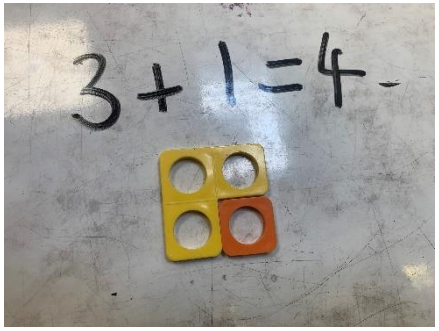
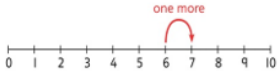
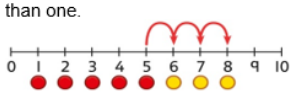
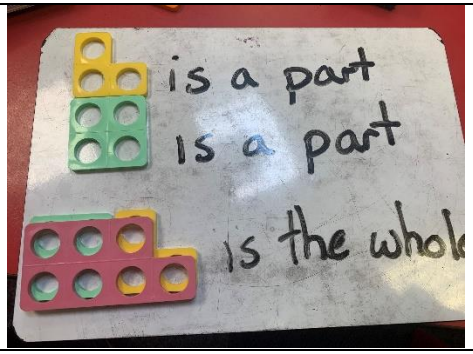
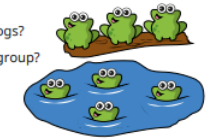
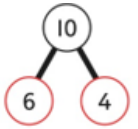
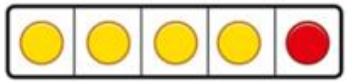
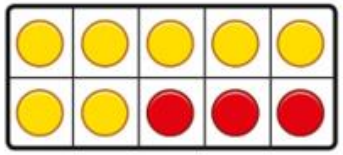
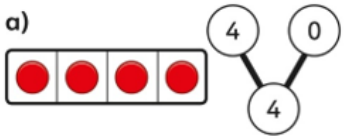
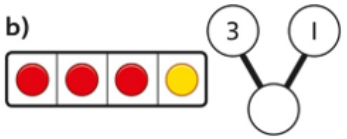
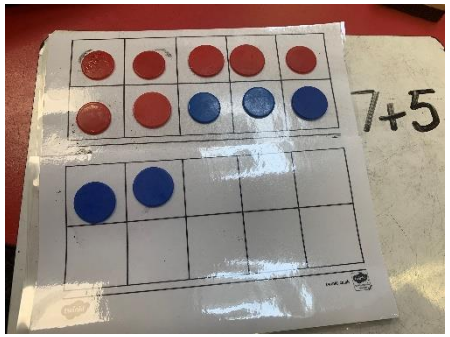
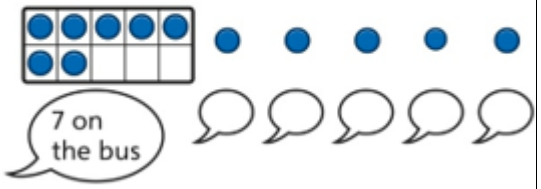
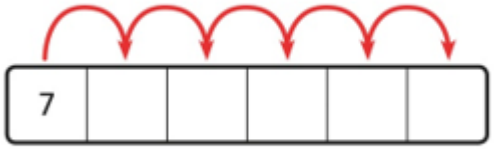
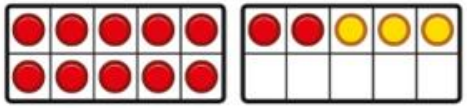
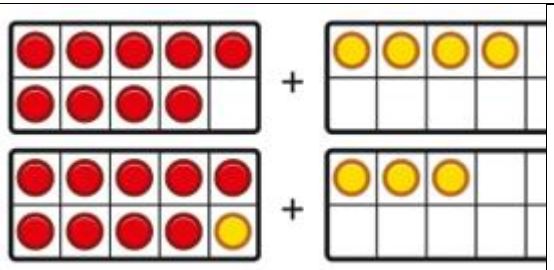
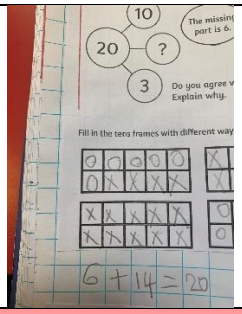
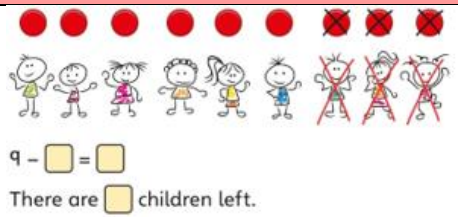
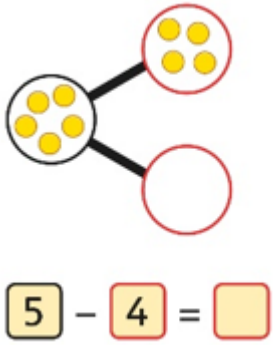
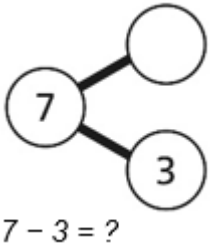
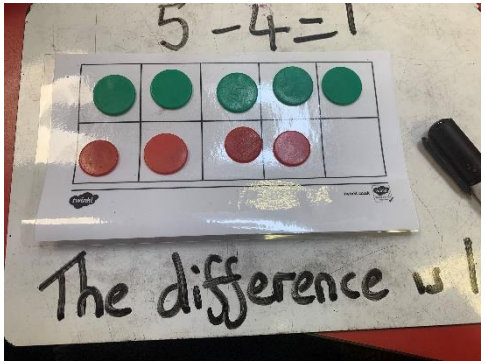
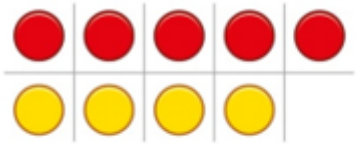
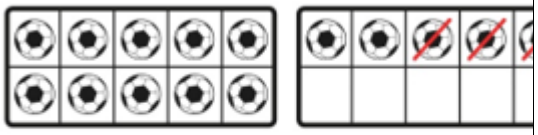
