

Year 1

Place Value—Counting



Counting to 10:



Start counting from 1 and stop counting at 8.

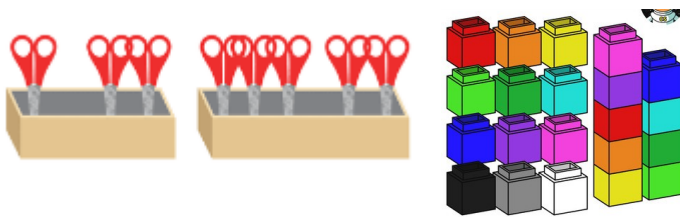


Can you count back from 7?

Practise counting from 0 to 10 out loud.



Counting with objects:

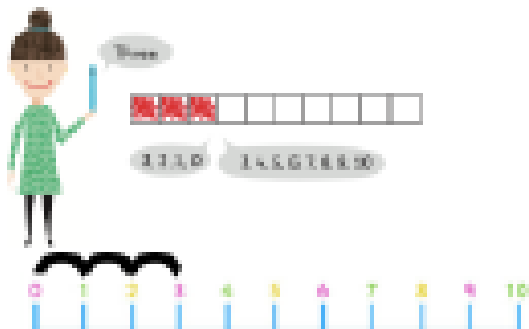


Physical objects



Tens squares

Counting with number lines:

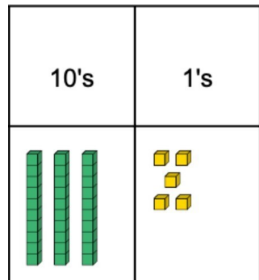


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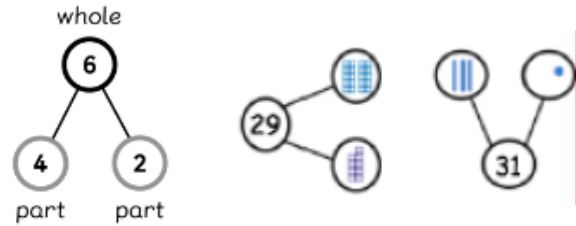
Place Value



Dienes to represent numbers:



Number bond diagrams:



(partitioning)

Writing numbers to 10:

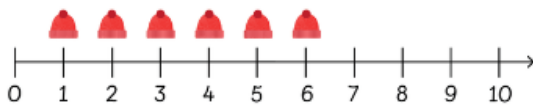


6



six

Ordering Numbers:



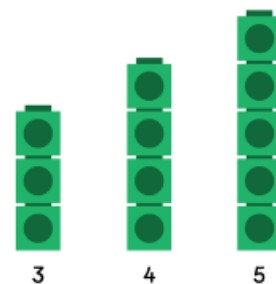
6 hats

6 is more than 2.
6 is more than 4.
6 is the greatest number.

2 is less than 6.
2 is less than 4.
2 is the smallest number.

Comparing Numbers:

Compare 3, 4 and 5.



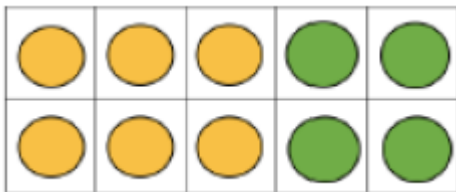
4 is 1 less than 5.
4 is 1 more than 3.
5 is 1 more than 4.
3 is 1 less than 4.

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Addition



Tens frame:



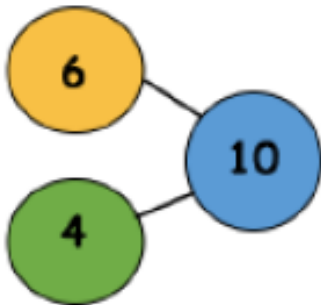
Tens strip:



Count on from the biggest number:

$$6 + 4 = 10$$

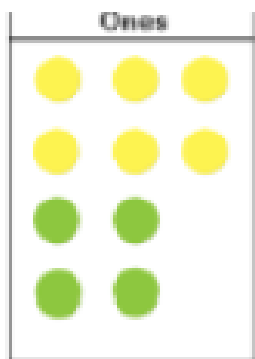
Number bond diagram:



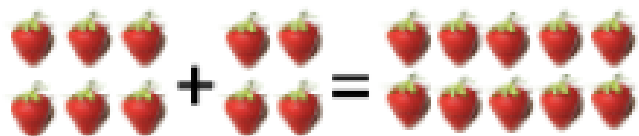
Number bond method:



Counters method:



Picture method:

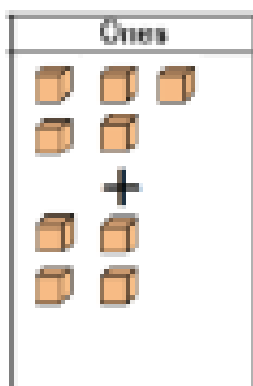


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Addition



Base 10 method



Abstract calculations:

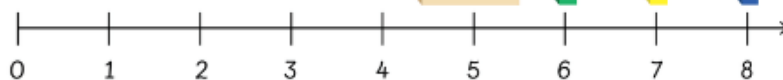
Commutative	Inverse
$2 + 5 = 7$	$7 - 5 = 2$
$5 + 2 = 7$	$7 - 2 = 5$

Number line method:

$$5 + 3 = \square$$



Start from 5, then count 3 more.



