

# Redhill Primary School

## Calculation Strategies—Year 1

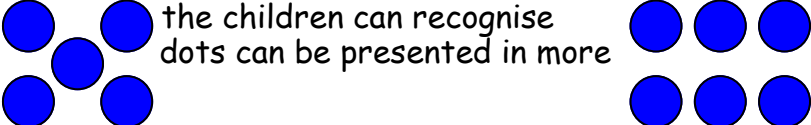
In year 1 the children develop the basic skills with place value and numbers needed to complete written calculations in later years. The focus is on knowledge of numbers and mental maths.

### Addition

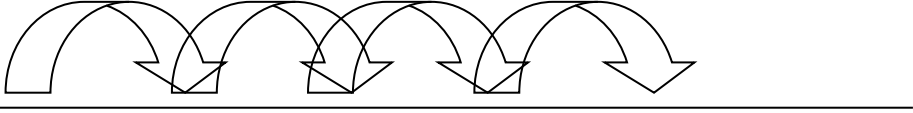
In year 1 the children need plenty of practice of subitising. This is recognising numbers and quantities without having to count.

Initially this should be done with dots in patterns, such as on a dice or in arrays, working on numbers up to 5 and then 10.

Once the children can recognise dots can be presented in more numbers presented as patterns, random formats.



The children will learn about the concept of addition activities, such as combining sets of animals or begin to use number lines to model their calculations. These will be done on laminated number lines rather than ten methods. They will also focus on developing an understanding of number bonds to 10 and 20.



$$6 + 4$$

6            7            8            9            10

## Subtraction

In Key stage one children will tackle subtraction problems using vocabulary like, take away, subtract, minus and find the difference between.

Initially the children will solve subtraction number sentences through use of taking away an amount of objects. Children are taught to use their fingers, as well as practical equipment, for smaller subtraction sentences and will begin to recognise the inverse through developing their number bonds.

$$\begin{aligned}10 - 4 &= 6 \\10 - 3 &= 7 \\10 - 2 &= 8\end{aligned}$$

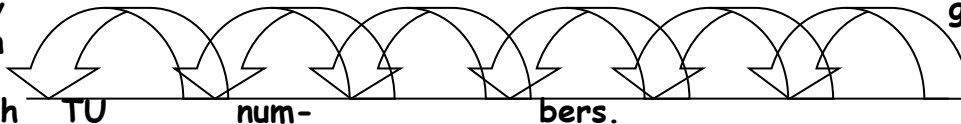
$$\begin{aligned}6 + 4 &= 10 \\7 + 3 &= 10 \\8 + 2 &= 10\end{aligned}$$

To extend their understanding, children will use laminated model lines to develop the concept of taking away (counting back) and finding the difference (counting on). Once again, these will be done practically rather than using written methods.

$$10 - 6$$

4            5            6            7            8            9            10

As they  
children  
of ad-  
tion with



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num-

bers.

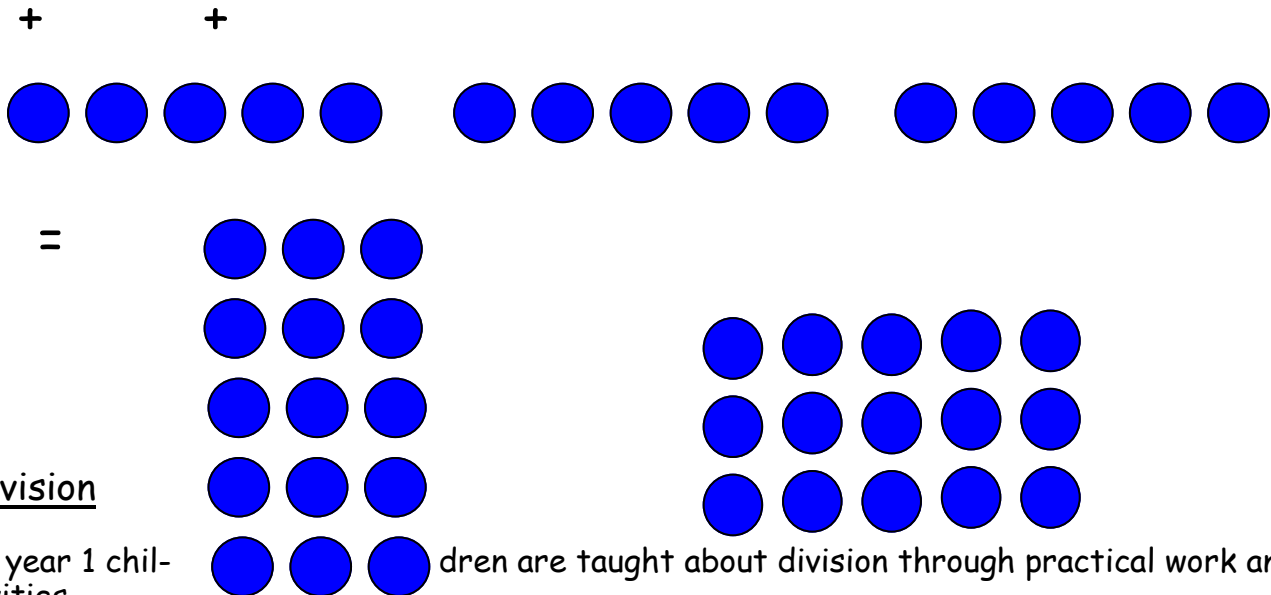
go through the year,  
will develop methods  
dition and subtrac-

## Multiplication

In year 1 children are shown that repeated addition can be represented as multiplication.

$$5 + 5 + 5 = 3 \times 5$$

This is then shown as an array—a visual representation of the number sentence.



## Division

In year 1 children are taught about division through practical work and activities...

- 1) **Sharing**  
'one for you, one for you, one for you'

$$6 \div 3$$

- 2) **Grouping**  
'how many  
 $6 \div 3$   
How many

