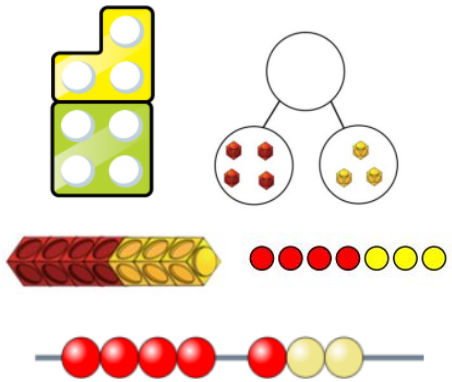
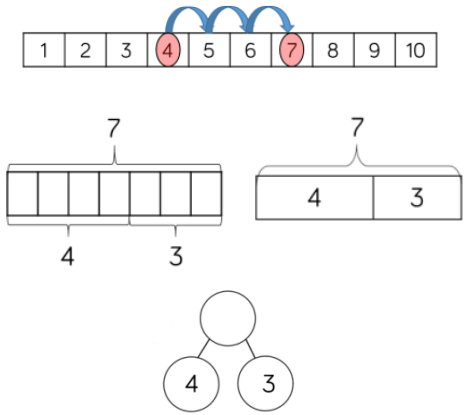
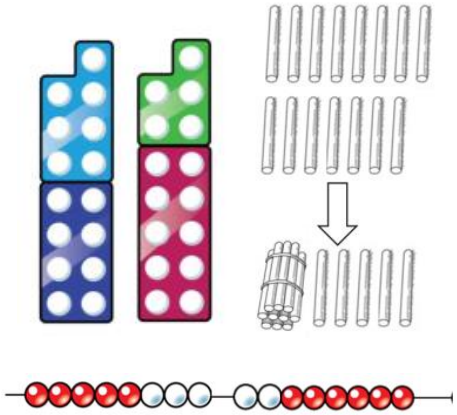
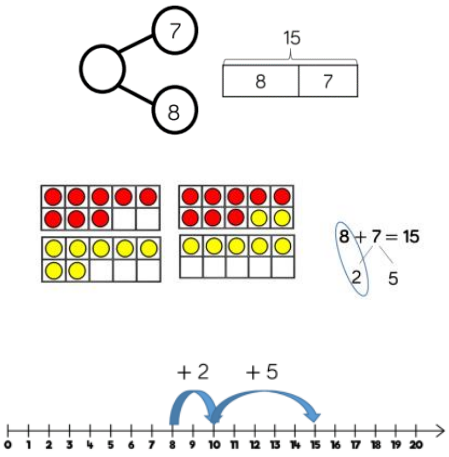
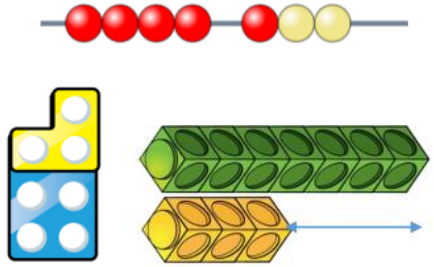
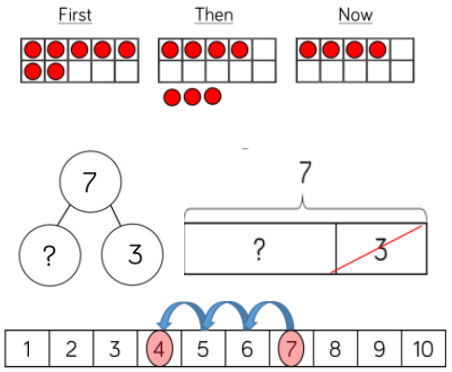
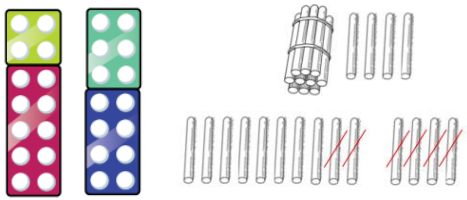
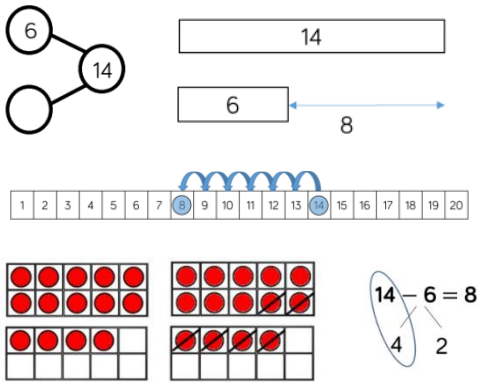
Year 1 Calculations Policy

Year 1 Addition

Objective / Strategy	Concrete	Pictorial	Abstract
Adding 1-digit numbers within 10	$4 + 3 = 7$ A range of concrete resources can be used: 	$4 + 3 = 7$ Represent pictorially: 	$4 + 3 = 7$ When adding numbers to 10, children can explore both aggregation (formation of number things into a cluster) and augmentation (the process/action of making a greater size or amount).
Adding 1 and 2-digit numbers to 20	$8 + 7 = 15$ A range of concrete resources can be used: 	$8 + 7 = 15$ Represent pictorially: 	$8 + 7 = 15$ When adding one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. (Different manipulatives can be used to represent the exchange)

