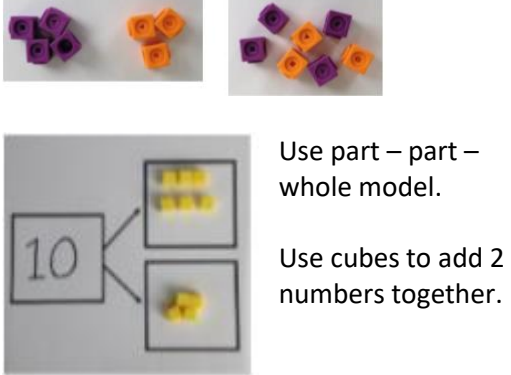
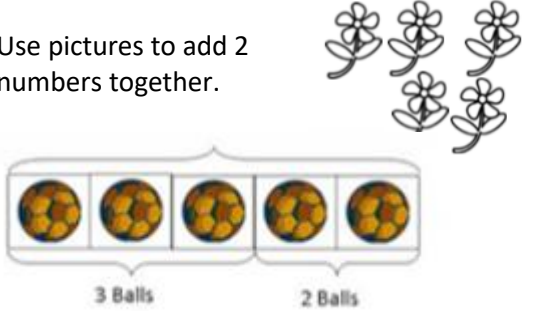

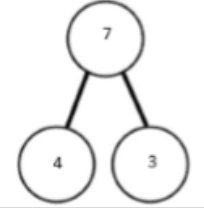

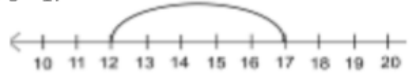

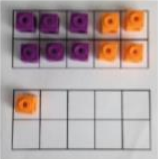
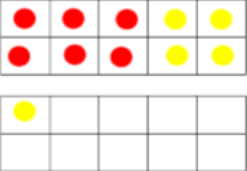

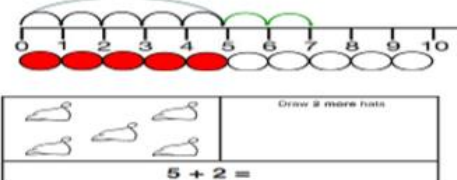
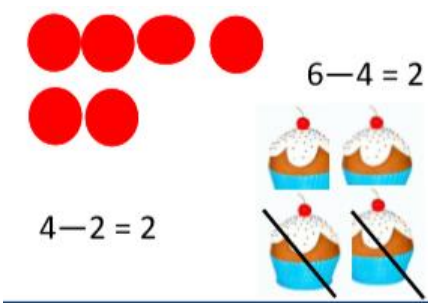
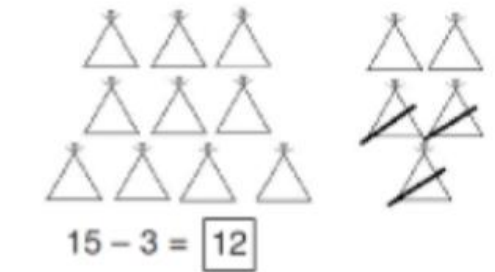
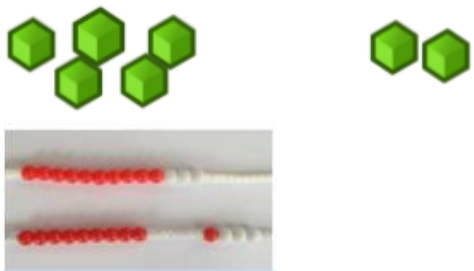
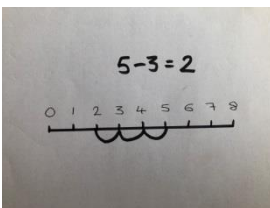
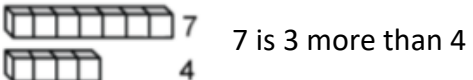
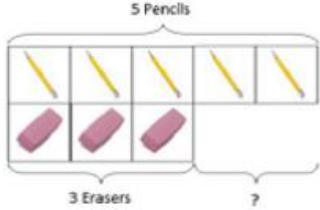
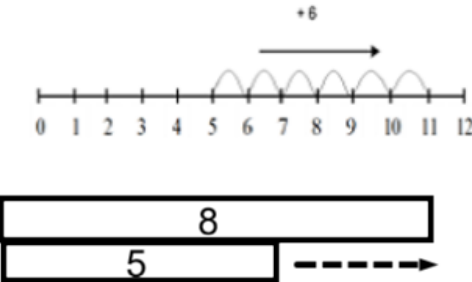
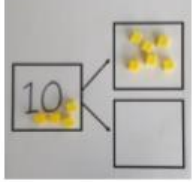
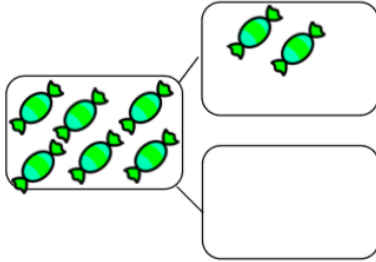
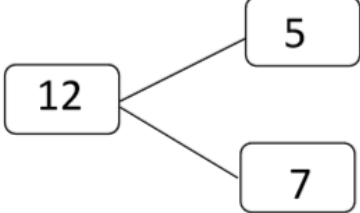
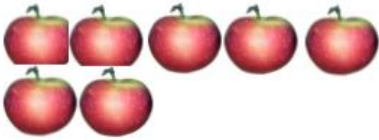
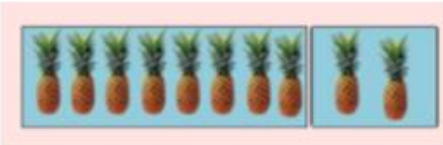
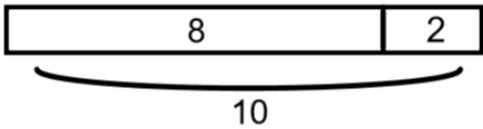


