


| Subtraction Stage 1 | Children are encouraged to develop a mental picture of the number system in their heads to use for calculation. <br> They develop ways of recording calculations using pictures etc. <br> They see a group of objects, know they need to take some away, find out how many are left. <br> The next step is to learn to read a subtraction number sentence. |
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| Stage 2 | The next step Is to use the number sentence and be able to solve it. <br> Find the starting number and then count back to correct number using a number line. <br> $7-4=3$ |


| Multiplication Stage 1 | The first step is a practical approach where children can set out 'lots of' objects. <br> By counting out lots of and then setting them out into piles the children will be able to find the total amounts of objects. |
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| Stage 2 | The next stage is to draw dots for each object as they set them out in lots of. |
|  | $2 \times 4=8$ <br> Seeing the repeated addition is the next stage. $4+4=$ |
|  | 5 lots of $3=5 \times 3=5+5+5$ |
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| Division |
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| Stage 1 | | The first step is to ensure that children have knowledge of sharing. |
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| Sharing between people and checking that each has the same |
| amount. |
| Stage 2 |
| The next stage is to use the language associated with division and <br> being able to read a division number sentence. <br> When sharing out objects, they are placed one at a time into one. <br> different containers. <br> Tasing turns to give each pile one at a time, finding out how many <br> altogether by counting in each group. |
| This includes finding a half of objects |

## Year 1 - Suggested games to play at home which promote mathematical development

## I can read and write numbers to 100 in numbers:

Number bingo or pairs - matching numbers to numbers or numbers to calculations;
Writing numbers or drawing shapes with water and paintbrushes, paints, in the air, on each other's backs or hands;
Making numbers and the correct number of balls using dough;
Magnetic numbers and shapes;
Foam numbers and shapes to play with in the bath;
Reading numbers in real life environments e.g. door numbers, road signs.
I can count to and across 100 , count in $2 \mathrm{~s}, 5 \mathrm{~s}$ and 10 s , say one more and one less:
Playing board games (to encourage the children to jump as they count);
Counting as walking up the stairs (in $1 s, 2 s, 5 s$ and 10 s);
Singing number songs:
Count or tally the number of different vehicles when in the car.
I can add and subtract 1 -digit and 2-digit numbers up to 20, including zero:
Using the children's toys to add and subtract.

I can recognise, find and name a half and quarter of an object, shape or quantity: Sharing food and toys so that each member of the group has an equal quantity:
Find half ( $\frac{1}{2}$ ) and quarter ( $\frac{1}{4}$ ) (sharing out a box of smarties, bunch of grapes, box of Lego);
Making shapes using dough, find half ( $\frac{1}{2}$ ) and quarter ( $\frac{1}{4}$ ).
I can compare, describe and solve practical problems in measures such as length, mass, capacity, volume, time and money:
Cooking and baking - weighing out ingredients;
Using the clock to illustrate tea time and how long it is until an event (o'clock and half past);
A child's calendar, focusing on the days of the week, how many days / weeks or months until special events;
Playing shops, pricing items and paying for them using real coins;
Encourage your child to select the correct coins to pay for small items;
Sorting coins from their money box or your purse;
Measuring how many footsteps it takes to walk down the drive and comparing the child's with the adult's;
Estimating how long it will take to do something around the house e.g. put your socks on;
Shape hunts when walking or in the car (rectangles, including squares, circles and triangles, cuboids, including cubes, pyramids and spheres).


Swanland
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Below are some of the key skills you could practise with your children on a regular basis to make sure they are fluent:
Counting forwards and backwards across 100;
Counting in steps of $2 s, 5 s, 10 s$;
Finding 1 more or 1 less than a given number:
Knowing pairs of numbers that make $10(6+4,2+8)$;
Knowing pairs of numbers to make $20(13+7,9+11)$;
Doubling single digit numbers.

## To see the whole of your child's Year 1 curriculum, use the following link:

## The National Curriculum for Mathematics

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/P RIMARY_national_curriculum_-_Mathematics_220714.pdf

## Websites that are useful:

http://resources.woodlands-junior.kent.sch.uk/maths/
http://www.kidsmathgamesonline.com/
http://www.bbc.co.uk/skillswise/maths
http://www.bbc.co.uk/education/subjects/z826n39