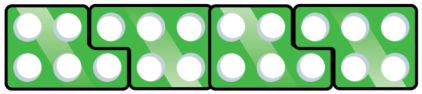
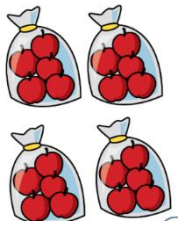
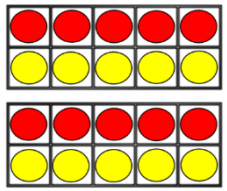
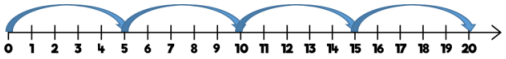
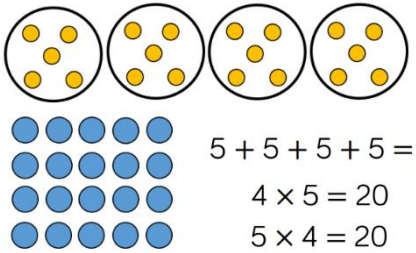
Key Vocabulary: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

Year 1 Subtraction

Objective / Strategy	Concrete	Pictorial	Abstract
Subtracting 1-digit numbers within 10.	$7 - 3 = 4$ A range of concrete resources can be used: 	$7 - 3 = 4$ Represent pictorially: 	$7 - 3 = 4$
Subtracting 1 and 2-digit numbers within 10.	$14 - 6 = 8$ A range of concrete resources can be used: 	$14 - 6 = 8$ Represent pictorially: 	$14 - 6 = 8$ When subtracting one-digit numbers that cross 10, it is important to highlight the importance of ten ones equalling one ten. (Encourage children to find the number bond to 10 when partitioning the subtracted number)

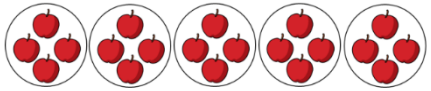
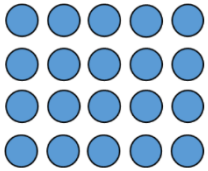
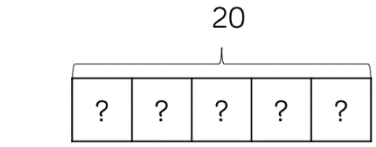
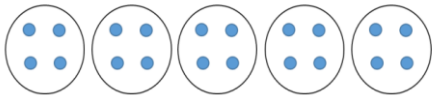
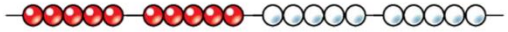
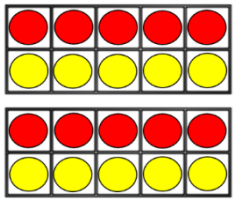
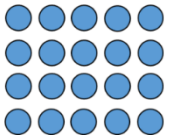
Key Vocabulary: take away, less than, the difference, subtract, minus, fewer, decrease.

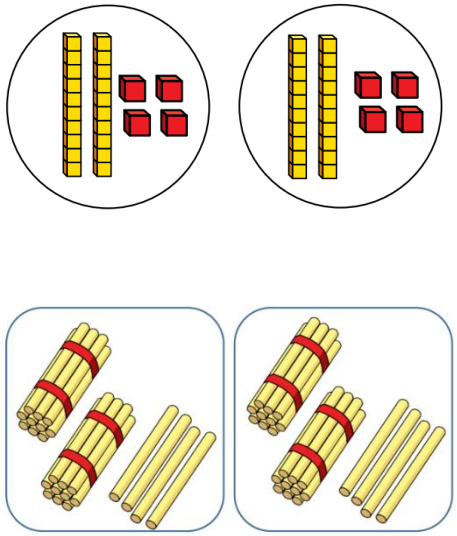
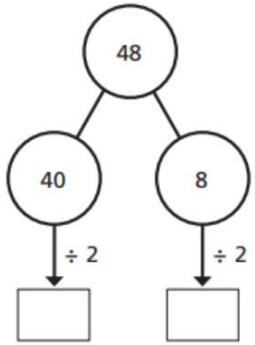
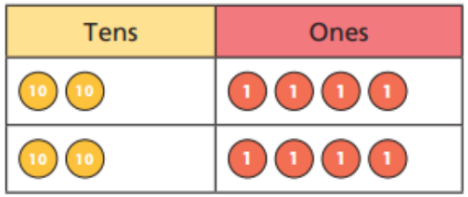
Year 1 Multiplication

Objective / Strategy	Concrete	Pictorial	Abstract
Solve 1 step problems using multiplication	One bag holds 5 apples. How many apples do 4 bags hold? A range of concrete resources should be used to represent repeated addition:   	One bag holds 5 apples. How many apples do 4 bags hold? Represent pictorially:    $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$ $5 \times 4 = 20$	One bag holds 5 apples. How many apples do 4 bags hold? In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally.

Key Vocabulary: double, times, multiplied by, groups of, lots of, equal groups.

Year 1 Division

Objective / Strategy	Concrete	Pictorial	Abstract
Solve 1 step problems using multiplication (sharing)	There are 20 apples altogether. They are shared equally between 5 bags. How many apples are in each bag? A range of concrete resources should be used to represent sharing equal groups:  	There are 20 apples altogether. They are shared equally between 5 bags. How many apples are in each bag? Represent pictorially:   20 ÷ 5 = 4	There are 20 apples altogether. They are shared equally between 5 bags. How many apples are in each bag?
Solve 1 step problems using division (grouping)	There are 20 apples altogether. They are put in bags of 5. How many bags are there? A range of concrete resources should be used to represent fixed groups:  	There are 20 apples altogether. They are put in bags of 5. How many bags are there? Represent pictorially:   20 ÷ 5 = 4	There are 20 apples altogether. They are put in bags of 5. How many bags are there?

Objective / Strategy	Concrete	Pictorial	Abstract
Divide 2-digits by 1 digit (sharing with no exchange)	$48 \div 2 = 24$ A range of concrete resources should be used to represent sharing groups: 	$48 \div 2 = 24$ Represent pictorially:   	$48 \div 2 = 24$

Key Vocabulary: share, sharing, groups of, equal groups.