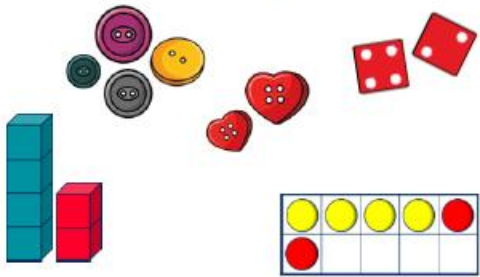
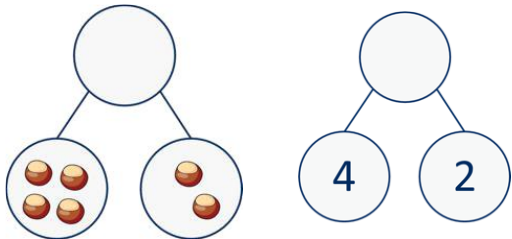
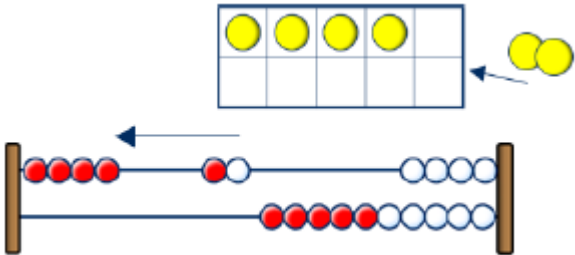
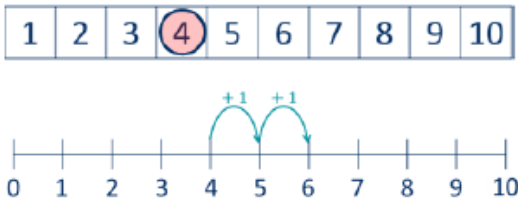
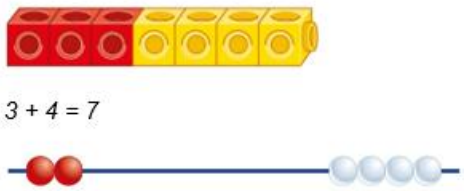
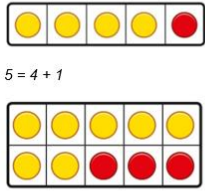
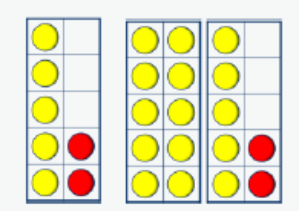
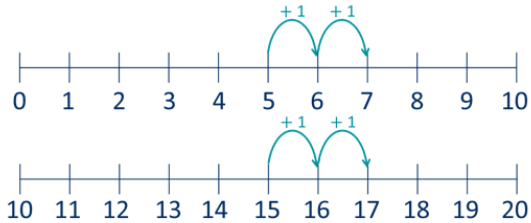
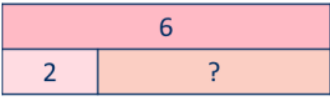
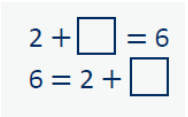
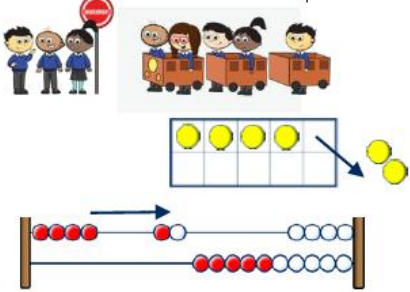
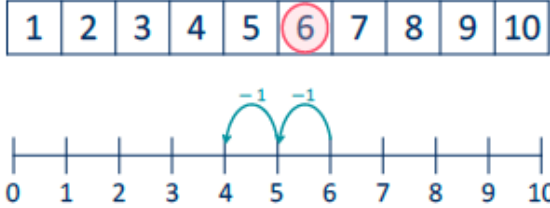
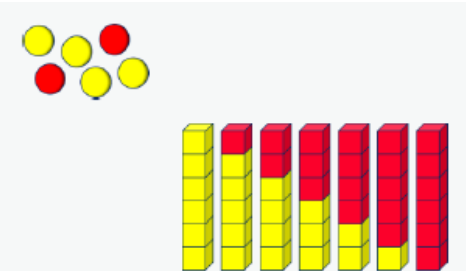
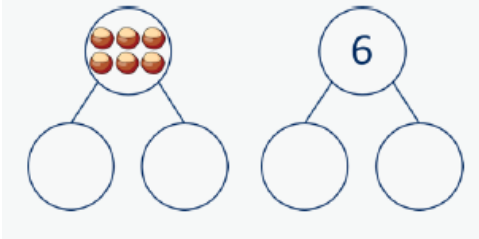
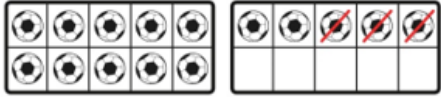
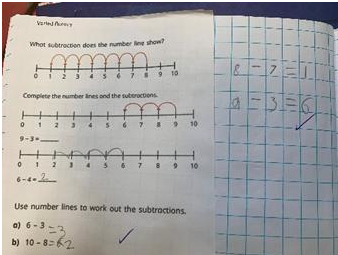
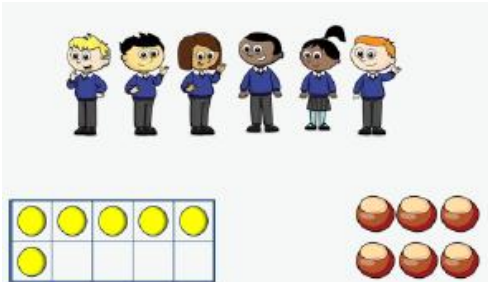
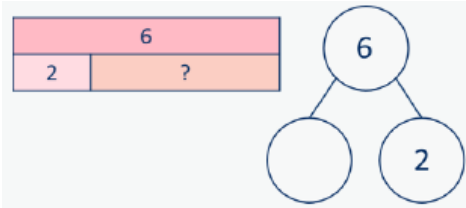
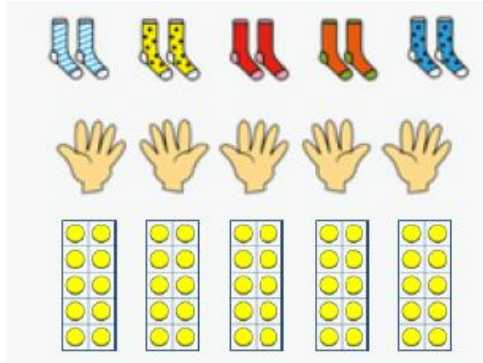
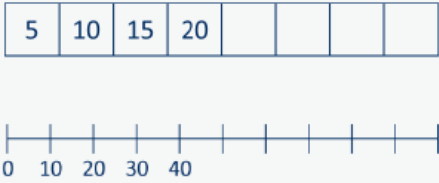


