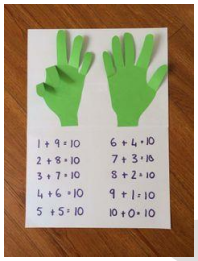
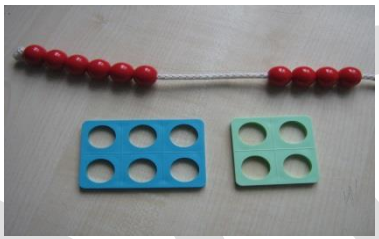
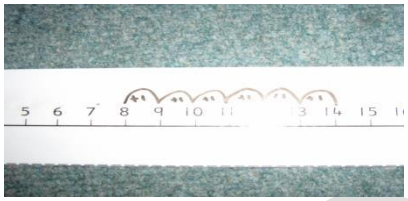
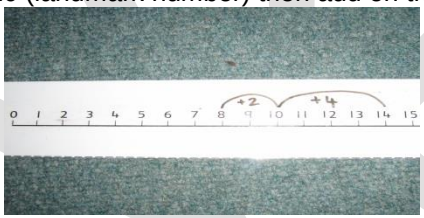
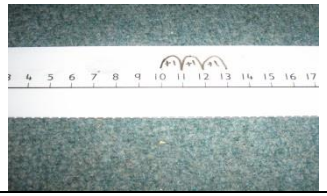
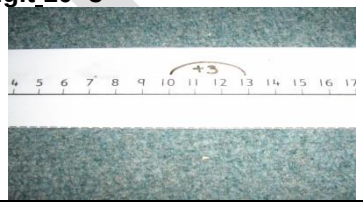
All Saints C of E Primary School

Year 1 – Addition and Subtraction

By the end of Year one children have been taught to:

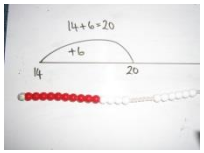
Objective	Why is it important? Things to watch out for! Taught strategies	Ways to support a Year 1 child
Represent and use number bonds and related subtraction facts within 20	Number bonds, number pairs or number compliments are terms used to describe two numbers that when added or subtracted total a specific number. Number bonds can be created for any number. This is a key to making children fluent and flexible thinkers and helps lay the foundations for making links and developing relationships between numbers. Number bonds for 5 would be : 0 + 5 = 5 5 – 5 = 0 1 + 4 = 5 5 – 4 = 1 2 + 3 = 5 5 – 3 = 2 3 + 2 = 5 5 – 2 = 3 4 + 1 = 5 5 – 1 = 4 5 + 0 = 5 5 – 0 = 5 By children knowing thesefacts they can quickly apply their knowledge to different situations rather than always working it out. So knowing number bonds is not just about knowing number bonds to 10 or 20, children need to know number bonds of other numbers below 20 so they are numerate and can be fluent using these values.   A sneak peak for when a child is older! If a child knows 8 + 2 = 10 they can use that knowledge to help them develop the relationship and know 80 + 20 = 100 800 + 200 = 1000.	Asking a child questions like: What number goes with 6 to make 10? How many more would you need to add to 14 to make 20? Tell me all the number pairs you know which would total 7 We can use an endless list of things to help us to support a child to learn number bonds – food, toy cars, beads, fingers etc.

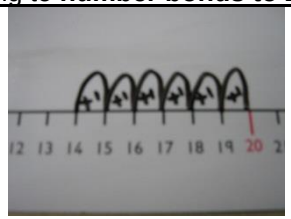
Year 1

Read, write and interpret mathematical statements involving + - = (the bossy symbols)	Being able to solve a number sentence such as 9+5= requires a level of conceptual understanding in relation to the numbers and signs involved. The addition, subtraction and equals symbols are referred to as '*bossy symbols'* because they tell us to do something. For a child to be able to solve an addition number sentence, they first of all need to know that an addition sign, +, means the value will increase and the two values need to be combined. Likewise, to solve a subtraction number sentence a child needs to know that a subtraction symbol, - , means the value will decrease and the smaller value needs to be taken away from the larger amount. The equals sign, =, refers to it being the 'same as' and 'equal to' for example: 9+5=14 the number sentence is like a see saw balance, on one side is 9+5 and on the other side is 14. When the number sentence is complete the number sentence balances because both sides are equal 9+5 is the same as 14 ; it is just represented in different ways. 14 = 5 + 9 is exactly the same as 9+5 = 14 it is just written in a different orientation.	The urge as a parent is often to rush children into writing out vertical 'sums' as maybe some of us were used to doing. At this stage of mathematical learning, we write horizontal number sentences to build on the idea that numbers progress in a linear sequence. We also refer to these calculations as number sentences because the term *sum* only refers to addition. We write number sentences horizontally so that children read it as if reading words. If you want to give a child number sentences, please write them horizontally! Encouraging a child to use things to help him/her is key at this stage in learning number calculations. We do not expect children to be able to calculate 6+3 in their heads. They can use fingers, counters, draw pictures to help them and number lines etc.
Add and subtract 1 digit and 2 digit numbers up to 20, including 0 teens numbers and single digit values	**<u>Progression in addition</u>** Single digit calculations that bridge the 10 by counting on in 1s i.e. 8+ 6 =   8 + 6 by using knowledge of number bonds to 10. 8 + 2 to get to the 10 (landmark number) then add on the 4 that is left out of the 6(2+4) to reach 14.   **2 digit landmark number + 1 digit 10+3**  	

Year 1

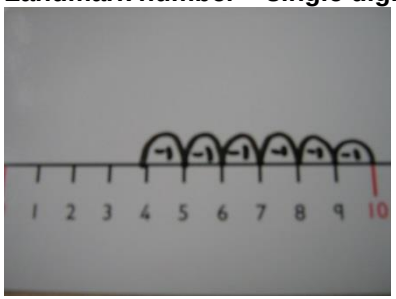
2 digit (teens number) + 1 digit linking to **number bonds to 20 14+6**



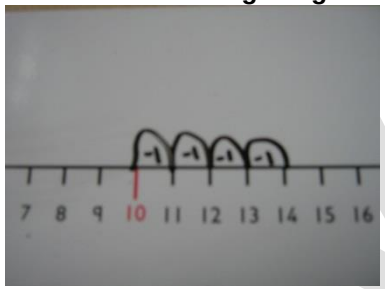



Progression in subtraction

Landmark number – single digit 10-4



Teens number – single digit 14-4





Some children will be able to see the relationship straight away and make a whole jump of 4, whereas others will need to begin to make the link by making individual steps and noticing what is happening.

	Teens number bridging through 10 16 - 7   Some children may be able to do a jump of 6 and then a jump of one. However, this will depend on whether they are confident with number bonds.	
Solve one step problems that involve + and – using concrete objects and pictorial representations, and missing number problems such as 7=….. - 9	9 cars are in the garage and two drive away. How many are left? Emily has 6 sweets and then is given 5 more. How many sweets does she have? These types of word problems, as well as many other rich tasks, are used to support the children's developing ability to understand the context of a situation and know whether adding or subtracting will solve the problem. Once children are taught calculating strategies, they are able to make choices as to how they want to solve the problem. They are able to solve it pictorially, or by using equipment to reinforce the purpose and meaning of the context and by using a number line.	Giving children real life problems that they would encounter on a daily basis are great for supporting their calculations. For example, during meal times, out shopping, paying and giving change in shops, counting out socks for putting in pairs and many other daily situations.

Year 1