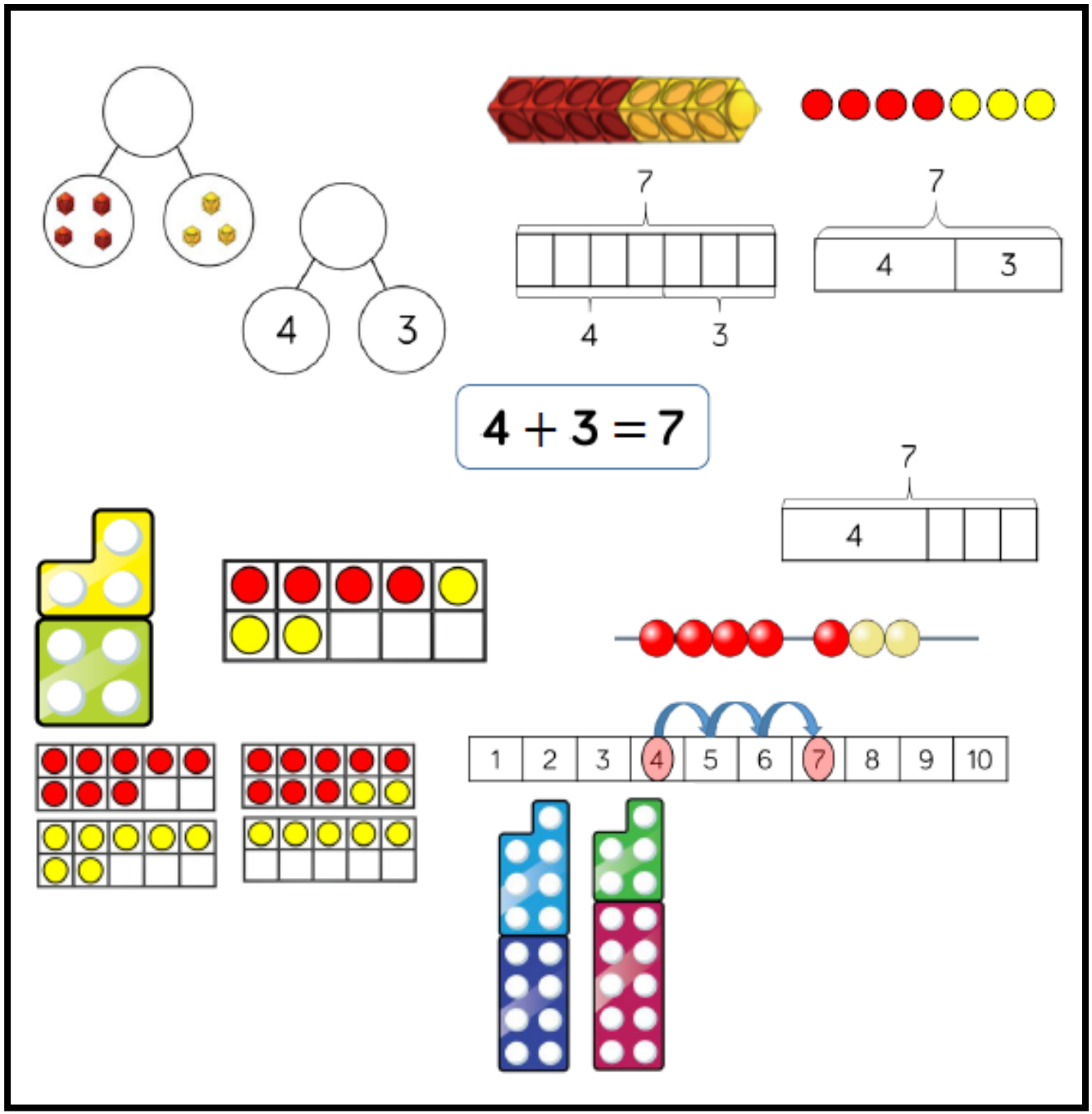
Year 1 Addition policy



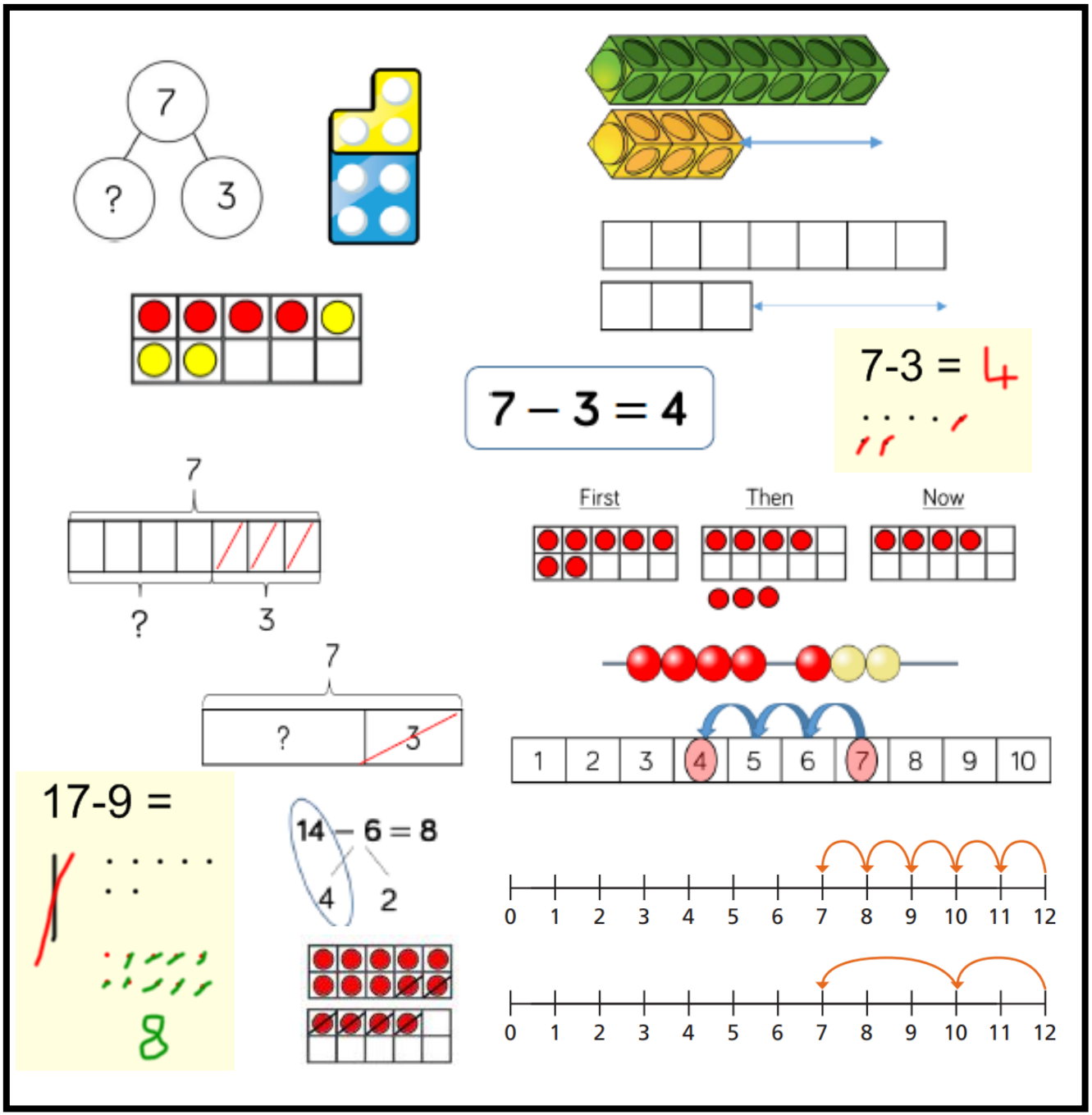
Prior Learning

Use concrete resources and models such as tens frame s to ensure children know their number bonds to 20.

When adding one-digit numbers that cross 10 it is important to highlight the importance of ten ones equalling one ten.

Different manipulatives can be used to represent this exchange. Use concrete resources alongside number lines to support children in understanding how to partition their jumps.

Year 1 subtraction policy



Prior Learning

Part whole models, bar models, ten frames and numicon support partitioning.