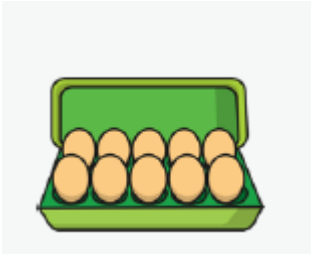
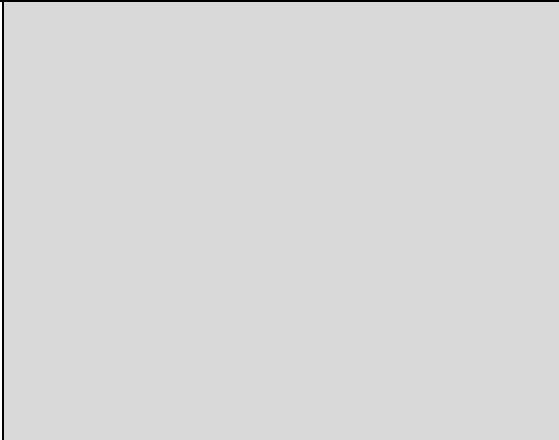
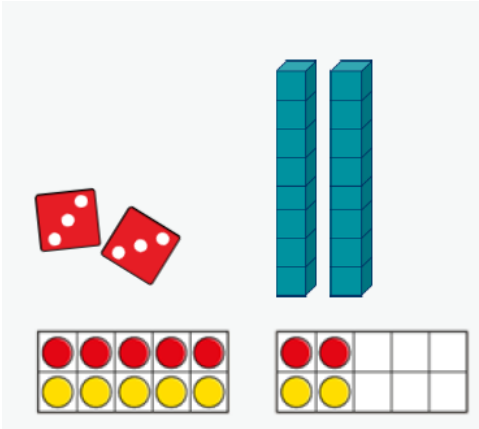
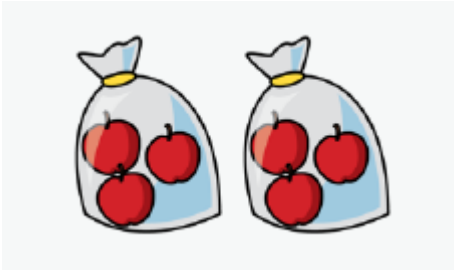
Year 1 addition			
Concept	Concrete	Pictorial	Abstract
Add together (aggregation)	There are ... There are ... There are ... altogether. 		... plus ... is equal to is equal to ... + ... $4 + 2 = 6$ $2 + 4 = 6$ $6 = 4 + 2$
Add more augmentation	First...then...now... 	I start at ... I jump on 	plus ... is equal to is equal to ... + ... $4 + 2 = 6$ $2 + 4 = 6$ $6 = 4 + 2$
Knowing and finding number bonds within 10	 $3 + 4 = 7$ $6 = 2 + 4$	Use five and ten frames to represent key number bonds.  $5 = 4 + 1$ $10 = 7 + 3$	... plus ... is equal to ... $6 + 0 = 6$ $5 + 1 = 6$ $4 + 2 = 6$ $3 + 3 = 6$ $2 + 4 = 6$ $1 + 5 = 6$ $0 + 6 = 6$

