Jeavons Wood
Primary School

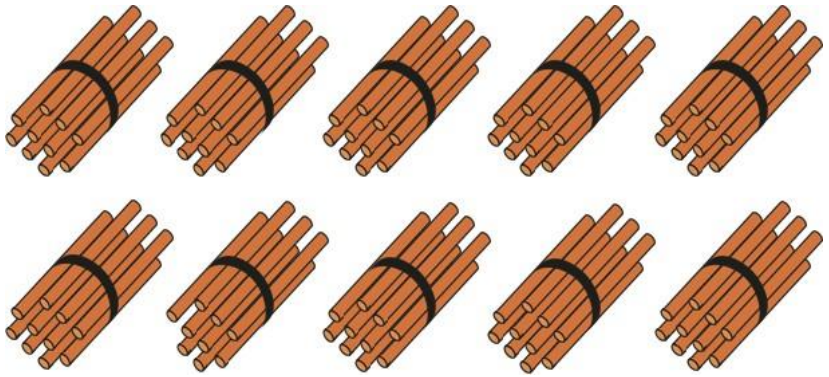
Year 1

Key Mathematical Concepts and representations

Number and Place Value

Year 1

Count forwards and backwards within 100.



Count with straw bundles grouped into 10s.

Eight, nine, ten, eleven, twelve….thirty eight, thirty nine, forty, forty one…

Eight, nine, ten, one-ten-one, one-ten-two, one-ten-three…

Three-tens-eight, three-tens- nine, four tens, four-tens-one…

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	42	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count on a hundred square

Count using a number line.

1 2 3 4 5 6 7 8 9 10 11 12…

Count using digits.

1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

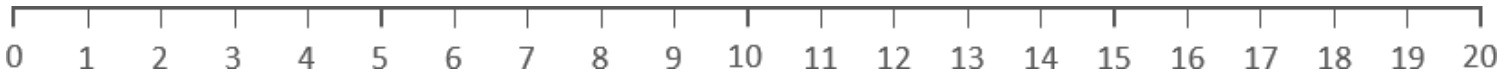
Count using a Gattegno chart

Tap the chart for each number. For two-digit numbers (excluding multiples of 10, tap both numbers e.g. 21 = 20 and 1).

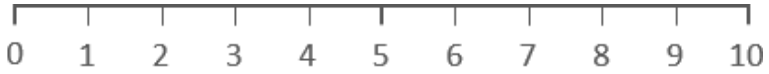
Number and Place Value

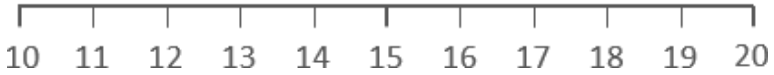
Year 1

Numbers to 20 in the linear number system.

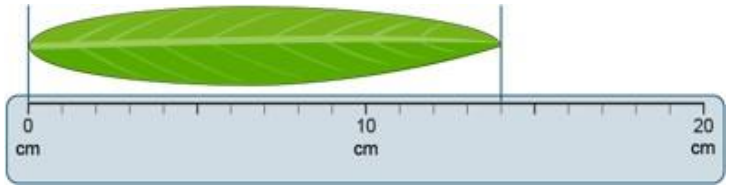


Recognise the position of each number on the number line.

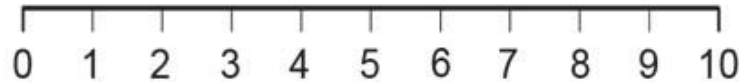




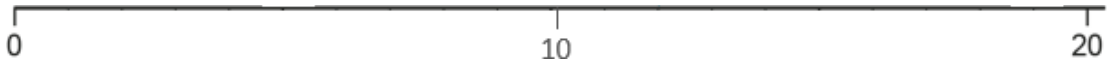
Make connections between 0-10 and 10-20 number lines.



