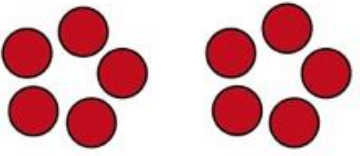


## Multiplication

Begin by introducing the concept of multiplication as repeated addition.

Children will make and draw objects in groups.

**(M1: Groups)**

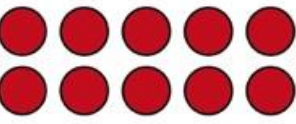


"2 groups of 5 counters makes 10 counters altogether"

Seneca of Number Primary School

Move onto develop the use of arrays.

**(M3: Arrays)**



"2 groups of 5 counters" or "5 groups of 2 counters" - "10 counters altogether"

Seneca of Number Primary School

## Division

Children are given opportunities to use concrete objects, pictorial representations and arrays with support.


The words 'sharing' and 'grouping' are used to identify the concepts involved.

**D1: Using Arrays**



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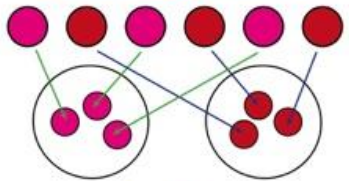
**D2: Grouping (Concept)**



"How many groups of 2 can I make out of 6?"  
Answer: 3

Seneca of Number Primary School

**D1: Sharing (Concept)**



"If I share 6 into 2 equal amounts, how many in each group?" Answer: 3

Seneca of Number Primary School



# YEAR 1 METHODS IN MATHS

*A guide for Parents/Carers*



## Year 1 expectations

- Count to and across 100, forwards and backwards from any number
- Read and write numbers to 20 in digits and words
- Read and write numbers to 100 in digits
- Say 1 more and 1 less than numbers to 100 Count in multiples of 1, 2, 5 and 10
- Know bonds to 10 by heart
- Use bonds and subtraction facts to 20
- Add and subtract 1 digit and 2 digit numbers to 20, including zero
- Add any three 1-digit numbers with a total up to 20
- Solve simple multiplication and division with apparatus
- Recognise half and quarter of an object, shape or quantity
- Sequence events in order
- Know months of the year in order
- Use language of day, week, month and year
- Know o'clock and half past using analogue clock
- Recognise and name common 2D shapes, e.g. square, rectangle, circle and triangle
- Recognise and name common 3D shapes, e.g. cube, cuboid, sphere and pyramid Describe whole, half, quarter and three quarter turns

### Addition

Use practical resources

**A1a: Largest Number 1st**

$5 + 3 = 8$

Counting on

**A2: Counting On**

$5 + 3 = 8$

**A2b: Counting On**  
Bridging 10s Number

$57 + 6 = 63$

### Subtraction

Must understand finding the 'difference'

**S2: What's the Difference?**

$7 - 5 = 2$

"How many more is 7 than 5? What is the difference?"

Counting backwards

**S3: Counting Back**

$12 - 3 = 9$

"What do I get if I take 3 away from 12? Answer: 9"

Counting on

**S4: Counting On**

$12 - 9 = 3$

"How many more is 12 than 9? What is the difference?"