Related facts within 20	I know that ... and ... = ... so ... and ... = ... 		What patterns do you notice? $5 + 2 = 7$ $15 + 2 = 17$ $7 = 5 + 2$
Missing numbers		If ... is the whole and ... is a part, the other part must be... 	

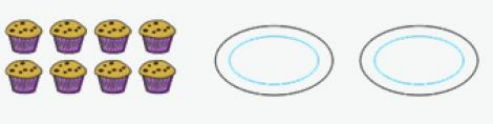
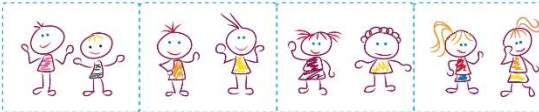
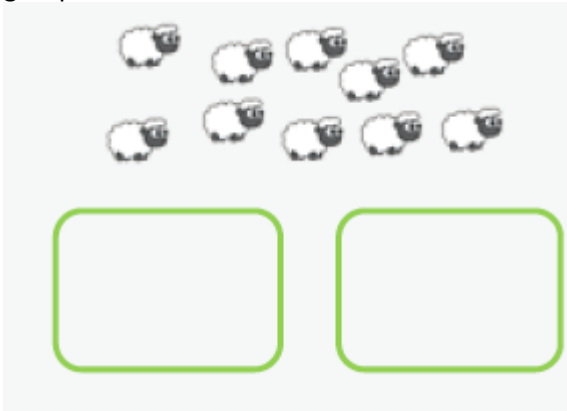
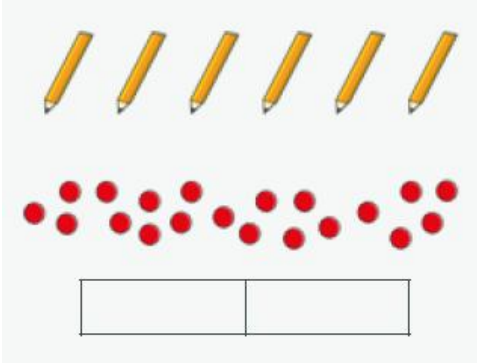
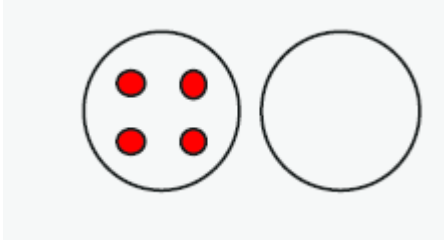
Year 1 Subtraction