Make connections to use of measures eg. Ruler to 20

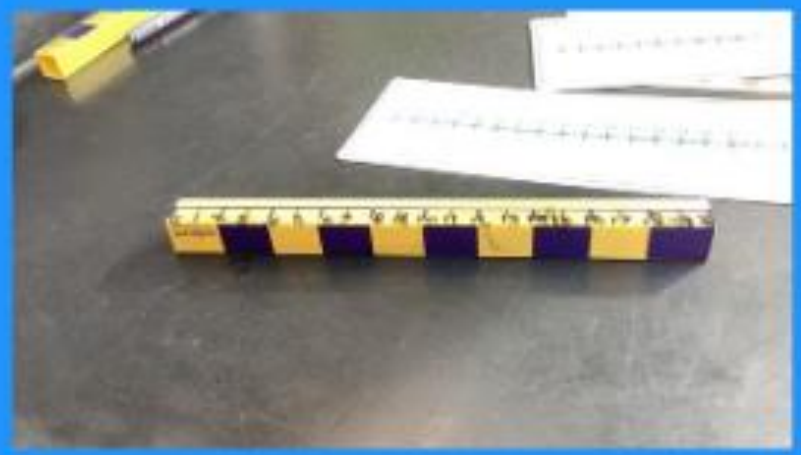


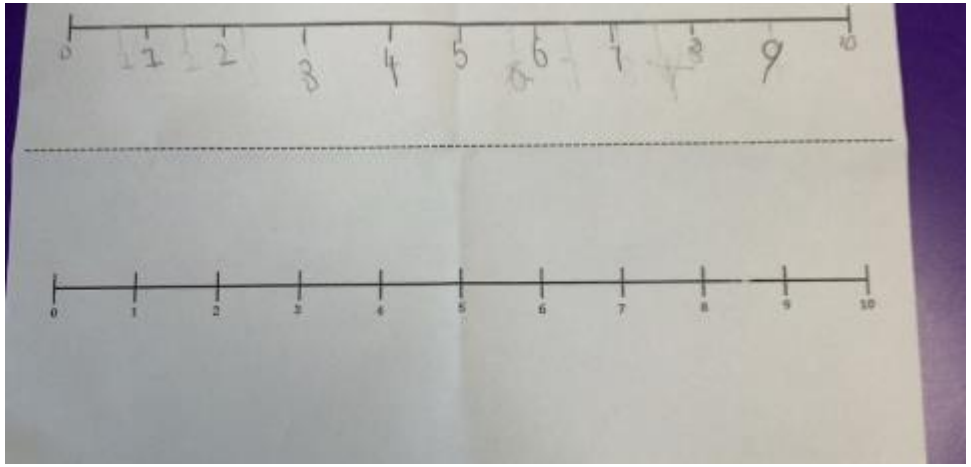
Estimate where numbers sit on the number line.



Extend to estimating where numbers sit on the blank number line.

DUO:Number line plotting





Addition and Subtraction

Year 1

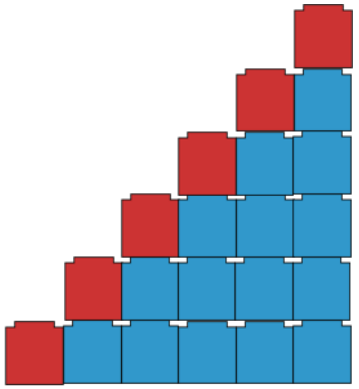
Compose and Partition Numbers to 10 (1)

Vocabulary:

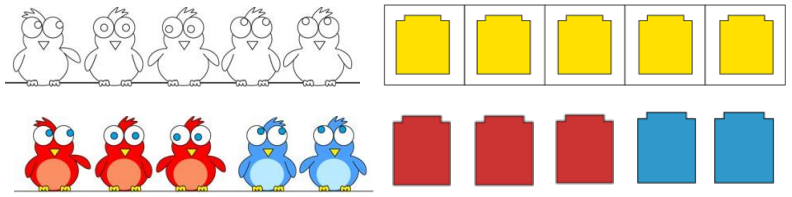
Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Numberblocks Part-Part-Whole
(Cherry) model Tens Frame Fingers Five and-a-bit Systematic Subitise
One more One less

Understand that numbers to 10 can be represented in many different ways.

Numbers to 5 can be identified without counting (subitising).



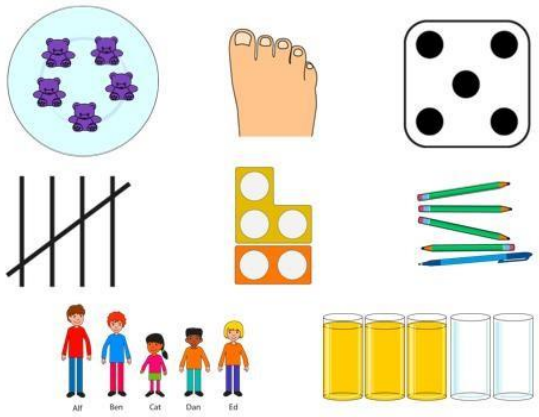
Each number is composed of the previous number and one more.

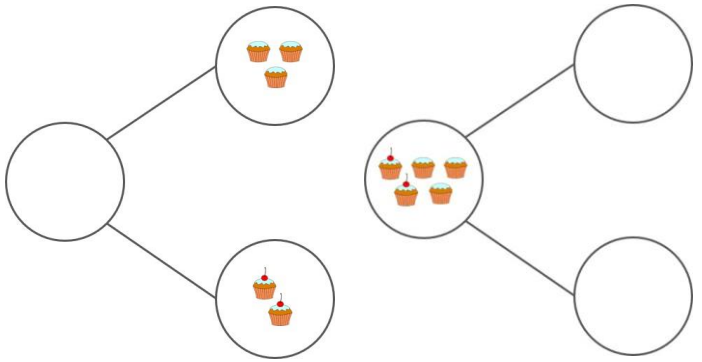


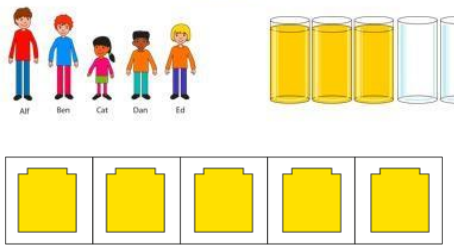
Each number can be partitioned into two smaller numbers

There are 5 ____. 3 are ____. 2 are ____.

