Which methods will my child be using?
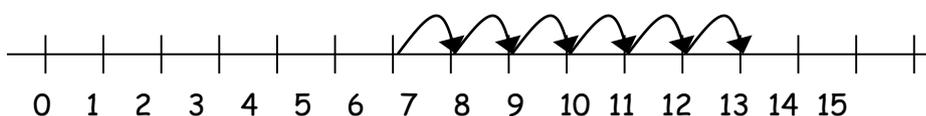
Year 1

Addition

Children will develop their understanding of addition using a range of practical resources. Using cubes, children will be taught to start at the bigger number and count on. **Number lines, ten frames** and **part/whole models** will be used to help develop this understanding in a pictorial way. By the end of Year 1, children will be recording their additions using a number line.

E.g. 7 + 6 = 13

```
0  1  2  3  4  5  6  7  8  9  10 11 12 13 14 15
```

Subtraction

As with addition, children will develop their understanding of subtraction using a range of practical resources. **Ten frames** and **part/whole models** will then be used to develop a pictorial understanding. By the end of Year 1, children should be recording their subtractions using a **number line** for counting back and finding the difference.

E.g. 6 – 4 = 2

```
0  1  2  3  4  5  6  7  8  9  10 11 12 13 14 15
     -1   -1   -1   -1
```
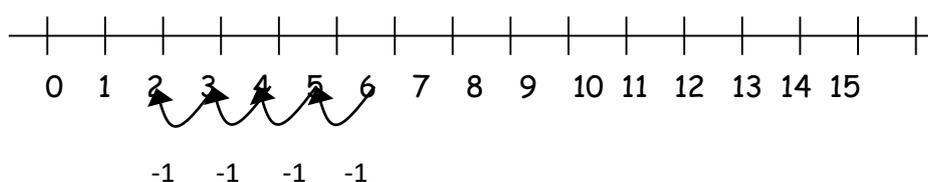
Multiplication

In Year 1, children will continue to solve multiplication problems using **practical equipment** and jottings. They may use the equipment to make groups of objects. Children should see everyday versions of arrays, e.g. egg boxes, baking trays, ice cube trays, wrapping paper etc and use this in their learning, answering questions such as 'How many eggs would we need to fill the egg box? How do you know? Children will begin to develop an understanding of doubling. Using cubes, counters and other practical resources, children will begin to count in multiples (equal groups).

Division

In Year 1, children will continue to solve division problems using **practical equipment** and jottings of pictorial recordings and recording number sentences if appropriate.

Division by sharing – Children will use equipment to share objects answering questions such as 'If six football stickers are shared between two people, how many do they each get?' Children should find the answer by counting how many card one person has got. For this method, children follow the 'one for me, one for you' method until all objects have been shared out.
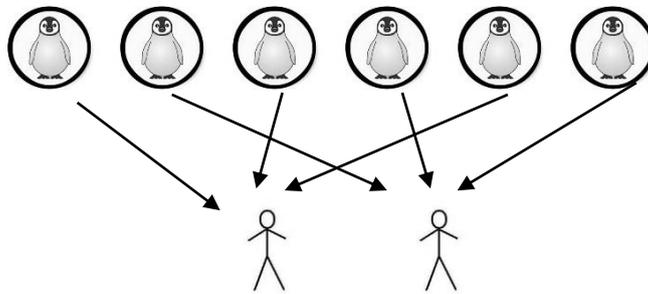
Division by grouping – Children will use the equipment to group objects answering questions such as 'There are six penguin stickers, how many people can have 2 stickers each?' Children should find the answer by counting how many groups of two there are.