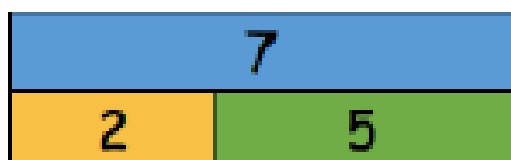
$$5 + 3 = 8$$

There are 8 blocks altogether.

6, 7, 8



Bar model:

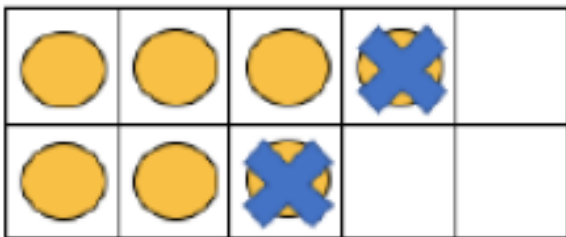


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Subtraction



Tens frame:



Tens strip:



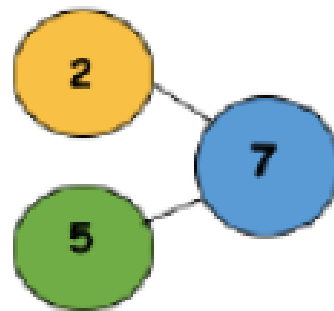
Count back from the biggest number:

$$7 - 2 = 5$$

Number bond diagram:



Number bond diagram:

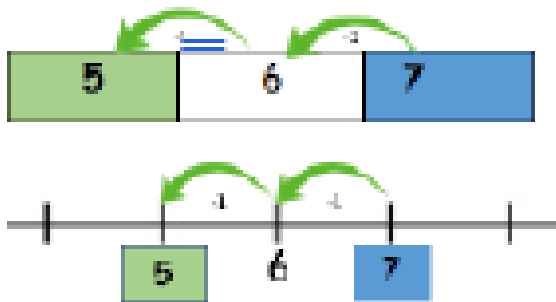


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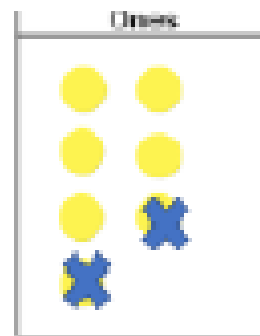
Subtraction



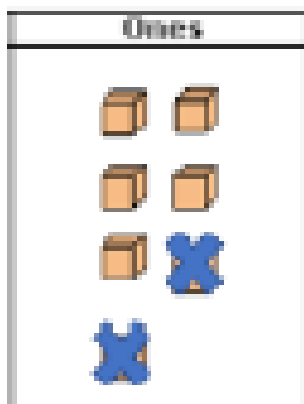
Number line method:



Counters method:



Base 10 method:

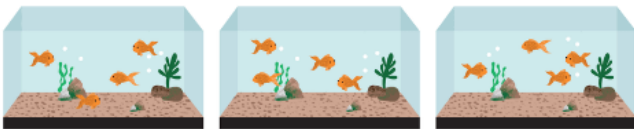


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Multiplication



Making equal groups:




There are 4 fish in each group.
There are 3 equal groups.

Adding equal groups:

There are 3 groups of 2 .



3 groups of 2 = 6
3 twos = 6


There are 6 .

Making equal rows:



1 row of 5 = 5

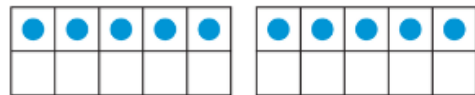
2 rows of 5 = 10

3 rows of 5 = 


3 rows of 5
3 fives = 15

There are 15 children altogether.

Making doubles:



double 5 =  fives

double 5 = 



double 1 = 2 ones
double 1 = 2

double 2 = 2 twos
double 2 = 4

Use a variety of concrete resources to support learning in this area.

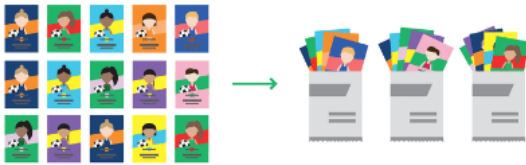
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Division



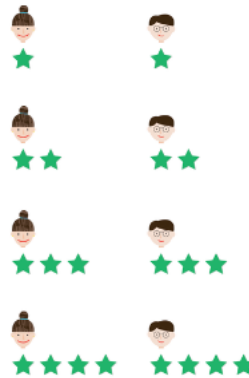
Grouping equally:

Elliott has 15 football cards.
He puts them in packets of 5 cards each.



Elliott has packets.

Sharing equally:



Emma takes one sticker for herself
and gives one sticker to Charles.

She takes another sticker for herself
and gives another to Charles.

Emma does this until she has finished
sharing the 8 stickers.

Emma and Charles each have 4 stickers.

Use a variety of concrete resources to support learning in this area.