Addition Year 1			
<u>Objective and Strategy</u>	<u>Concrete</u>	<u>Pictorial</u>	<u>Abstract</u>
<p>Combining 2 parts to make a whole: Part – Whole model</p>	 <p>Use part – part – whole model.</p> <p>Use cubes to add 2 numbers together.</p>	<p>Use pictures to add 2 numbers together.</p>  <p>Use pictures to add 2 numbers together.</p> <p>Represent the same addition with a bar model</p> 	<p>Use the part-part-whole model below to help move into the abstract.</p>  <p>$4 + 3 = 7$</p> <p>$10 = 6 + 4$</p>
<p>Counting on using resources and number lines</p>	 <p>Start with the larger number on the bead string and count along to find the answer.</p>	<p>$12 + 5 = 17$</p>  <p>Start with the larger number on the number line and count along to find the answer.</p>	<p>$5 + 12 = 17$</p> <p>Put the larger number in your head and count on to find the answer.</p>

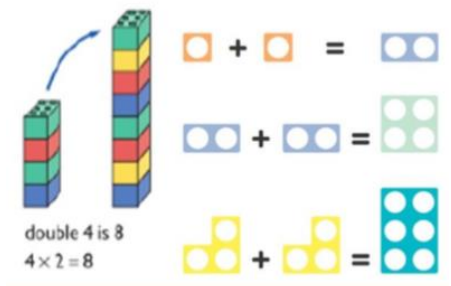

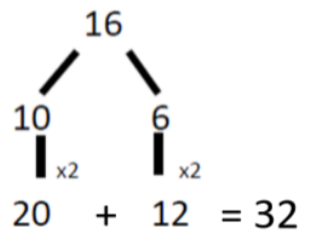
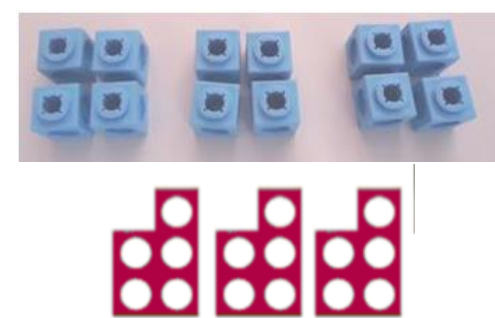


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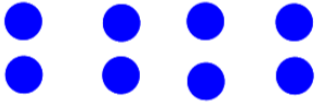
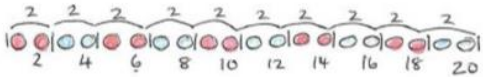


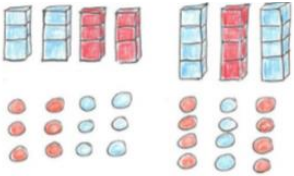
<p>Regrouping to make 10</p>	 <p>$6 + 5 = 11$</p>  <p>Start with the bigger number and use the smaller number to make 10. Use ten frames.</p>	<p>Children to draw the ten frame and counters/cubes</p> 	<p>$7 + 4 = 11$</p> <p>If I am at 7, how many more do I need to make 10? Then how many more do I need to add?</p>
<p>Represent & use number bonds and related subtraction facts within 20</p>	 <p>2 more than 5.</p>	 <p>$5 + 2 =$</p>	<p>Emphasis show be on the language</p> <p><i>1 more than 5 is equal to 6</i> <i>2 more than 5 is 7</i> <i>8 is 3 more than 5</i></p>

