*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

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

Number bonds

(Ten frame)        Numicon

Use bonds of 10 to calculate bonds of 20

Count all

Count on

8

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

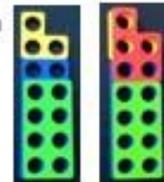Difference between 13 and 8
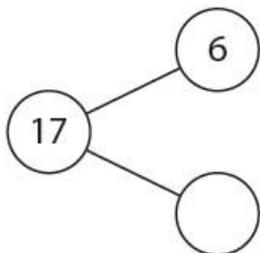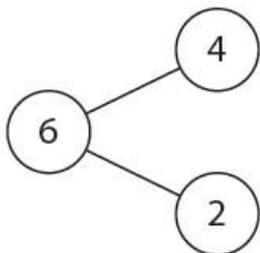13 – 8 =
8 + _ = 13

### Example of deeper understanding:

Complete:

```
      (4)                    (6)
 (6)<                  (17)<
      (2)                    ( )
```

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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 ÷ 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?