5 is the whole. 3 is a part. 2 is a part.



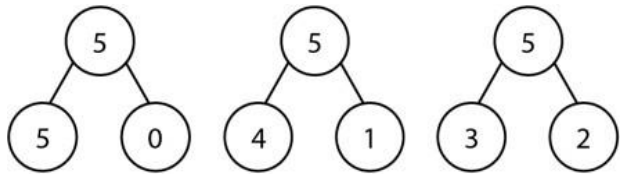




A number can be partitioned in different ways.

There are 5 ____. 3 are ____. 2 are ____.

5 is the whole. 3 is a part. 2 is a part.



DUO: subitising 5.

Play

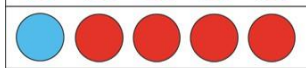
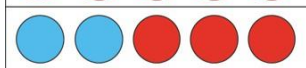
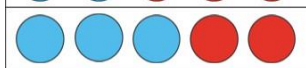
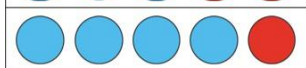
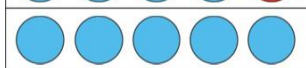
Addition and Subtraction

Year 1

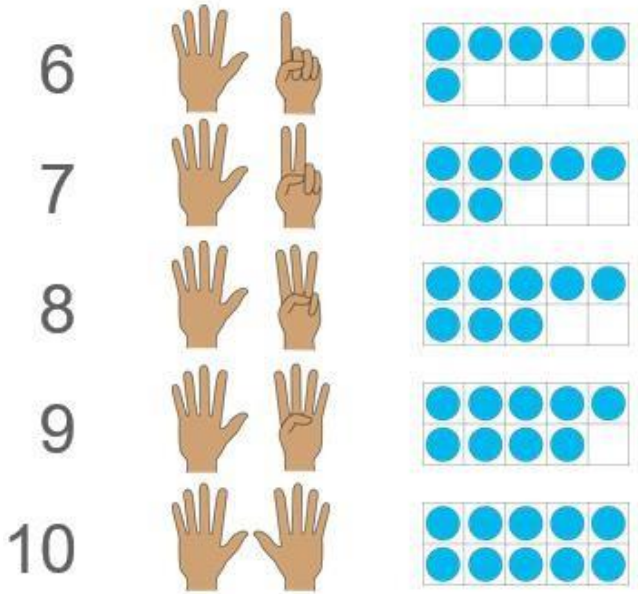
Compose and Partition Numbers to 10 (2)

Vocabulary:

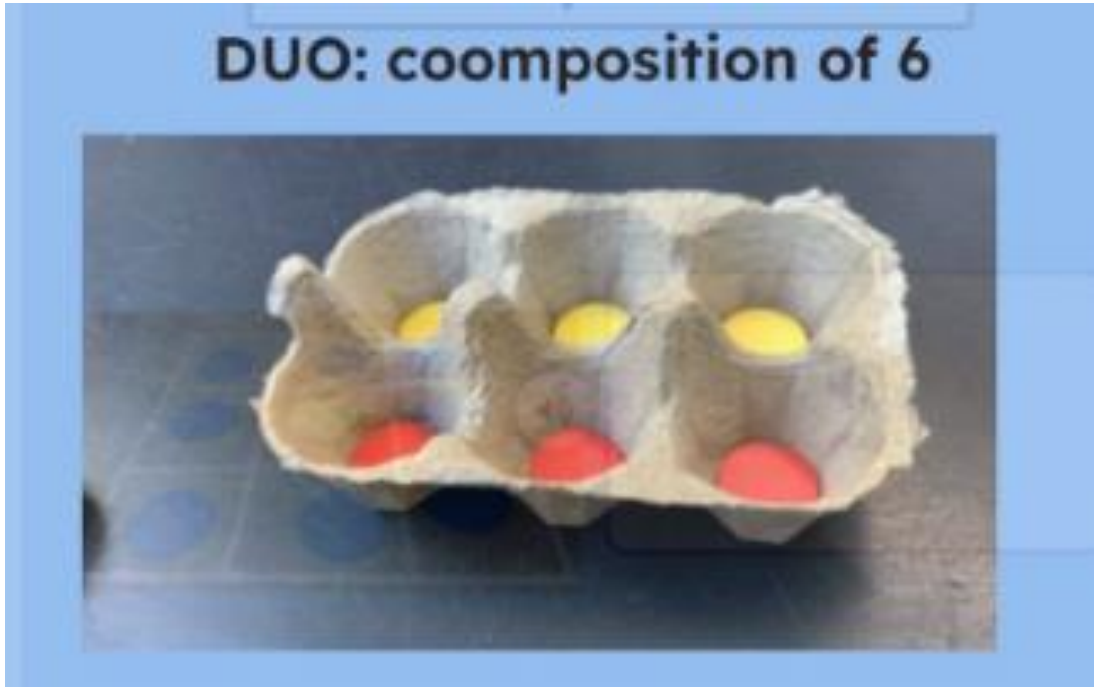
Part Whole One Two Three Four Five Six Seven Eight Nine Ten Represents Compose Combine Partition Numberblocks Part-Part-Whole (Cherry) model Tens Frame Fingers Five and-a-bit Systematic Subitise One more One less

