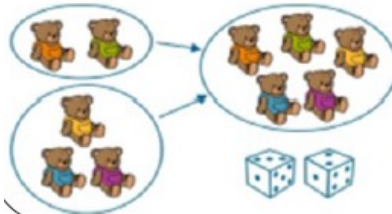


Year 1 Key Skills

Addition

- Read and write numbers to 100 in numerals, including 1—20 in words
- Recall bonds to 10 and 20, and addition facts within 20
- Count to and across 100
- Count in multiples of 1 2, 5 and 10
- Solve simple 1-step problems involving addition, using objects, number lines and pictorial representations.



3 bears and 2 bears is 5 bears altogether
 $3 + 2 = 5$

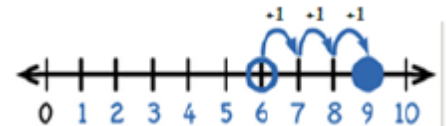


$8 + 5 =$

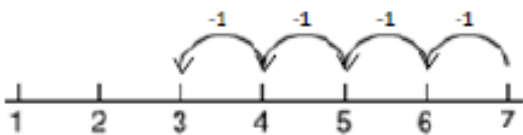


Subtraction

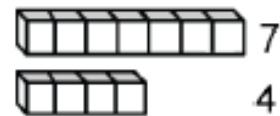
$6 + 3 = 9$



- Given a number, say **one more** or **one less**.
- Count to and over 100, **forward** and **back**, from any number.
- Represent and use **subtraction facts to 20 and within 20**.
- Subtract with **one-digit and two-digit** numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects (ie bead string, objects, cubes) and pictures, and missing number problems.
- Read and write numbers from 0 to 20 in numerals and words.



$7 - 4 = 3$



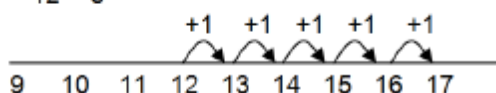
7 is 3 more than 4. I am 3 years older than my sister

$13 - 5 = 8$



Tom has 5 bears. Sara has 3 bears.
 How many more bears does Tom have?

$17 - 12 = 5$



Year 1 Key Skills

Multiplication

- Count in multiples of 2, 5 and 10.
- Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Make connections between arrays, number patterns, and counting in twos, fives and tens.
- Begin to understand doubling using concrete objects and pictorial representations.

Count in 2s

How many legs will 3 teddies have?

$2 + 2 + 2 = 6$

$3 + 3 + 3 + 3 + 3 = 15$

Three lots of four

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations arrays with the support of the teacher
- Through grouping and sharing small quantities, pupils begin to understand, division, and finding simple fractions of objects, numbers and quantities.
- They make connections between arrays, number patterns, and counting in twos, fives and tens.

Sharing:

There are 6 strawberries, how many people can have 2 strawberries each?

3 people

There are 6 strawberries shared between 2 people, how many do they each get?

3 strawberries