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
	4	6			12
			40	50	60

Mental and written calculations

Addition and subtraction

Children should already be able to:

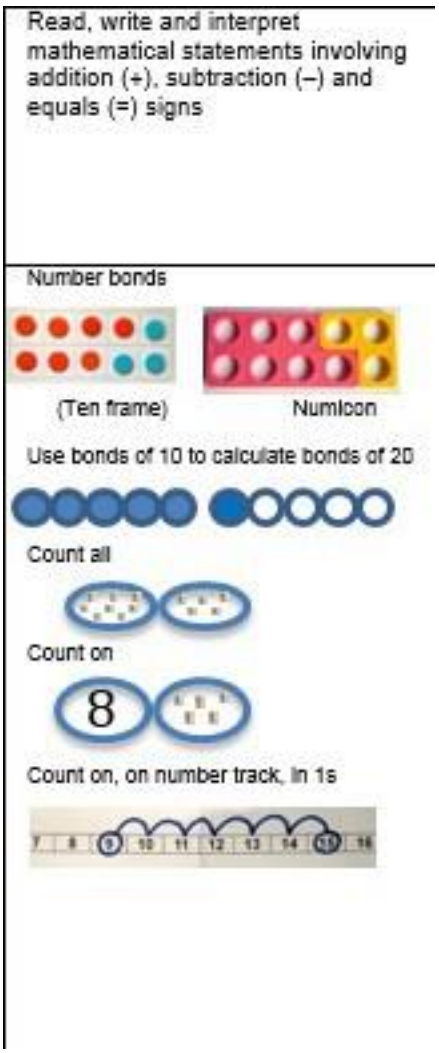
- *Number bonds: 5, 6 (addition and subtraction)*
- *Put the largest number first when adding*
- *Number bonds: 7, 8 (addition and subtraction)*
- *Number bonds: 9, 10 (addition and subtraction)*
- *Ten plus ones.*
- *Doubles up to 10*
- *Use number bonds of 10 to derive bonds of 11*
- *add and subtract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

New learning:

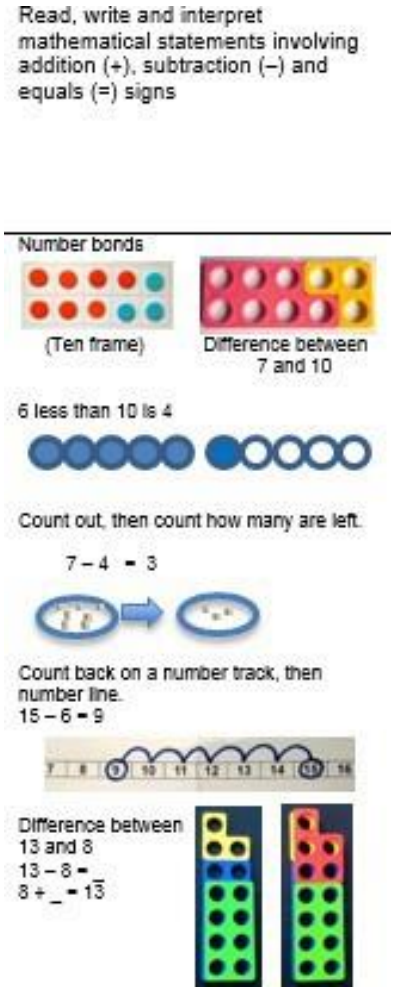
- *Given a number, identify one more and one less*
- *Represent and use number bonds and related subtraction facts within 20*
- *Add 10 and subtract 10*
- *Teens subtract 10*

How we teach it

Addition

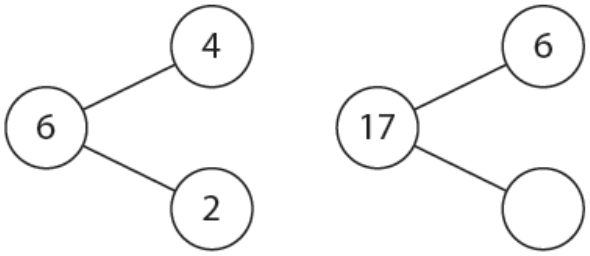


Subtraction



Example of deeper understanding:

Complete:



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

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?