Y1 – NC Objectives

	Addition	Subtraction	Multiplication	Division	Fractions
Y1	➢ **Add two 1-digit numbers to 10** ➢ **Add 1 and 2-digit numbers to 20** ➢ Combining two parts to make a whole: part whole model. ➢ Starting at the bigger number and counting on- using cubes. ➢ Regrouping to make 10 using ten frame.	➢ **Subtract two 1-digit numbers to 10** ➢ **Subtract 1 and 2-digit numbers to 20** ➢ Taking away ones ➢ Counting back ➢ Find the difference ➢ Part whole model ➢ Make 10 using the ten frame	➢ **Solve one-step problems** ➢ Recognising and making equal groups. ➢ Use arrays ➢ Doubling ➢ Counting in twos, fives and tens ➢ Use Base 10, cubes, Numicon and other objects in the classroom	➢ **Solve one-step problems** ➢ Sharing objects into groups ➢ Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups? ➢ Use cubes and draw round 3 cubes at a time.	➢ **Recognise, find and name a half as one of two equal parts of an object, shape or quantity** ➢ **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity**

Y1 – Skills

Addition	➢ When adding numbers to 10, children can explore both aggregation and augmentation. The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation. The combination bar model, ten frame, bead string and number track all support augmentation. ➢ When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. In Year 1, this is only done just by counting on. From Year 2, use different manipulatives can be used to represent this exchange alongside number lines to support children in understanding how to partition their jumps.
Subtraction	➢ Children should be encouraged to find the number bond to 10 when partitioning the subtracted number. Ten frames, number shapes and number lines are particularly useful for this. ➢ Children can also use a blank number line to count back to find the difference. Encourage them to jump to multiples of 10 to become more efficient.
Multiplication	➢ Children represent multiplication as repeated addition in many different ways. ➢ Children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally.
Division	➢ Children solve problems by sharing amounts into equal groups. ➢ Children use concrete and pictorial representations to solve problems. They are not expected to record division formally. ➢ Children solve problems by grouping and counting the number of groups. ➢ Grouping encourages children to count in multiples and links to repeated subtraction on a number line. ➢ They can use concrete representations in fixed groups such as number shapes which helps to show the link between multiplication and division.