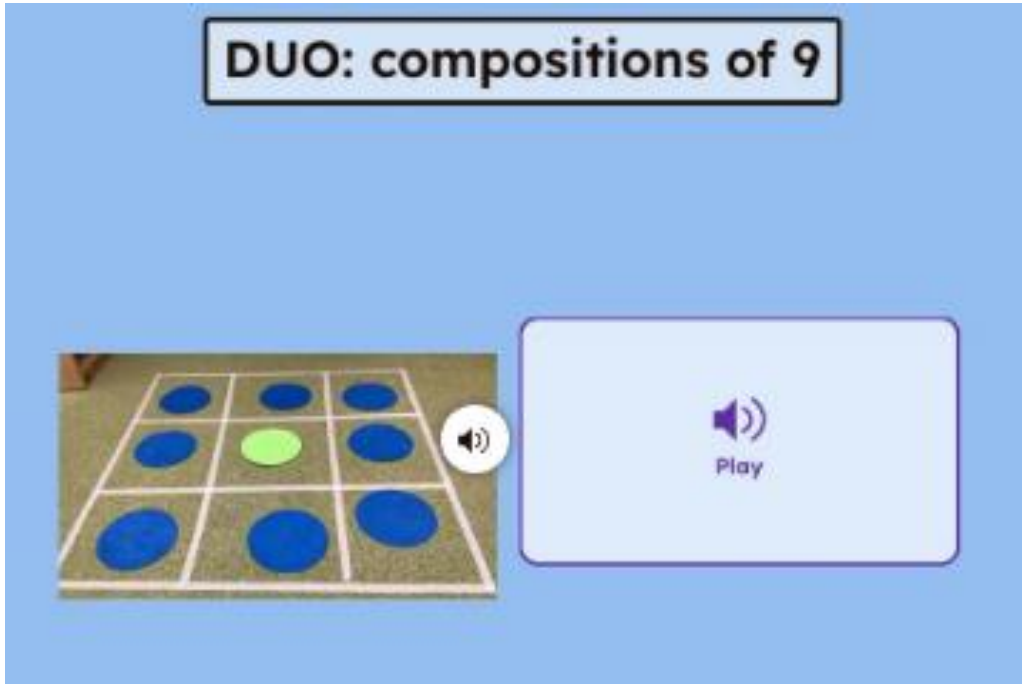
	Blue	Red
	0	5
	1	4
	2	3
	3	2
	4	1
	5	0

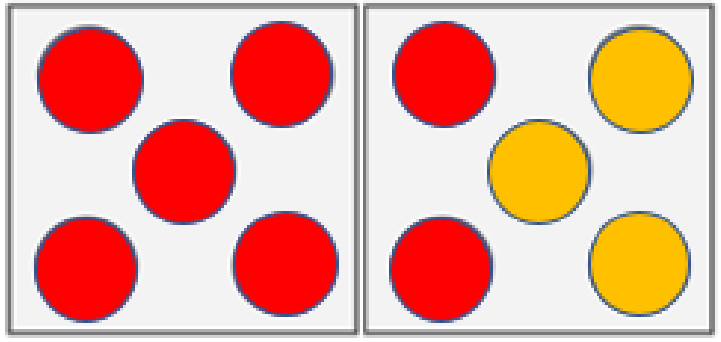
A number can be partitioned in different ways systematically.



Numbers from 6 – 10 are composed of the '5 and a bit' structure.







10 is made of _____ and _____.
_____ and _____ make 10.

20 bead Rekenrek

Double _____ is _____ ;
half of _____ is _____ .

Addition and Subtraction

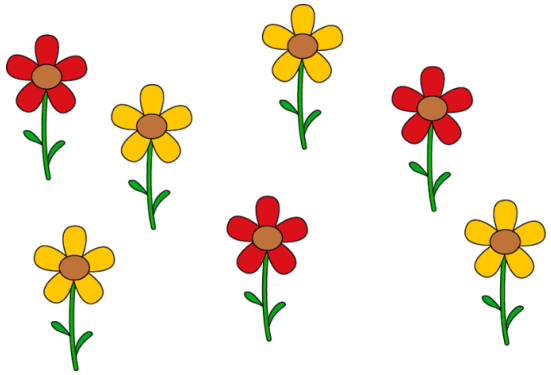
Year 1

Read, Write and Interpret Additive Equations (1)