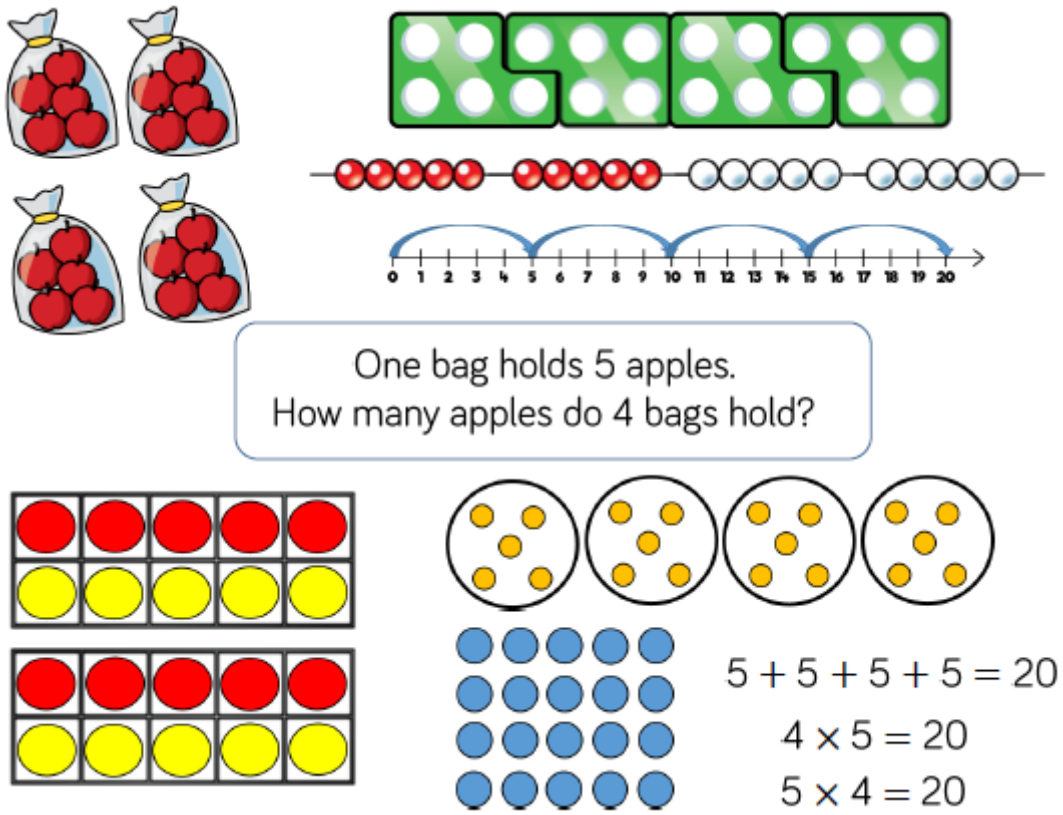
Ten frames, number tracks, single bar models and bead strings support reduction.

Cubes and bar models with two bar models can support finding the difference.

When subtracting one-digit numbers that cross 10 it is important to highlight that 10 ones are equal to 1 ten.

Children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Tens frames, number lines and numicon are useful for supporting this.

Year 1 Multiplication policy



Prior Learning

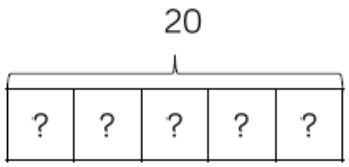
Children will know how to double numbers.

Children represent multiplication as repeated addition in many different ways.

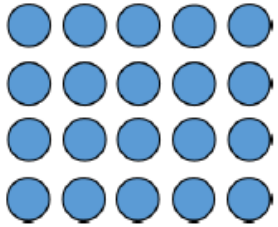
Children use concrete and pictorial representations to solve problems.

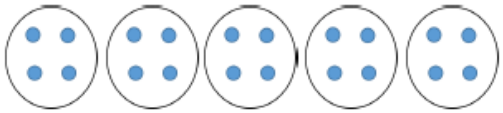
They are not expected to record multiplication formally.

Year 1 Division policy (sharing)



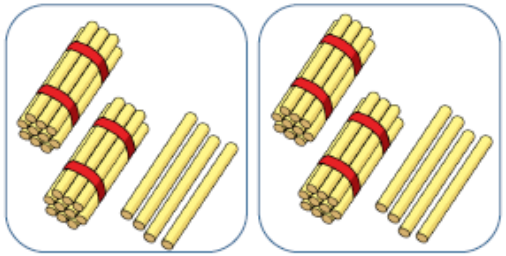
There are 20 apples altogether.
They are shared equally between 5 bags.
How many apples are in each bag?