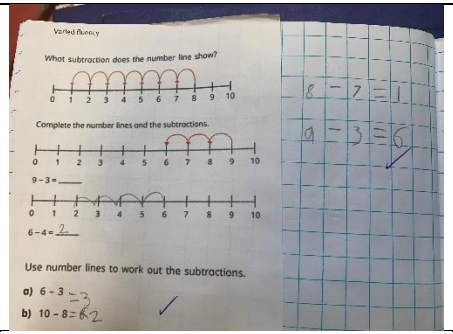
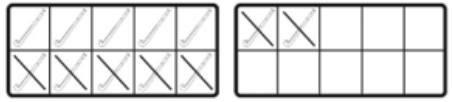
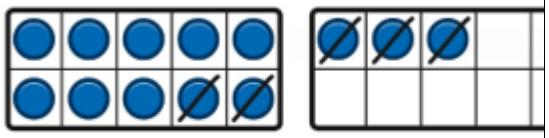
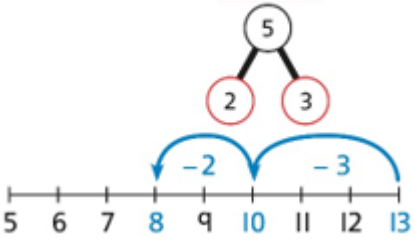
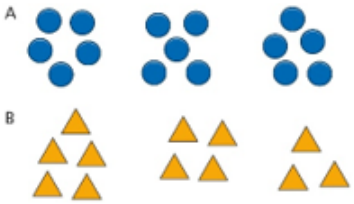
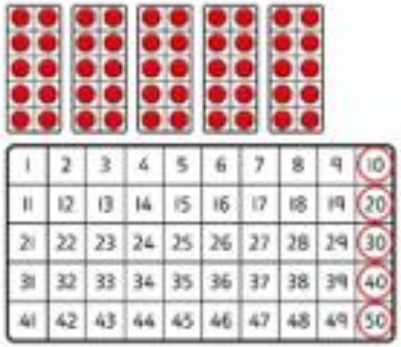
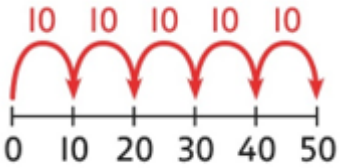
Year 1 addition			
Concept	Concrete	Pictorial	Abstract
Counting and adding more		Children add one more cube or counter to a group to represent one more  *One more than 4 is 5.*	Use a number line to understand how to link counting on with finding one more.  *One more than 6 is 7.* *7 is one more than 6.* Learn to link counting on with adding more than one.  *5 + 3 = 8*
Understanding part-part-whole relationship		Here are some frogs. ▸ Can you see two groups of frogs? ▸ How many frogs are in each group? ▸ Complete the sentences. ____ is a part. ____ is a part. The whole is ____ 	 6 + 4 = 10

