Year 1   ADDITION
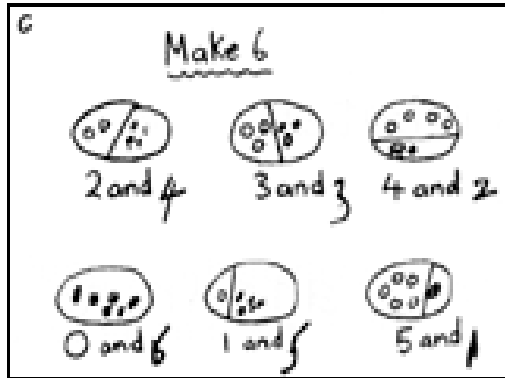
Mental recall of number bonds

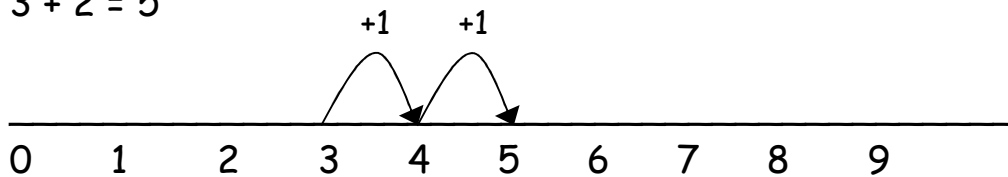6 + 4 = 10   □ + 3 = 10

Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures, etc.
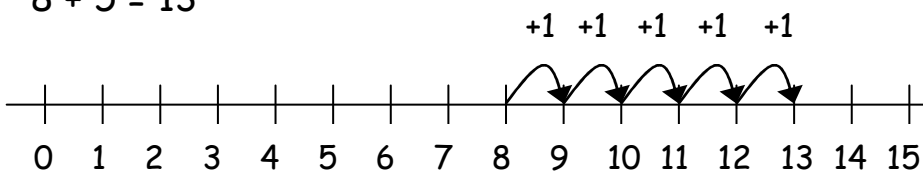

They use numberlines and practical resources to support calculation and teachers *demonstrate* the use of the numberline.
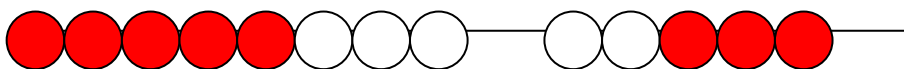
3 + 2 = 5

Children then begin to use numbered lines to support their own calculations using a numbered line to count on in ones.

8 + 5 = 13

Bead strings or bead bars can be used to illustrate addition including bridging through ten by counting on 2 then counting on 3.

Year 1   SUBTRACTION

Find a small difference by counting up   10 – 6 = 4
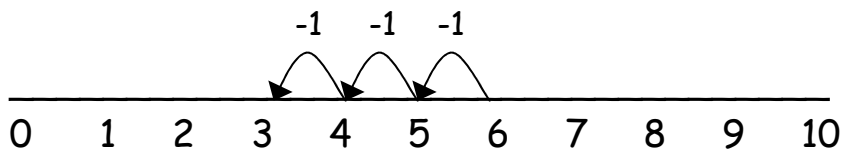
Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. They develop ways of recording calculations using pictures etc.
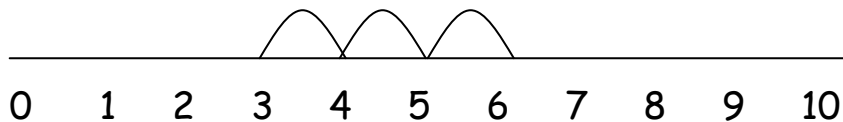

They use numberlines and practical resources to support calculation. Teachers *demonstrate* the use of the numberline.
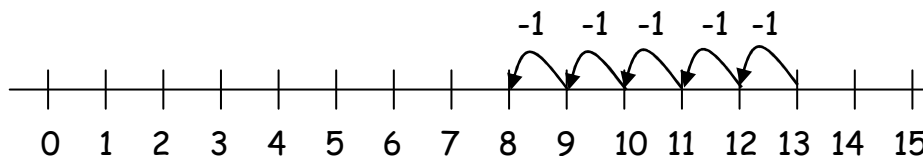
6 – 3 = 3

The numberline is also used to show that 6 - 3 means the 'difference between 6 and 3' or 'the difference between 3 and 6' and how many jumps they are apart.
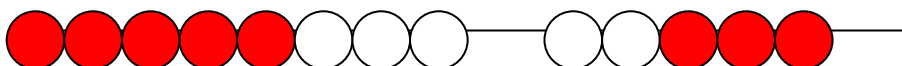

Children then begin to use numbered lines to support their own calculations - using a numbered line to count back in ones.
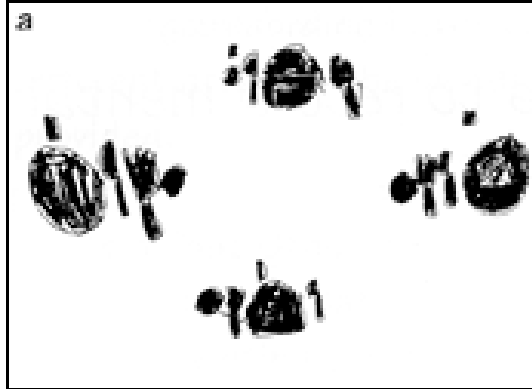
13 – 5 = 8

Bead strings or bead bars can be used to illustrate subtraction including bridging through ten by counting back 3 then counting back 2.

13 – 5 = 8

Year 1 MULTIPLICATION

Children will experience equal groups of objects and will count in 2s and 10s and begin to count in 5s. They will work on practical problem solving activities involving equal sets or groups.

Year 1   DIVISION

Knowing that halving is dividing by 2

Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.