Vocabulary:

Part Whole One Two Three Four Five Six Seven Eight Nine Ten
Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model
Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to =
Addition Subtraction Quantity Increase Decrease First, Then, Now
Expression Equation

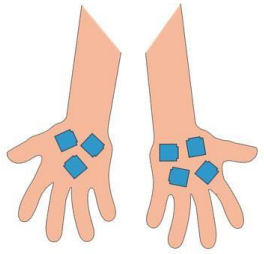
Addend + Addend = Sum Minuend – Subtrahend = Difference



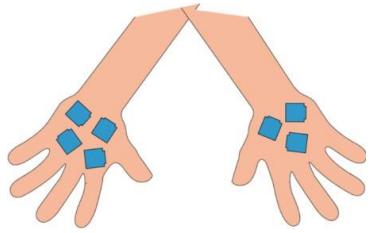
Identify what each number represents in an expression.

The 4 represents the 4 yellow flowers.

The 3 represents the 3 red flowers.



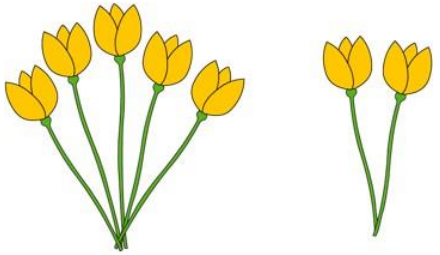
3 + 4



4 + 3

We can write the addends in either order.

(Commutative Law)



5 + 2 = 7

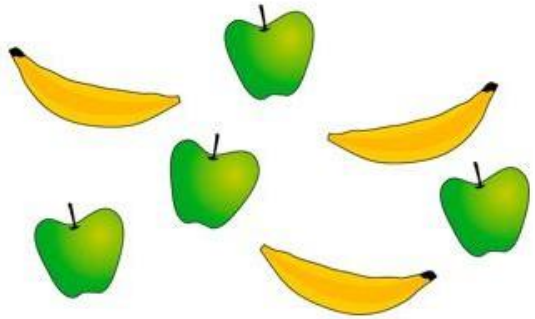
Identify what each number represents in an expression.

We can write 5 plus 2 is equal to 7.

The 5 represents ____.

The 2 represents___.

The 7 represents the total number of ___.



4 + 3 = 7

Addition and Subtraction

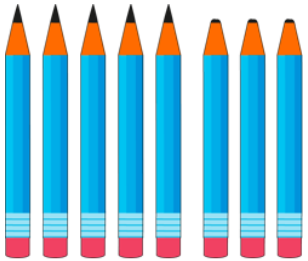
Year 1

Read, Write and Interpret Additive Equations

Vocabulary:

Part Whole One Two Three Four Five Six Seven Eight Nine Ten Represents Compose Combine Partition Total Part-Part-Whole (Cherry) model Tens Frame Fingers Five and-a-bit Systematic Plus + Minus - Equal to = Addition Subtraction Quantity Increase Decrease First, Then, Now Expression Equation

Addend + Addend = Sum Minuend – Subtrahend = Difference



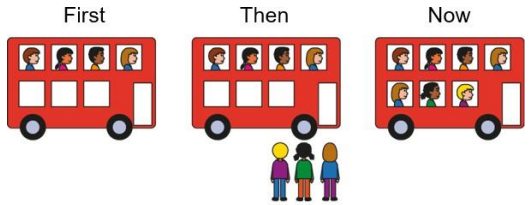
Subtraction can tell us about partitioning.

There are 8 ____altogether.

5 ____are ____.

3 ____are ____.

We can write this as 8 minus 5 is equal to 3.



4 + 3 7

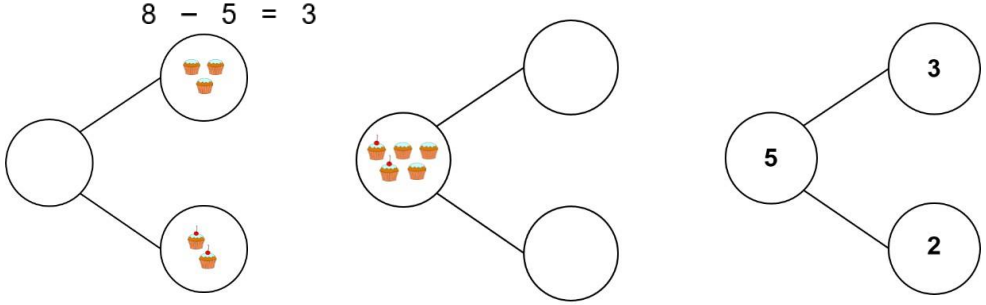
4 + 3 = 7

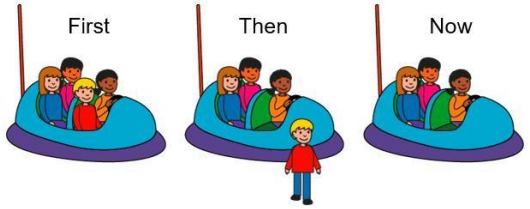
Understand the First, Then, Now structure of addition and subtraction.

