



## How to support your child in Maths in Year 1

The main focus of mathematics teaching in Year 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

### Number and Place value

Children should already be able to:

- count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

New learning:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Read and write numbers to 100 in numerals

Example of deeper understanding:

Complete:

5	10				30
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	4	6			12
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			40	50	60
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## Mental and written calculations

### Addition and subtraction

Children should already be able to:

- Number bonds: 5, 6 (addition and subtraction)
- Put the largest number first when adding
- Number bonds: 7, 8 (addition and subtraction)
- Number bonds: 9, 10 (addition and subtraction)
- Ten plus ones.
- Doubles up to 10
- Use number bonds of 10 to derive bonds of 11
- add and subtract two single-digit numbers and count on or back to find the answer
- Find the difference between 2 numbers

New learning:

- Given a number, identify one more and one less
- Represent and use number bonds and related subtraction facts within 20
- Add 10 and subtract 10
- Teens subtract 10


How we teach it

#### Addition

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs


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Number bonds




(Ten frame) Numicon


Use bonds of 10 to calculate bonds of 20




Count all



Count on




Count on, on number track, in 1s



#### Subtraction


Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Number bonds




(Ten frame) Difference between 7 and 10


6 less than 10 is 4



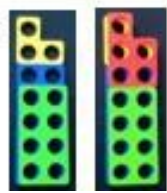
Count out, then count how many are left.

$$7 - 4 = 3$$


Count back on a number track, then number line.

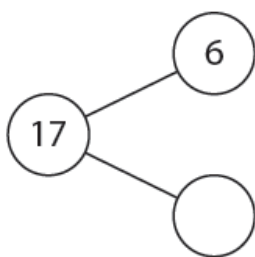
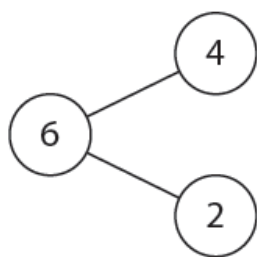
$$15 - 6 = 9$$


Difference between 13 and 8

$$13 - 8 = \underline{\quad}$$
$$8 + \underline{\quad} = 13$$


Example of deeper understanding:

Complete:



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Fill in the missing numbers:

$$3 + 5 + \square = 10$$

$$1 + 5 + \square = 10$$

Multiplication and Division

Children should already be able to:

- solve problems, including doubling, halving and sharing.

New learning:

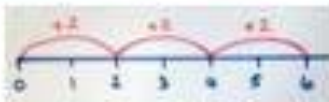
- Count on and back in 2s
- Count on and back in 10s
- Doubles up to 10
- Count on and back in 5s
- Double multiples of 10
- Halves up to 10
- Halve multiples of 10
- How many 2s? 5s? 10s?

How we teach it:

Multiplication

Division

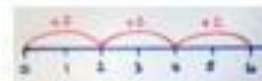
2 frogs on each lily pad.



$6 \div 2 = 3$  by sharing into 2 groups and by grabbing groups of 2



How many 2s?



Example of deeper understanding:

Anna is counting in fives:

5, 10, , 20, , , ...

Fill in the missing numbers.

Anna says if she keeps on counting in fives she will say the number 54. Is she right or wrong?

Can you explain?