Supporting Maths Mastery Skills

Year 1

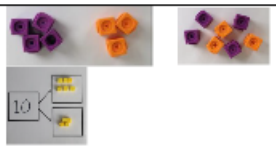
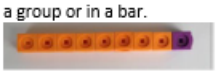
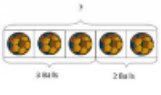
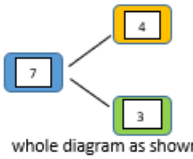
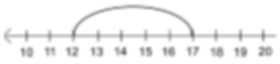
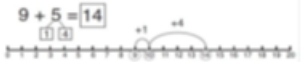
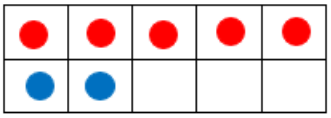
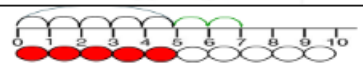
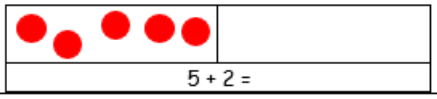
This booklet aims to show you, as simply as possible, how to help your child in Maths.

ADDITION

In Year 1, pupils will still work with real objects and equipment to help them count. They will still record with drawings and number lines, ten frames and part-part wholes just like reception. The children will start to develop their use of mathematic vocabulary. They should then try recording their work as a number sentence. Using numbers or manipulatives.

4+5=9 or 7=6+1

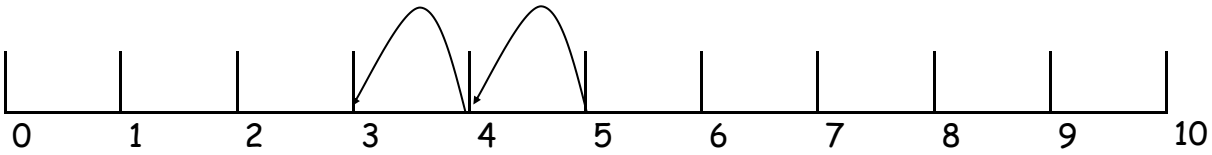
12 + 7 = 19 or 18 = 15 + 3

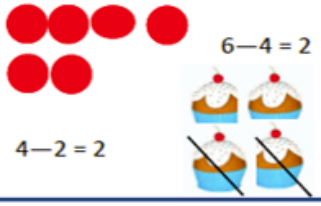
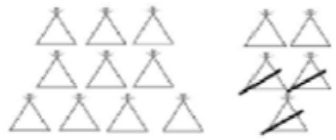
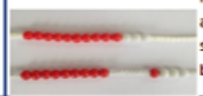
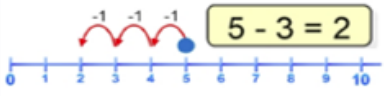
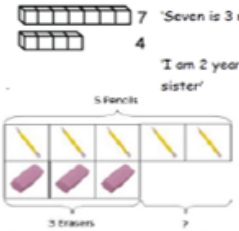
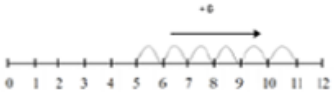
Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model	 Use part part whole model. Use cubes to add two numbers together as a group or in a bar. 	 Use pictures to add two numbers together as a group or  in a bar. 	$4 + 3 = 7$  Use the part-part whole diagram as shown above to move into the abstract. $10 = 6 + 4$
Starting at the bigger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17  Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. *This is an essential skill for column addition later.*	  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use number bonds and related subtraction facts within 20	2 more than 5 	  5 + 2 =	Emphasis should be on the language '1 more than 5 is equal to 6.' *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

SUBTRACTION

In Year 1, pupils will still work with real objects and manipulatives to help them count. They will now start to use number sentences to record their answer.

5 - 3 = 2

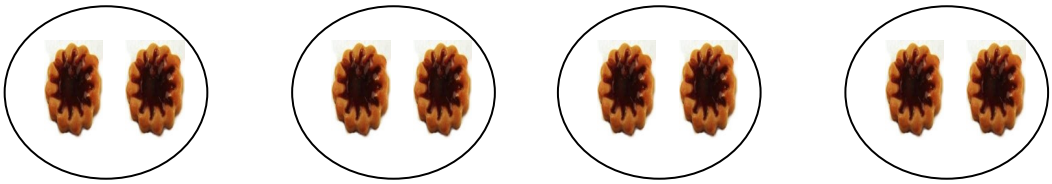


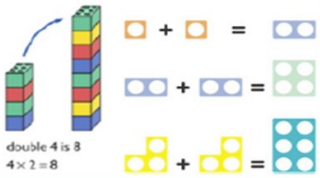
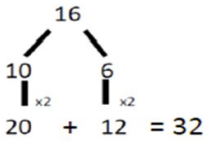
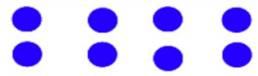
Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters , cubes etc to show how objects can be taken away.  6—4 = 2 4—2 = 2	 15 – 3 = 12 Cross out drawn objects to show what has been taken away.	7—4 = 3 16—9 = 7
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at?
Find the Difference	Compare objects and amounts  Lay objects to represent bar model.	Count on using a number line to find the difference. 	Hannah has12 sweets and her sister has 5. How many more does Hannah have than her sister.?