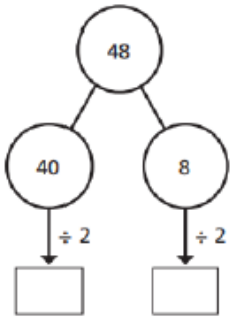




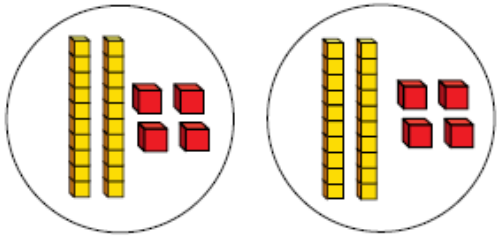
$20 \div 5 = 4$

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1





$48 \div 2 = 24$



Prior Learning

Children solve problems by sharing amounts into equal groups.

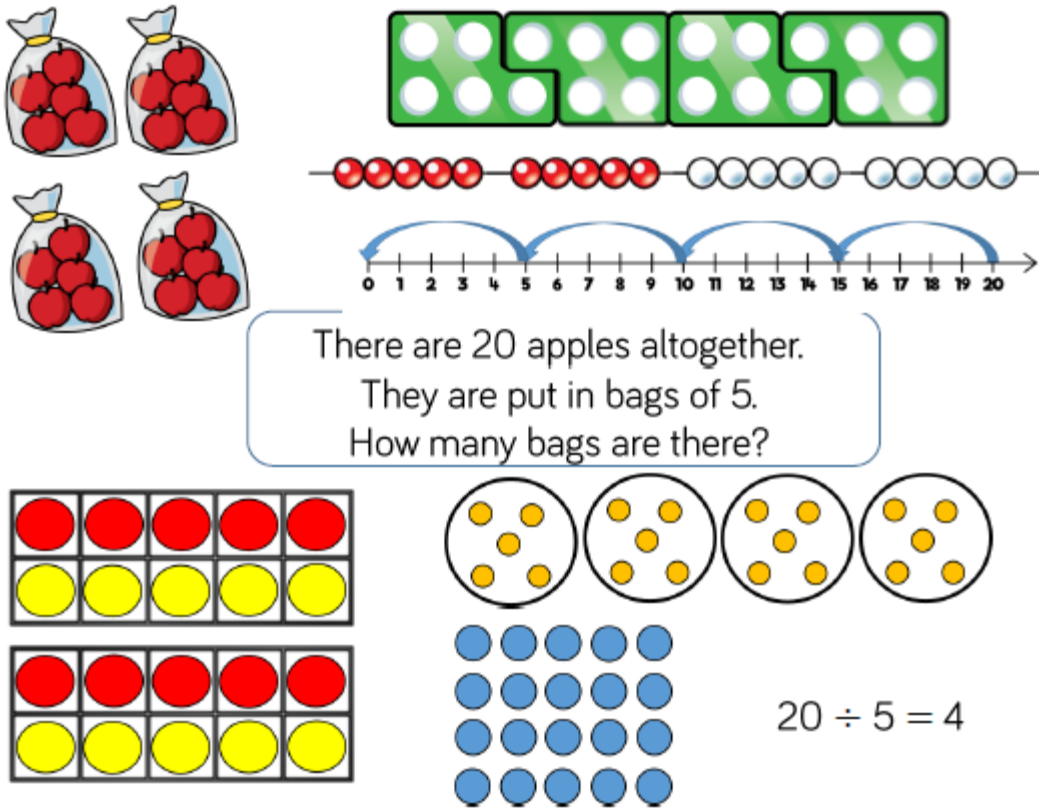
Children use concrete and pictorial representations to solve problems. They are not expected to record division formally.

When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones.

Straws, base 10 and place value counters can all be used to share numbers into equal groups.

Part whole models can provide children with a clear written method that matches the concrete representation.

Year 1 Division policy (grouping)



Prior Learning

Children solve problems by grouping and counting the number of groups.

Grouping encourages children to count in multiplies and links to repeated subtraction on a numberline.

They can use concrete representations in fixed groups such as numicon which helps to show the link between multiplication and division.