Addition can tell us about a quantity increasing.

Subtraction can tell us about a quantity decreasing.

8 – 5 = 3





4 – 1 3

4 – 1 = 3

Make connections between addition and subtraction using the part-part-whole model.

Addition can tell us about combining objects.

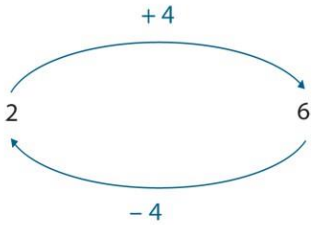
Subtraction can tell us about partitioning objects.

2 + 3 = 5

3 + 2 = 5

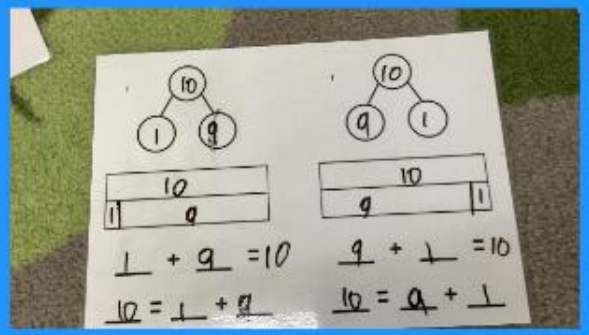
5 – 3 = 2

5 – 2 = 3



Addition and Subtraction undo eachother.

DUO: addition



DUO: missing parts

6 + ? = 9

6 + 3 = 9

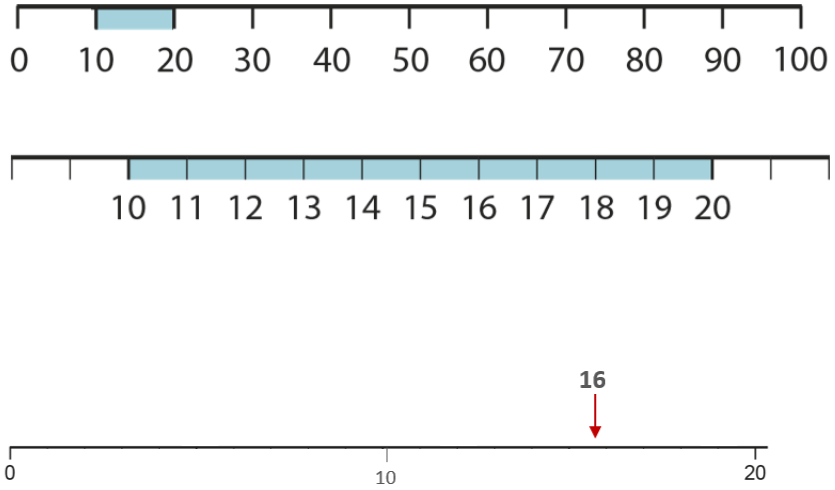
Addition and Subtraction

Year 1

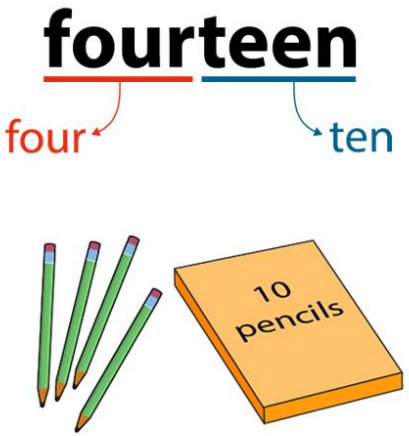
Numbers 0 to 20 (1)

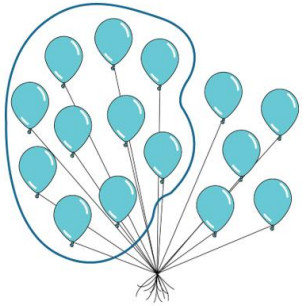
Vocabulary:

'teen' number
10 and a bit numbers
quantity

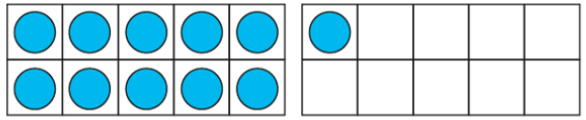


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

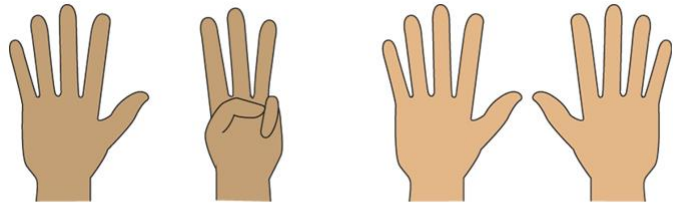




10s	1s



11 = 10 + 1



8 + 10 = 18

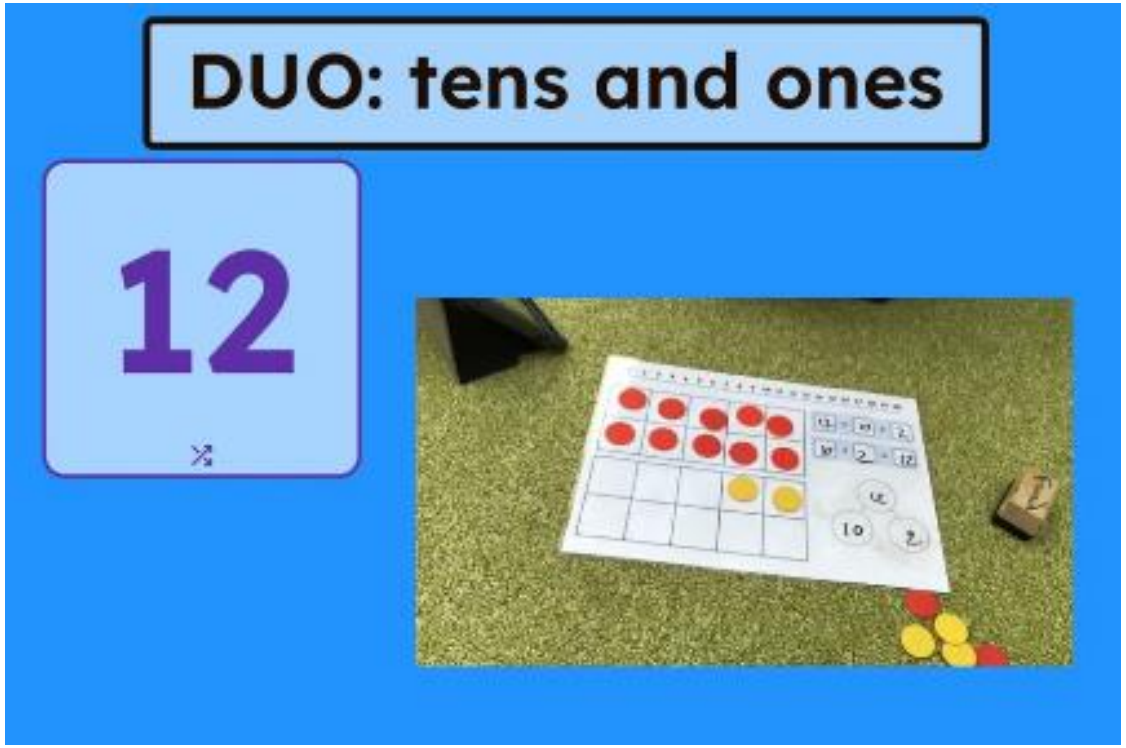
Addition and Subtraction

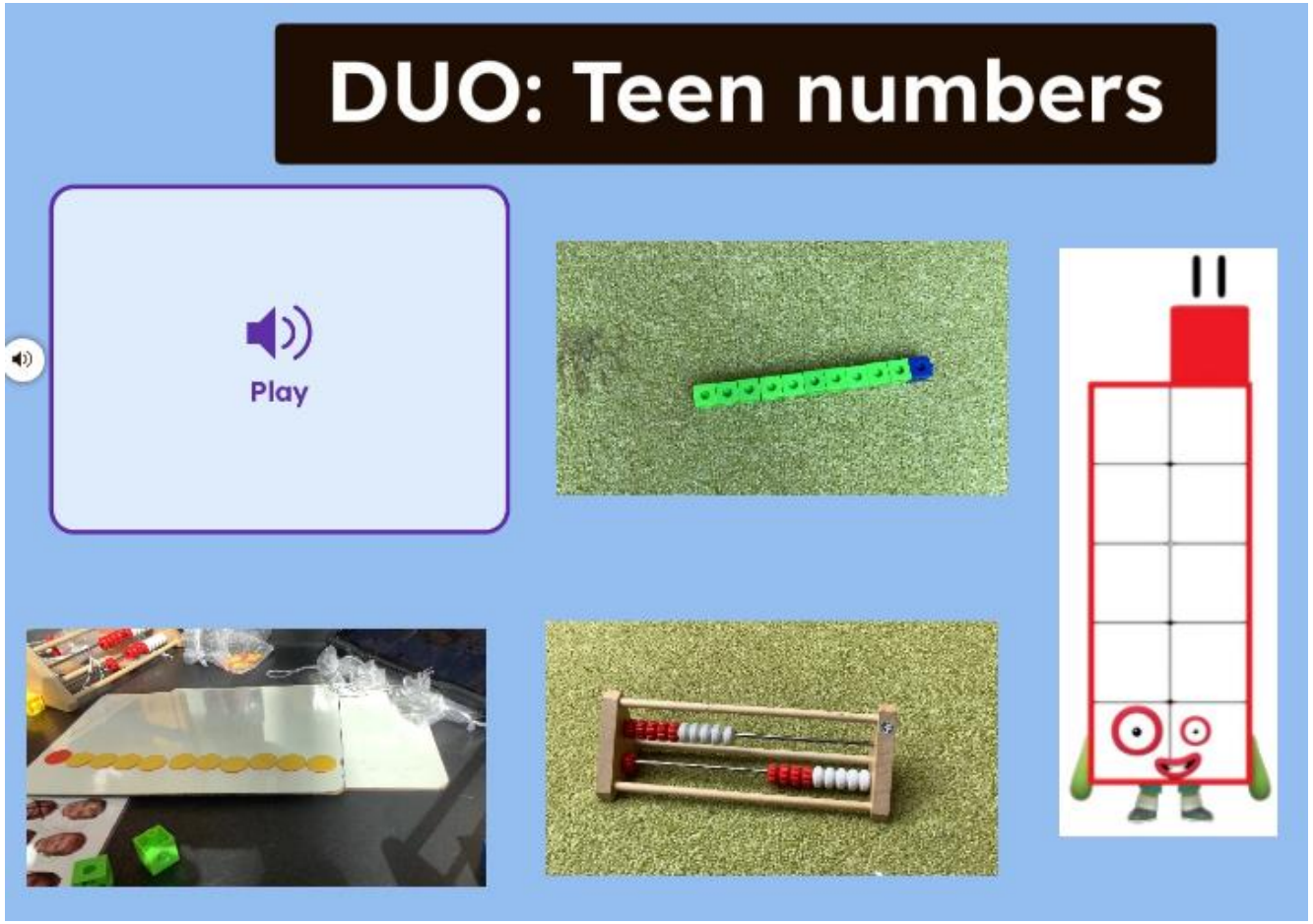
Year 1

Numbers 0 to 20

