

Add

Via practical activities, Y1 pupils learn to add two numbers together (aggregation), then learn to add on to a number (augmentation)

Autumn term:

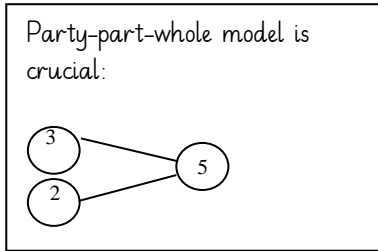
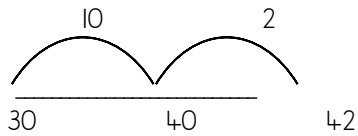


Counting along a number track

Spring term: Introduce the concept of 10s and 1s

Summer term: $23 + 23 = 46$ is shown as
 $ll \dots + ll \dots = ll ll \dots$

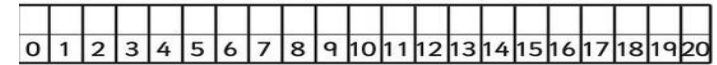
$30 + 12 = 42$ on a number line



Subtract

Via practical activities, Y1 pupils learn to subtract one number from another, and are shown that subtraction is the inverse of addition

Autumn term:



Counting back along a number track

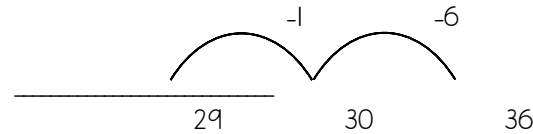
Physically taking away . . .  for $5 - 2 = 3$

Spring term: Introduce the concept of 10s and 1s

Summer term: $33 - 12 = 21$ is shown as


$ll ll \dots - ll \dots = ll ll \dots$

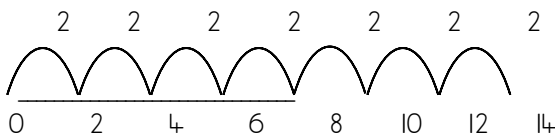
$36 - 7 = 29$ is shown as



Multiply

- * count in 2s 5s 10s
- * group objects into 2s 5s 10s and count
- * use NUMICON to show $3 \times 2 = 6$ (say "three two times")

* show multiplication  as repeated addition



Divide

Practical activities to share out things equally, leading to pictorial representations. For example:

$10 \div 2 = 5$ (say "10 shared by/between 2")



In Y1, use SHARING rather than GROUPING