Subtraction Year 1			
<u>Objective and Strategy</u>	<u>Concrete</u>	<u>Pictorial</u>	<u>Abstract</u>
Taking away ones	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p> 	<p>Draw and cross out objects to show what has been taken away / subtracted</p> 	<p>$7 - 4 = 3$</p> <p>$16 - 9 = 7$</p>
Counting Back	<p>Move objects away from the group when counting back.</p> 	<p>Count back in ones using a number line.</p>  <p>Counting backwards should be underneath the line.</p>	<p>Put 13 in your head, count back 4. What number are you at now?</p>
Find the difference	<p>Compare objects and amounts.</p> 	<p>Draw and count on using a number line to find the difference. $11 - 5 = 6$</p>	<p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister?</p>

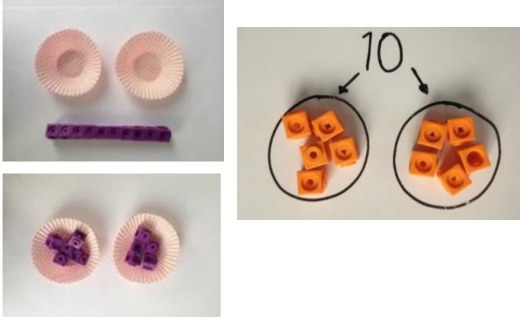
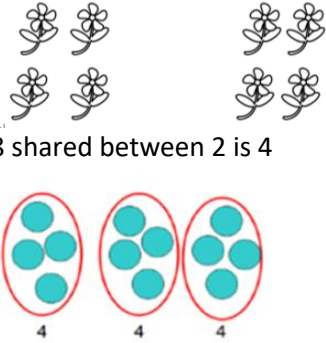

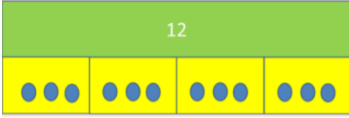
<p>Introducing the bar model</p>	 <p>Lay objects out to represent the bar model.</p>		
<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Part-Part-Whole model</p>	 <p>Link to addition. Use the part-part-whole model to model the inverse.</p> <p>If 10 is the whole and 6 is one of the parts, what is the other part?</p>	 <p>Use pictorial representations to show the part.</p>	 <p>Move to the part – part – whole model with numbers.</p>
<p>Bar model</p>	 <p>$5 - 2 = 3$</p>		 <p>$10 = 8 + 2$ $10 = 2 + 8$ $10 - 2 = 8$ $10 - 8 = 2$</p> <p>Important to have the answer at the front of the calculation on occasion.</p>

Multiplication Year 1

Multiplication Year 1			
<u>Objective and Strategy</u>	<u>Concrete</u>	<u>Pictorial</u>	<u>Abstract</u>
Doubling	<p>Use concrete resources to and practical activities to demonstrate doubling.</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double numbers and explain what they are doing.</p> <p style="text-align: center;">Double 4 is 8</p> 	<p>Partition a number and then double each part before recombining.</p>  <p style="text-align: center;">$20 + 12 = 32$</p>
Repeated Addition	<p>Use concrete resource to count groups of object</p> 	<p>Use pictorial including number lines</p> <p style="text-align: center;">XX XX XX XX XX XX</p> <p>Use bar model to demonstrate the structure.</p> 	<p>Write addition sentences to describe objects and pictures.</p>  <p style="text-align: center;">$2 + 2 + 2 + 2 + 2 = 10$</p>

<p>Counting in multiples</p>	<p>Children use resources in set amount to count along – may use fingers or objects.</p> 	<p>Children make representations of groups of numbers to count in multiples.</p>  <p>Use of number lines to show repeated groups.</p> 	<p>Count in multiples of a number aloud.</p> <p>Write sequence with multiples of numbers.</p> <p>2, 4, 6, 8, 10 5, 10, 15, 20, 25, 30</p> <p>Abstract number line</p> 
<p>Understanding arrays</p>	<p>Use objects laid out in arrays to find the answer to 2 lots of 5, 3 lots of 2 etc.</p> 	<p>Draw representations of arrays to show understanding.</p> 	<p>$3 \times 2 = 6$</p> <p>$2 \times 5 = 10$</p>

Division Year 1

<u>Objective and Strategy</u>	<u>Concrete</u>	<u>Pictorial</u>	<u>Abstract</u>
<p>Sharing using a range of objects</p>	<p>Children practise sharing different amounts using concrete, everyday objects.</p> 	<p>Children use pictures or shapes to share quantities using the correct language of sharing.</p>  <p>8 shared between 2 is 4</p> <p>12 shared between 3 is 4</p> <p>Introduce the language and sign for division</p>  <p>8 ÷ 2 = 4</p> <p>Children to also be introduced to bar modelling to support understanding.</p>  <p>12 ÷ 4 = 3</p>	<p>12 shared between 3 = 4</p> <p>progressing onto.....</p> <p>12 ÷ 3 = 4</p> <p>Children should also be encouraged to use their 2 times table facts.</p>

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