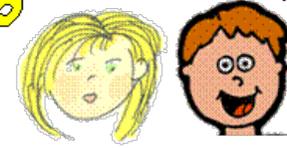


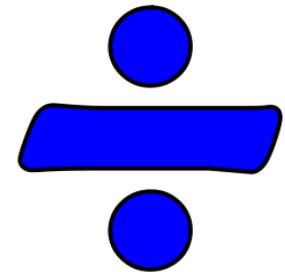
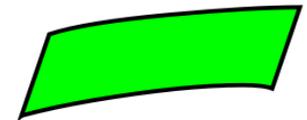
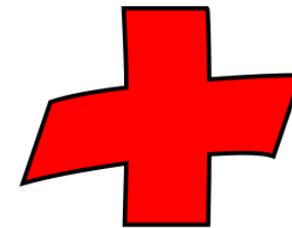
South Bank



Primary School

Maths Booklet

Year 1



## YEAR 1 (1c - 1a)

**Stage 1: addition** using pictures with numbers and symbols

$$2 + 1 = 3$$

(same as)



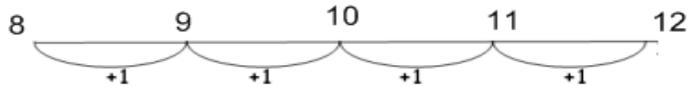
**Stage 2:**

Without drawings  $2 + 1 = \square$

Missing boxes  $2 + \square = 3$

$\square + 1 = 3$

Number lines (numbered up to 20 and beyond) e.g.  $4 + 8 =$



For this number line the higher number is used as the starting point- this links with encouraging children to 'put the large number in your head and count on from there'

Develop practical work using cubes, tens and ones and other objects.

Number bonds to 10 e.g.  $4+6$ ;  $3+7$ ;  $9+1$

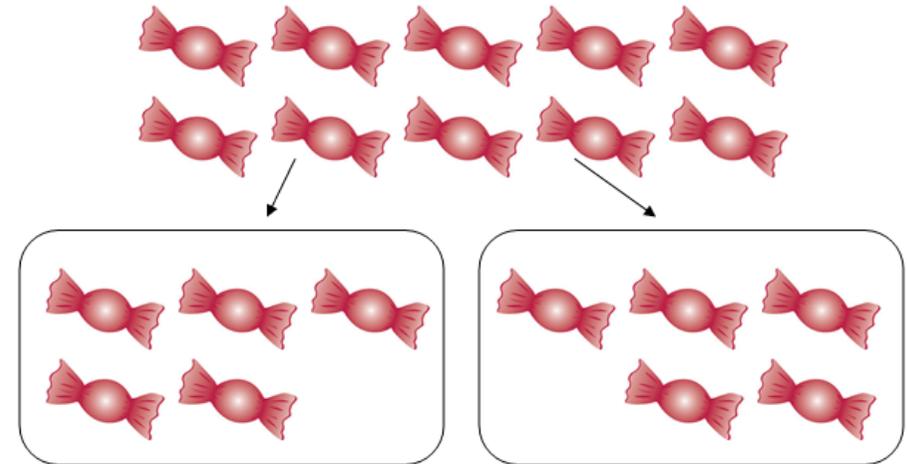
Doubles to 10 using objects e.g. double 3, double 8

Develop use of vocabulary. e.g. add, makes, totals, plus, equals, more

## Year 1 (1c - 1a)

**Division:**

Use practical situations to share/divide.



Model calculations verbally.

If 10 sweets are shared into 2 groups, there are 5 sweets in each group.  
So 10 shared by 2 equals 5

Relate multiplication to division - they are the inverse (opposite) of each other e.g. How many 2s in 10? Five 2s is...?

Doubles to 10 and halves of 10 e.g. which double makes 8 and half of 8 is...

Develop vocabulary e.g. groups of, lots of, divided by, shared by

## Year 1 (1c - 1a)

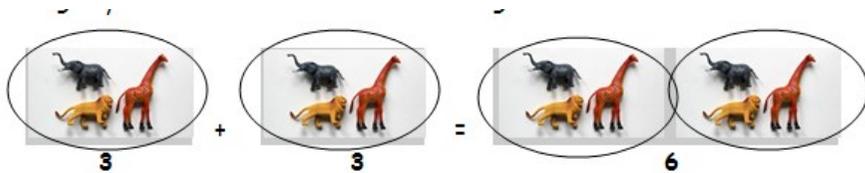
### Multiplication - groups of...

Ask children to sort objects into groups- eg

Make 2 groups each of 3 animals. How many animals altogether?

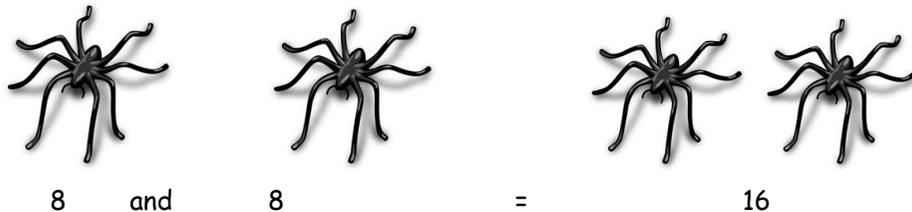
Draw the calculation (see below)

'2 groups of 3 animals make 6 animals altogether'



### Lots of...

Work out how many legs spiders have. How many legs do 2 spiders have?



Write 8 add 8 is 16 and

2 lots of 8 is 16.

### Counting in twos

Join in rhymes such as:-

*Two, four, six eight, Mary at the cottage gate...*

*One two buckle my shoe...*

Make up your own rhymes involving counting in twos.

Count pairs; for example *pairs of children, pairs of socks on a line, pairs of animals, eggs in an egg box*

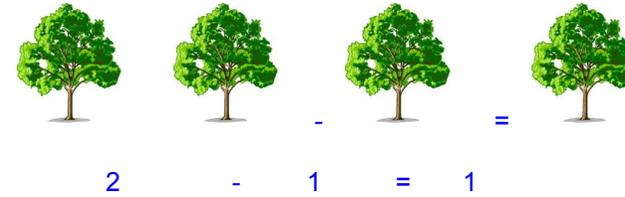
Count in ones but say every other word in a whisper.

Use a number track and say aloud every other number.

Colour hops of two on a number track to 10 or more.

## YEAR 1 (1c - 1a)

Stage 1: subtraction using pictures, numbers and symbols



Stage 2:

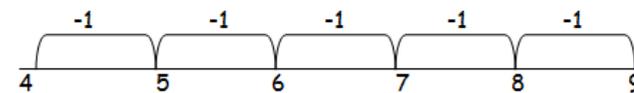
Without drawings  $2 - 1 = \square$

Missing boxes  $2 - \square = 1$

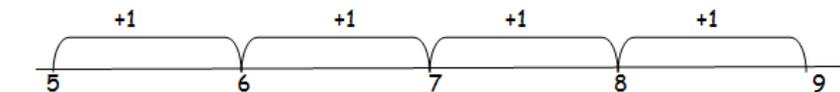
$\square - 1 = 1$

Use practical apparatus/ situations to develop understanding of 'the difference between two numbers' and 'take away'. E.g. what is the difference between 5 and 9?

$9 - 5 =$  count back from right to left



Find a difference by counting on.



Use a number line (numbered) to count back in 1's.

Emphasise largest number always comes first.

Halves to 10 using objects

Develop use of vocabulary e.g take away, subtract, minus, leaves