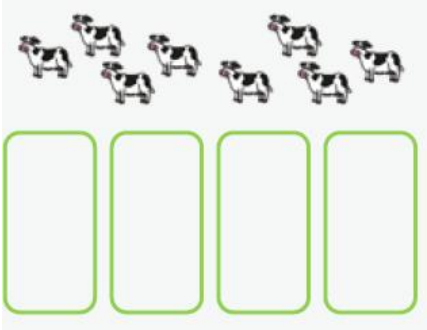
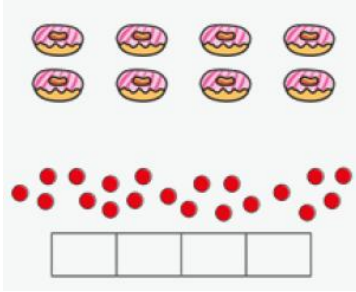
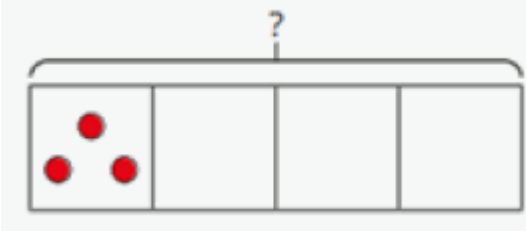
Counting back and taking away	First... Then... Now... 	I start at ... I jump back ... I land on ... 	... minus ... is equal to is equal to ... - ... $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$
Bonds within 10 Focus on subtraction facts. Encourage children to notice patterns.	... is made of ... and and ... make ... 	... can be partitioned into ... and ... 	... minus ... is equal to ... $6 - 0 = 6$ $6 - 1 = 5$ $6 - 2 = 4$ $6 - 3 = 3$ $6 - 4 = 2$ $6 - 5 = 1$ $6 - 6 = 0$
Subtraction within 20	Use a bead string to subtract 1s efficiently  $5 - 3 = 2$ $15 - 3 = 12$	 $5 - 3 = 2$ $15 - 3 = 12$	

Missing numbers Make links to known facts.	How many do you need to subtract to make ...? 	If ... is the whole and ... is a part, the other part must be... 	... minus ... is equal to ... $6 - \square = 2$ $2 = 6 - \square$ 
Year 1 multiplication			
Concept	Concrete	Pictorial	Abstract
Finding the total of equal groups by counting in 2s, 5s and 10s	Provide objects to count 	Continue to colour in ...s What do you notice? 	Complete the number track/number line by counting in ...s. 

Make arrays	There are ... rows of ... There are ... altogether. There are ... columns of ... There are ... altogether. 		
Make doubles			Double ... is ... $2 + 2 = 4$

Year 1 Division

Concept	Concrete	Pictorial	Abstract
Sharing	Share a set of objects into equal parts and work out how many are in each part.  There are ... in each group.	Sketch or draw to represent sharing into equal parts. This may be related to fractions. 	Take ... cubes. Share them between ...  12 shared between ... is ...
Find a half	To find half, I need to share into 2 equal groups.  There are ... in each group.	Half of ... is ... 	If ... is half, what is the whole?  4 is half of ...

Find a quarter	To find a quarter, I need to share into 4 equal groups.  There are ... in each group.	A quarter of ... is ... 	If ... is one quarter, what is the whole?  3 is one quarter of ...
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