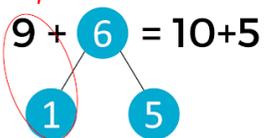


### Don't Count, Calculate...

From an early age children need to use known facts to help them calculate rather than count on or back in ones.

I can split 6 into 5 + 1. I know  $9 + 1 = 10$  so 5 more would be 15. Number bonds to 10 help me to cross the tens.

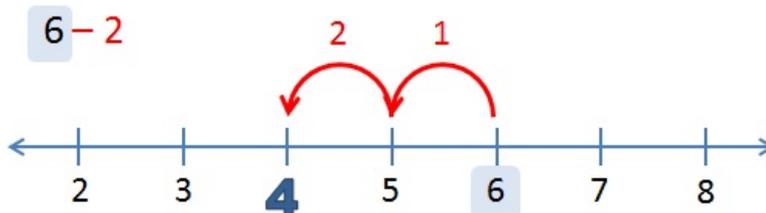
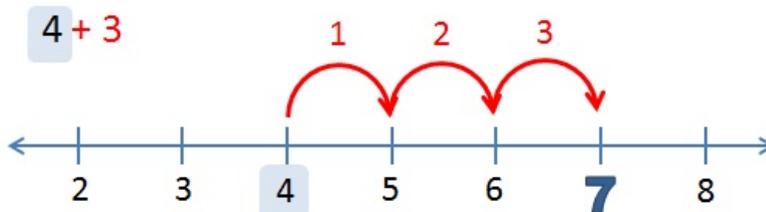


For  $16 - 4$  I know  $6 - 4 = 2$  then I add on ten more. It is important that children can partition a two digit number into tens and ones.

$$6 - 4 = 2$$

$$16 - 4 = 12$$

### The importance of the number line for counting on and back small amounts:

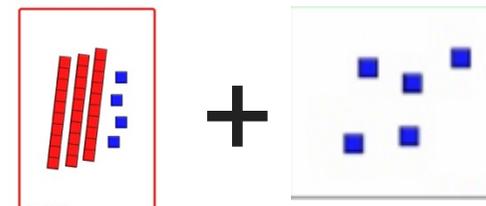


To be fluent in calculating, children need to be able to count in ones forwards and backwards from any number to and across 100.

Practise counting in 2s 5s and 10s – looking for patterns in the numbers.

**10 20 30 40 50 60 70 80 90 100**

We can use equipment or do jottings to find the total of 2 numbers. Understanding the value of tens and ones helps us to record our results too. Coins reinforce place value too.



When subtracting, children can cross out the ones that they are taking away:



### The importance of discovering and learning facts:

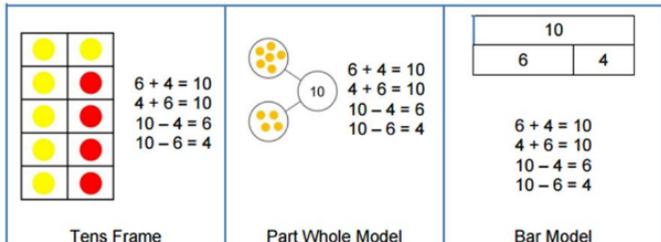
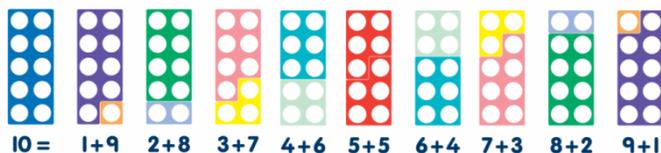
Numbers get bigger when we add

Numbers get smaller when we subtract.

If we add or subtract 0, the number stays the same.

Children need to learn their **number bonds to 10** and understand the relationship between the numbers.

DO and SEE and HEAR it in different ways:



## Year 1 Addition and Subtraction

#### Use a variety of words

add, more than, plus, total, altogether, count on  
subtract, less than, minus, take away, difference between, count back

**Demonstrate a greater depth of understanding by reasoning and solving problems – not using bigger numbers.**

#### True or False?

$7 + 8 = 14$

$55 - 5 = 51$

$13 + 7 = 20$

#### What is the same & what is different?

$5 + 5 = 10$

$15 + 5 = 20$

$25 + 5 = 30$

$35 + 5 = 40$

$40 + 5 = 45$

Always  
Sometimes  
Never?

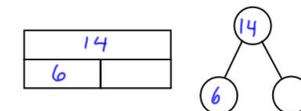
*If I count in 2s,  
I will say the  
number 23.*

#### Solve missing number problems

Understand the relationship between numbers to work out the unknown:

$14 = 6 + \square$

$14 - 6 = \square$



#### Problems (involving measures and money)

Dan needs 24p to buy a rubber. He already has 18p. How much more money does he need?