



Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

The four operations used for Maths at
Somerset Bridge Primary in Year 1.

Year 1

Addition

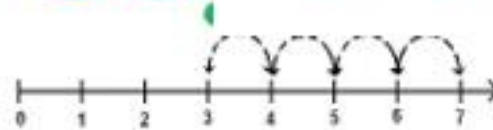
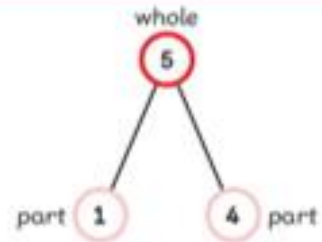
Joining two groups and then recounting all objects using one-to-one Correspondence (lots of practice making 10 and numbers to 10 e.g. $\underline{6} + 4 = 10$ or $3 + 5 = 8$)

Use 'regrouping' to describe rearranging a column.

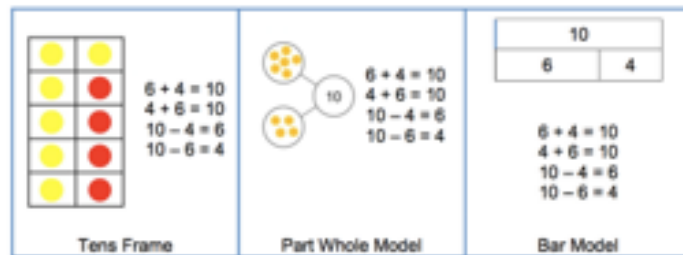
Use the vocabulary of 'Addend, addend and sum.'

$$\begin{array}{c} 1 + 7 = 8 \\ \text{addend} \quad \text{addend} \quad \text{sum} \end{array}$$

$$3 + \underline{4} = 7$$



Learn number bonds to 20 and demonstrate related facts
 Teach addition and subtraction alongside each other as pupils need to see the relationship between the facts.



Teach reversed addition and missing digit calculations.

$$20 = 14 + 6$$

$$20 = 6 + 14$$

$$20 = 16 + 4$$

$$20 = \square + 6$$



$$8 + 4 = 12$$

$$4 + 8 = 12$$

This is a family of addition and subtraction facts.

$$12 - 8 = 4$$

$$12 - 4 = 8$$



Add and subtract one digit numbers and two digit numbers to 20, including zero

$$8 + 1 = 9$$



Regrouping 10

Use ten frames, Singapore bars, egg boxes and number lines to practice.

Chn should start with the larger number and add the smaller number seeing what makes ten and what is left over.



$$6 + 6 = 12$$

Make 9 in one and 3 in the other. Take one from the 3 to make the 9 into a ten.... $10 + 2 = 12$

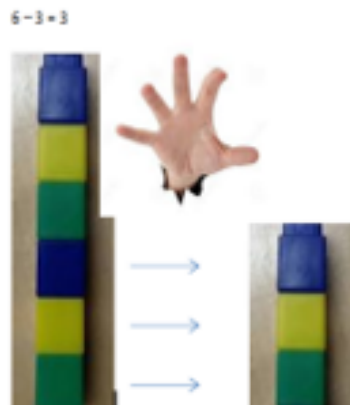
Subtraction

Taking away should begin with **physical objects**: objects, cubes, Dienes etc.

Use the vocabulary of 'Minuend, subtrahend and difference.'

$$8 - 1 = 7$$

↓ minuend
 ↓ subtrahend
 ↓ difference



Subtraction by counting back.

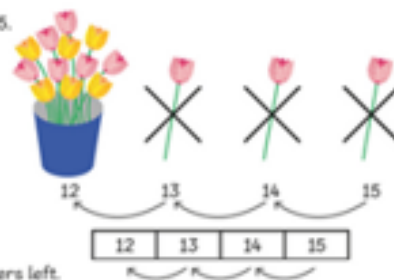
Let's Learn

Subtract by Counting Back

Subtract 3 from 15.

$$15 - 3 = 12$$

There are 12 flowers left.



