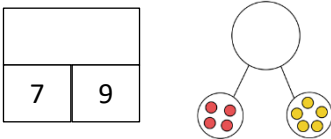
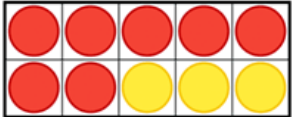

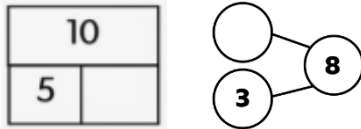
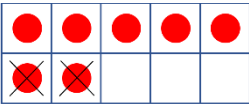

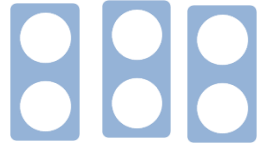

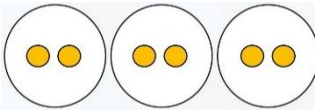

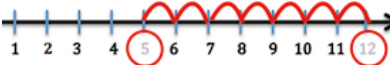
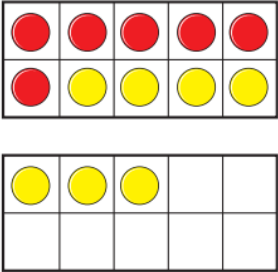
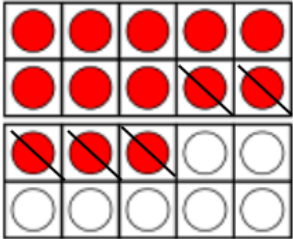
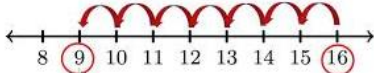
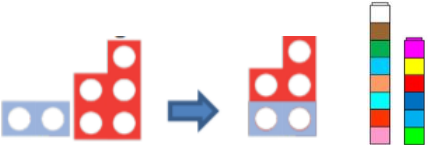
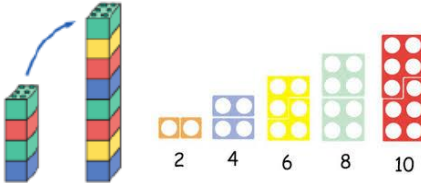


Year 1 Calculation Policy				
	Addition & Subtraction		Multiplication & Division	
National Curriculum Statements	<ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = __ - 9$ 		<ul style="list-style-type: none"> count in multiples of twos, fives and tens (from Number and Place Value) solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher 	
	Addition	Subtraction	Multiplication	Division
	<p>Recall number bonds within 20 including addition and subtraction to create fact families (for example, $9 + 7 = 16$; $7 + 9 = 16$; $16 - 7 = 9$; $16 - 9 = 7$).</p> <p>Using part part whole and bar models to represent addition calculations.</p>  <p>Adding two single digit numbers together using objects, Numicon and tens frames.</p>  <p>Showing that two pieces of Numicon added together makes a new shape, therefore a new number. Recognise the new shape as a number rather than counting.</p> 	<p>Recall number bonds within 20 including addition and subtraction to create fact families (for example, $9 + 7 = 16$; $7 + 9 = 16$; $16 - 7 = 9$; $16 - 9 = 7$).</p> <p>Using part part whole and bar models to represent subtraction calculations.</p>  <p>Taking away a number from a larger group and finding out how many are left using objects, tens frames and number lines. When confident children begin to record number sentences.</p>  <p>Recognising the effect of adding and subtracting 0 with objects</p> <p>When introducing subtraction, bridging ten, children use counters to recognise bridging through ten.</p>	<p>Children count objects in groups of 2s, 5s and 10s.</p>  <p>To rote count in 2s, 5s and 10s up to 12 groups</p> <p>Showing multiplication using Numicon and recognising this as 3×2 and $2 + 2 + 2$ (understood as 3 lots of 2, 3 groups of 2)</p>  <p>To recognise the importance of equal groups when multiplying</p> <p>Practically double all numbers to 10</p>	<p>Practically halve all numbers to 20</p>  <p>Begin to recall halves of all numbers to 20</p> <p>Recognise the link between even numbers, halving and counting in 2s recognising that odd numbers cannot be halved into wholes</p> <p>Sharing practically using objects e.g. sharing 6 bricks between 3 people</p>  <p>Finding $\frac{1}{2}$ and $\frac{1}{4}$ of objects or numbers by sharing practically</p> 

	<p>Recognising the effect of adding and subtracting 0 with objects</p> <p>Counting forward on a number line to add single digit numbers to numbers within 20.</p>  <p>$5 + 7 = 12$</p> <p>Counting forward to add single digits to numbers up to 20.</p> <p>When adding single digits, children are encouraged to look for their number bonds to 10 to support with mental arithmetic. For example, $3 + 6 + 7$, children add the 3 and 7 first to make 10 and then add the 6.</p>  <p>When adding numbers, children begin to draw out ones/counters to find the total.</p>	<p>$13 - 5 =$</p>  <p>Counting back on a number line to subtract single digit numbers to numbers within 20.</p> <p>$16 - 7 = ?$</p>  <p>Counting backwards to subtract single digits to numbers up to 20.</p> <p>Understand the word difference by visually comparing Numicon pieces and towers of cubes</p> 	 <p>double 4 is 8 $4 \times 2 = 8$</p> <p>Begin to recall doubles of all numbers to 10</p> <p>Recognise the link between even numbers, doubling and counting in 2s</p>	
Vocabulary	<p>Put together</p> <p>Add</p> <p>Altogether</p> <p>Total</p>	<p>Take away</p> <p>Minus</p> <p>Difference</p> <p>Less than</p>	<p>Groups of</p> <p>Equal groups of</p> <p>Lots of</p> <p>Times</p>	<p>Share</p> <p>Each have...</p>
<p>Equals symbol being used in different places</p> <p>Fact families for + & -</p>				