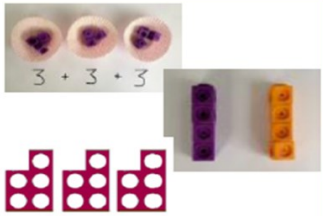
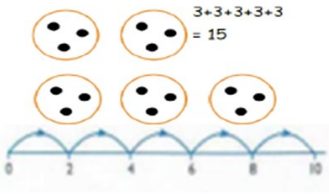
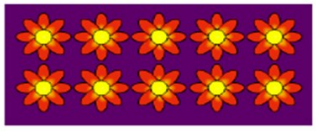
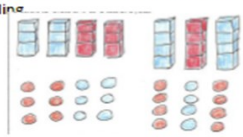
MULTIPLICATION

In Year 1, pupils will use repeated addition to understand multiplication. Supported by various manipulatives.

Counting 2 jams tarts on 4 plates



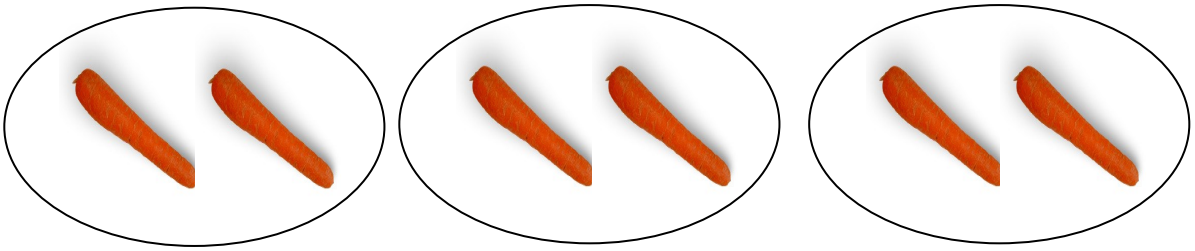
Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipultives including cubes and Numicon to demonstrate doubling  	Draw pictures to show how to double numbers Double 4 is 8 	Partition a number and then double each part before recombining it back together. 
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting. 	 Children make representations to show counting in multiples. 	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30
Making equal groups and counting the total	 Use manipulatives to create equal groups.	Draw  to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 Use different objects to add equal groups	Use pictorial including number lines to solve prob There are 3 sweets in one bag. How many sweets are in 5 bags altogether?  	Write addition sentences to describe objects and pictures. 
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc. 	Draw representations of arrays to show understanding 	3 x 2 = 6 2 x 5 = 10

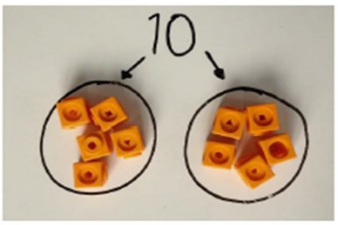
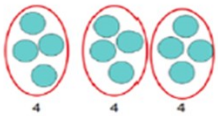
DIVISION

In Year 1, pupils will share out real objects and manipulatives using the terms share and groups.

I have 6 carrots and I share them between 3 children.



6 ÷ 3 = 2

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing *Use Gordon ITPs for modelling*	   I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 shared between 2 is 4 Sharing:  4 4 4 12 shared between 3 is 4	12 shared between 3 is 4

Year 1 I can statements

By the end of year 1 your child should be able to achieve the following I can statements.

Number – Place Value

- I can read and write numbers from 1 to 20 in numerals and words.
- I can count to and across 100 from any number, forwards and backwards.
- I can count, read and write numbers to 100 in numerals.
- I can count in multiples of 2s, 5s and 10s.
- I can identify "one more" and "one less".
- I can identify and represent numbers using objects and pictorial representations including a number line.
- I can use the language of: equal to, more than, less than (fewer), most, least.

Number – Addition and Subtraction

- I can read and write mathematical symbols: +, - and =
- I can use number bonds and subtraction facts within 20.
- I can add and subtract one-digit and two-digit numbers to 20, including 0.
- I can solve one-step problems that involve addition and subtraction, including missing numbers.

Number – Multiplication and Division

- I can solve one-step problems involving multiplication and division, using arrays and pictorial representations.

Please help your child become familiar with their times tables.

1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 7 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12	1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24
1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120

Useful websites to help enhance your child's learning at home:

Number Blocks
BBC iPlayer - Numberblocks

KS1 BBC Bite Size
KS1 Maths - England - BBC Bitesize

Kids Maths Games
Kids Math Games Online - Free Interactive Learning Activities, Fun Educational Resources

Top Marks Maths
Learn to Count with fun Counting Games for KS1 Children (topmarks.co.uk)

ICT Maths Games
ictgames || html5 Home Page

Apps
One minute white rose maths