# Year 1 Addition and Subtraction 

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## The National Curriculum for Year 1

- Number - Number and Place Value
- Number - Addition and Subtraction
- Number - Multiplication and Division
- Number - Fractions
- Measurement
- Geometry - Properties of Shapes
- Geometry - Position and Direction


## The National Curriculum for Year 1

Read, write and interpret mathematical statements involving addition (+) and equals (=) signs

Represent and use number bonds and related subtraction facts within 20

Add and subtract one-digit and two-digit numbers to 20 , including zero

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as
$12=9+$ ?

## About White Rose Maths

## Everyone can

Together, we're building a whole new culture of deep understanding, confidence and competence in maths - a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence.

## Year 1 - Yearly Overview

|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & E \\ & \frac{E}{E} \\ & \frac{1}{8} \end{aligned}$ | Number: Place Value (within 10) |  |  |  | Number: Addition and Subtraction (within 10) |  |  |  |  |  | : Place <br> n 20) |  |
| $\begin{aligned} & \text { 弚 } \\ & \text { 首 } \end{aligned}$ | Number: Addition and Subtraction (within 20) |  |  |  | Number: Place Value (within 50) <br> (Multiples of 2,5 and 10 to be included) |  |  | Measurement: Length and Height |  | Meas Wei V | ement: <br> t and <br> me |  |
|  | Numb <br> (Reinfo <br> 5 and | r: Multip and Divisi ce multip to be in | ication <br> les of 2, <br> luded) | Number: <br> Fractions |  |  | Numb | : Place ue 100) |  | Time |  |  |

## Resources and models

Throughout school we use a variety of models and resources that support the children to visually conceptualise when they are solving calculations.

## Part whole model



## Tens frames



Dienes


Tens and ones frames


Number line


Numicon


$$
\begin{aligned}
& \text { Read, write and interpret } \\
& \text { mathematical statements } \\
& \text { involving addition (+) and equals } \\
& \text { (=) signs }
\end{aligned}
$$

## Part Whole Model



## The Addition Symbol

4 blue cubes plus 2 green cubes is equal to 6 cubes.


As a number sentence this is:

$$
4+2=6
$$

## Taking Away - How Many Left?

At first there were $\qquad$ apples.

Then $\qquad$ were eaten.

Now there is $\qquad$ .


There were 6 birds in the tree


## The Subtraction Symbol

## $\bullet \bullet \bullet \bullet \bullet \phi \phi$

$$
8-3=\square
$$

At first there were 5 monkeys. Then 2 ran up a tree. How many are left?

Use counters/ cubes to help you solve this and complete:

$$
\square-\square=\square
$$

Aisha has 6 footballs. She gives 6 away. How many does she have left?


## Represent and use number bonds and related addition facts within 20

## Number Bonds to 10

Songul shows a number on her fingers.

$6+$ $\qquad$ $=10$

$3+$ $\qquad$ $=10$

Complete the spots and the number sentences.

How many fingers are needed to make 10 ?


$$
7+\ldots=10
$$

How many more to make 10 ?

## Fact Families

Using the counters, how many calculations can you create?


## Systematic Number Bonds

## - - - - -



Here are 5 cubes.


You can break them apart to find all the different number bonds to 5 .


Add one-digit and two-digit numbers to 20 , including zero

Adding together


Adding More


## Counting On



+ $+\infty$


First there were $\qquad$ ladybirds.
Then $\qquad$ more joined the group.
Now there are $\qquad$ ladybirds.

## Finding a part, breaking apart

There are 7 party hats altogether. 5 of them are red. The rest are blue.

How many are blue?

There are $\qquad$ dogs that do not have spots.

## Counting Back

|  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

$8-4=\square$
$6-6=\square$
$3-2=\square$
$9-8=\square$

$$
10-3=\square
$$

## Finding the Difference



Charlotte has $\qquad$ more cakes than Kat.

What is the difference between 10 and 8 ?


The difference between 10 and 8 is $\qquad$

$$
10-8=
$$

$\qquad$

Mohamed has 5 sweets and Catherine has 2 sweets.

How many more sweets does Mohamed have?

$$
5-2=
$$

$\qquad$

## Subtraction: Not Crossing 10

There were 18 strawberries on a plate and Josie ate $b$ of them.



## Subtraction: Crossing 10

There are 14 pink and purple flowers in a vase.
6 of them are purple. How many are pink?


## Missing Numbers

My story is:
There are 5 sweets. 3 of them are red and 2 of them are blue.


| 18 |  |
| :---: | :---: |
| $?$ | 7 |


| 14 |  |
| :--- | :--- |
| 5 | $?$ |

Jensen has 15 chocolate coins.
Tilly has 7 chocolate coins.
How many more coins does Jensen have?


## At home support

- Mental recall: number bonds up to 20
- Addition and subtraction facts
- Board games
- Maths in the environment
- Logical reasoning games (e.g. jigsaws, Sudoku, lego, construction)
- Online games (e.g. mathletics, top marks, see Year 1 booklet)