Subtracting a single digit number from a single digit number and a single digit from a two digit by crossing out pictures

Subtracting by Crossing Out



$$7 - 2 = 5$$

5 ladybirds are left.

$$7 - 2$$

Subtracting using the part part whole (include problem solving with missing digits).

$$? - 5 = 2$$

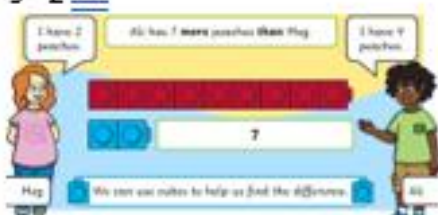
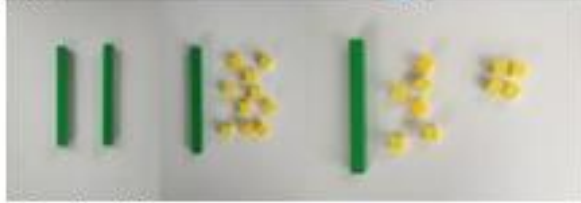

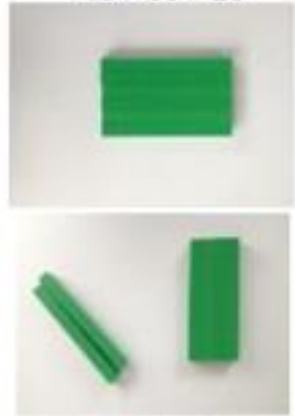

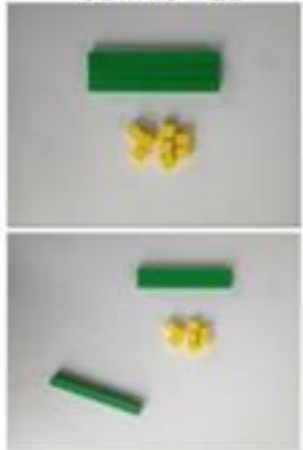



$$7 - 5 = 2$$

2 boats are not red.

How many boats are not red?



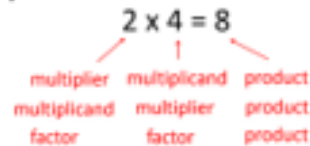
<p>Subtraction by finding the difference.</p>	<p>$9 - 2 = ?$</p> 
<p>When subtracting using Dienes children should be taught to regroup a ten rod for 10 ones and then subtract from those ones</p>	 <p>$20 - 4 = 16$</p>
<p>Use a number line to count back.</p>	<p>Max uses a number line to work out $20 - 7$</p> 
<p>Subtracting multiples of 10</p> <p><i>Using the vocabulary of 1 ten, 2 tens etc alongside 10, 20, 30 is very important here as pupils need to understand that it is a 10 not a 1 that is being taken away</i></p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>$40 = 60 - 20$</p>   <p>6 tens = 2 tens = _____ tens $60 - 20 =$ _____</p> </div> <div style="text-align: center;"> <p>$38 - 10 = 28$</p>   <p>$38 - 10 =$ <input type="text"/></p> </div> </div>

Multiplication

Counting in multiples of 2, 5 and 10 from zero

Children should count the number of groups on their fingers as they are skip counting.

Use the vocabulary of 'Factor, multiplier, multiplicand and product.'



② ④ ⑥ ⑧

4 groups of 2 = 8



$2 \times 4 = 8$



When moving to pictorial/written calculations the vocabulary is important



This image represents two groups of 4 or 4 twice

Making arrays.
 Children begin to make arrays by making equal groups and building them up in columns or rows. They use a range of concrete and pictorial representations alongside sentence stems to support their understanding. Children also explore arrays built incorrectly and recognise the importance of columns and rows.



Solving multiplication problems using repeated addition



How many apples are there altogether?

$$3 + 3 + 3 = 9$$

Division

Pupils should be taught to divide through working practically and the sharing should be shown below the whole to familiarize children with the concept of the whole.

The language of whole and part, part should be used.

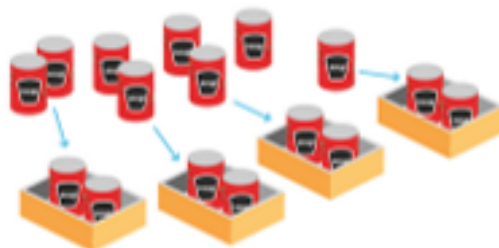
Use the vocabulary of 'Dividend, divisor and quotient.'

$$\begin{array}{c} 32 \div 4 = 8 \\ \text{dividend} \quad \text{divisor} \quad \text{quotient} \end{array}$$

$$10 \div 2 = 5$$

$$8 \div 4 = 2$$

1 There are 8 cans.



There are 4 boxes of 2 cans.