 20) on a number line. Count on in ones from largest number

A2a2: Counting On

Bridging 10



Add two numbers (total within 20). Use number bonds / pairs to jump to 10 first (9 + 1, 8 + 2, 7 + 3, 6 + 4, 5 + 5)


SUBTRACTION

Using - and = signs

MULTIPLICATION

Not using × sign yet

S1: Objects



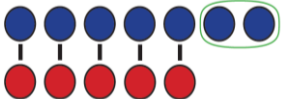
$7 - 3 = 4$

"What do I get if I take 3 away from 7? Answer: 4"

Take away using amounts of objects or pictures within 10. Count to remove required amount. Count what is left.

- Learn to count in twos to 24, then to 100.
- Learn to count in tens to 100
- Learn to count in fives to 60, then to 100.

S2: What's the Difference?

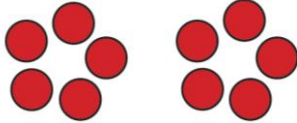


$7 - 5 = 2$

"How many more is 7 than 5? What is the difference?"

Find the difference using amounts within 10. Use counters or pennies to line up each amount. Check what is the same, then count how many more / less

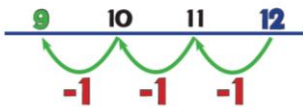
(M1: Groups)



"2 groups of 5 counters makes 10 counters altogether"

Put objects into groups of multiples of 2, 10 or 5. Then count groups in given multiple, eg. count groups of 5 cars saying 5, 10, 15, etc

S3: Counting Back

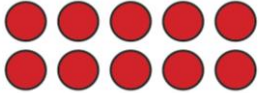


$12 - 3 = 9$

"What do I get if I take 3 away from 12? Answer: 9"

Taking away on a number line. Counting back in jumps of one from any number within 20

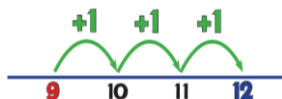
(M3: Arrays)



"2 groups of 5 counters" or "5 groups of 2 counters" - "10 counters altogether"

Learn to count the same amount of objects in different ways (Count 10 counters or flowers saying multiples of 2 (2, 4, 6, 8, 10), 5 (5, 10) or 10 (10)

S4: Counting On



$12 - 9 = 3$

"How many more is 12 than 9? What is the difference?"

Find the difference between 2 numbers within 20 by counting on in jumps of one from the smaller number (amount that is the same - see slide S2)