

THE DEVONSHIRE HILL PRIMARY SCHOOL – CALCULATION POLICY – YEAR 1

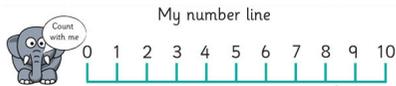
Children should have access to a number of resources including, numicon, number lines, hundred square grid, images and objects such as fruits, elephants, etc.

ADDITION

Key words: add, plus, together.
Children move away from using fingers to add, instead they begin to use objects. Using objects enables children to see how much each number represents.



Number lines are introduced and used to add by jumping on.



Children also use the number line to find one more.

Children learn number bonds up to 10 using calculations and numicon e.g.

$5 + 5 = 10$ $3 + 7 = 10$ $4 + 6 = 10$
 $7 + 3 = 10$ $6 + 4 = 10$ $2 + 8 = 10$
 $8 + 2 = 10$ $9 + 1 = 10$ $1 + 9 = 10$
 $0 + 10 = 10$

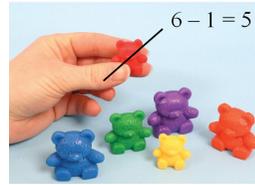


Children then move onto learning number bonds up to 20 e.g.

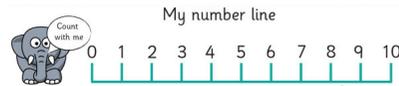
$19 + 1 = 20$ $1 + 19 = 20$ $18 + 2 = 20$
 $2 + 18 = 20$ $17 + 3 = 20$ $3 + 17 = 20$
 $4 + 16 = 20$ $16 + 4 = 20$ $15 + 5 = 20$
 $14 + 6 = 20$ $6 + 14 = 20$ $13 + 7 = 20$
 $7 + 13 = 20$ $12 + 8 = 20$ $8 + 12 = 20$
 $11 + 9 = 20$ $9 + 11 = 20$

SUBTRACTION

Key words: take away, subtract.
Children understand that subtraction means taking something away.



Number lines are introduced and used for take away by jumping backwards.



Children also use the number line to find one less.

Children learn to take away in 10s using the hundred square grid.

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

Children to use known addition facts to help them quickly work out subtraction sums.

e.g. I know that $4 + 6 = 10$, so $10 - 4 = 6$.

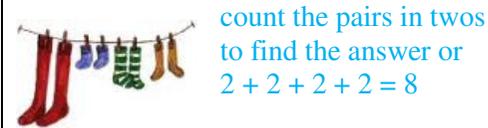
Children are introduced to money. They use all these methods to work out money problems.

MULTIPLICATION

Key words: times, repeated addition.
Children learn to count in 2s, 5s, 10s, etc to their twelve multiple, using a variety of resources, songs, images, etc.

Children use repeated addition using diagrams or practical resources such as municon.

e.g. $2 \times 4 = 8$



Children solve worded problems using images or practical resources.

e.g. there are 7 sweets in one bag. How many sweets are there in 2 bags.



Children should be able to recall doubles to at least 10 and solve worded problems involving doubling.

e.g. there are 3 eggs in each basket, how many will there be in 3 baskets.



DIVISION

Key words: share, divide,
Children learn to count on and back in 2s, 5s and 10s to their twelve multiple, using a variety of resources, songs and images.

Children look at the hundred square grid and begin to recognise patterns when counting. Children also learn to count on and back from any given number.

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

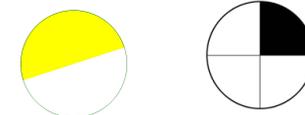
Children learn to group objects into 2s, 3s, 4s, etc using objects to understand sharing.



e.g. you have 10 sweets, can you share these between two people.

Children learn odd and even numbers; numbers that are equally shared are fair and even, numbers that do not share equally are unfair and odd. They then move onto recognising odd and even numbers by looking at the unit's column.

Children learn about halves and quarters using a variety of resources, cutting fruits, drawing shapes, sharing objects. They use the fractions $\frac{1}{2}$ and $\frac{1}{4}$



Children learn to add in 10s using the hundred square grid.

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