



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

Number bonds



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



6 less than 10 is 4



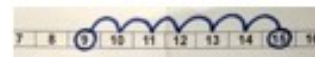
Count out, then count how many are left.

$$7 - 4 = 3$$



Count back on a number track, then number line.

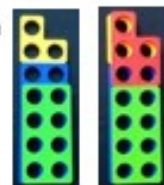
$$15 - 6 = 9$$



Difference between 13 and 8

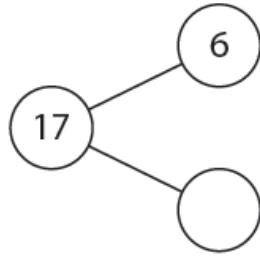
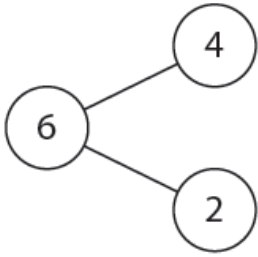
$$13 - 8 = 5$$

$$8 + 5 = 13$$



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:

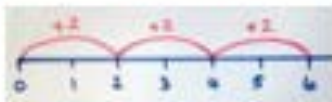
- Count on and back in 2s
- Count on and back in 10s
- Doubles up to 10
- Count on and back in 5s
- Double multiples of 10
- Halves up to 10
- Halve multiples of 10
- How many 2s? 5s? 10s?

How we teach it:

Multiplication

Division

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?