Vocabulary:

'teen' number
10 and a bit numbers
quantity





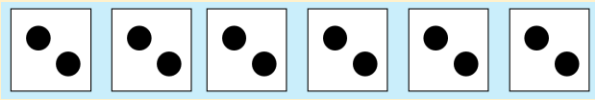
Addition and Subtraction

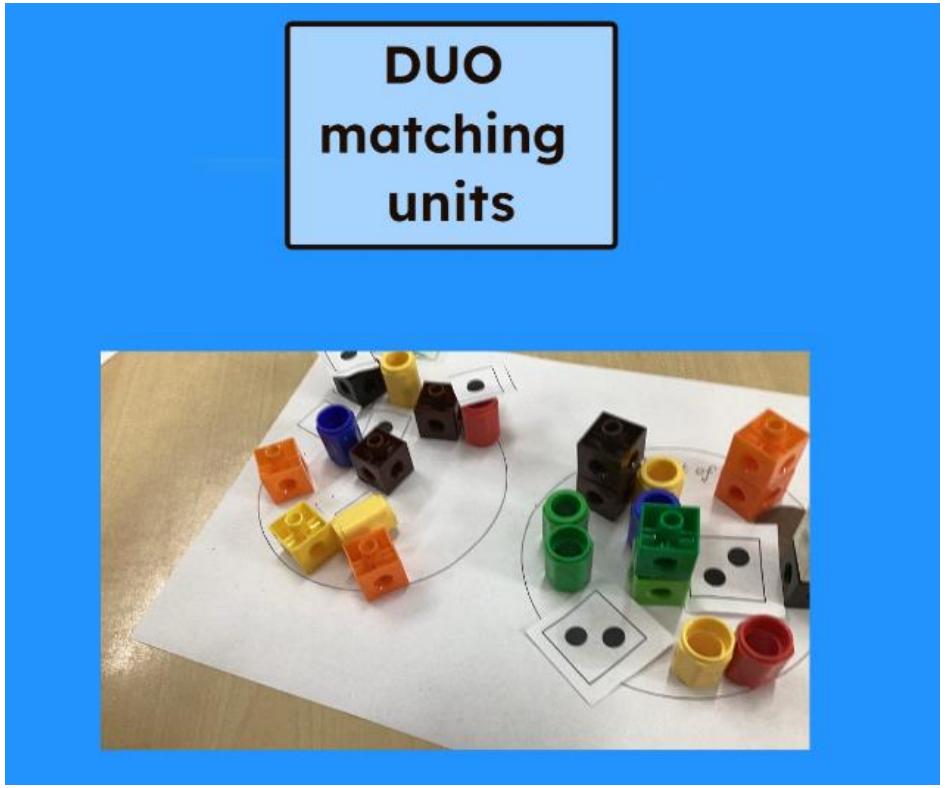
Year 1

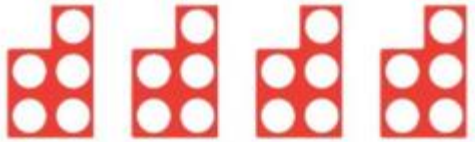
Unitising and coin recognition

Vocabulary:

Unit of
Group token coin pence
I have five units of 2
I have 2, five times







We have 5 four times.