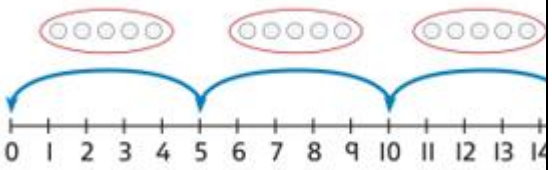
Knowing and finding number bonds within 10	 3 + 4 = 7  6 = 2 + 4	Use five and ten frames to represent key number bonds.  5 = 4 + 1  10 = 7 + 3	Use a part-whole model alongside other representations to find number bonds. Make sure to include examples where one of the parts is zero.   4 + 0 = 4 3 + 1 = 4
Adding by counting on	 	Children use counters to support and represent their counting on strategy.  	Children use number lines or number tra to support their counting on strategy.  7 + 5 = ☐
Adding the 1s	 Children use bead strings and other concrete resources to recognise how to add 1s to find the total efficiently.		2 + 3 = 5 so 12+3 = 15

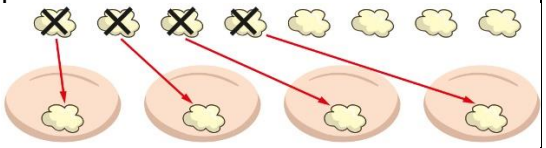
Bridging the 10 using number bonds	 ‘7 add 3 makes 10 so 7 and 5 is 10 and two more’		
Year 1 Subtraction			
Counting back and taking away	Children arrange objects and remove to find how many are left.		9 -2 = 7
Finding a missing part, given a whole and part			

Finding the difference		 *5 − 4 = 1* *The difference between 5 and 4 is 1.*	Children understand 'find the difference' subtraction.  *10 − 4 = 6* *The difference between 10 and 6 is 4.*
Subtraction within 20	Use a bead string to subtract 1s efficiently  *5 − 3 = 2* *15 − 3 = 12*	 *5 − 3 = 2* *15 − 3 = 12*	
Subtraction bridging 10 using number bonds	12 - 7 = Arrange objects into a 10 and some 1s, then decide on how to split the 7 into parts.  *7 is 2 and 5, so I take away the 2 and then the 5.*	13 – 5 =  *For 13 – 5, I take away 3 to make 10, the take away 2 to make 8.*	*13 − 5* 

<table>
<tr><th colspan="4">Year 1 multiplication</th></tr>
<tr>
<td>Recognising and making equal groups</td>
<td>Children arrange objects in equal and unequal groups and understand how to recognise whether they are equal.
 
</td>
<td> 
</td>
<td>Describe equal groups using words

Three equal groups of 4.
Four equal groups of 3.</td>
</tr>
<tr>
<td>Finding the total of equal groups by counting in 2s,5s and 10s</td>
<td>Provide objects to count
 
There are 5 pens in each pack …
5…10…15…20…25…30…35…40…</td>
<td>  </td>
<td> 
</td>
</tr>
<tr><th colspan="4">Year 1 Division</th></tr>
<tr>
<td>Grouping</td>
<td>Learn to make equal groups from a whole and find how many equal groups of a certain size can be made.

Sort a whole set people and objects into equal groups.
 
There are 10 children altogether.
There are 2 in each group.
There are 5 groups.</td>
<td>Represent a whole and work out how many equal groups.
 
There are 10 in total.
There are 5 in each group.
There are 2 groups.</td>
<td>Children may relate this to counting back in steps of 2, 5 or 10.
 
</td>
</tr>
</table>

Sharing	Share a set of objects into equal parts and work out how many are in each part. 	Sketch or draw to represent sharing into equal parts. This may be related to fractions.