Tadpole Farm
CE Primary Academy

Year 1 Maths at Tadpole Farm

This booklet has been written to help you understand the methods used in mathematics in our year group. These methods will be taught as part of the maths lessons and revisited through their home learning. We would encourage parents to use the same methods so that the children can become confident with them.

We use the following terms to create a progression of methods:
Concrete: Using objects and manipulatives to solve problems.
Pictorial: Drawing pictures and diagrams to solve problems.
Abstract: Using written methods to solve problems.

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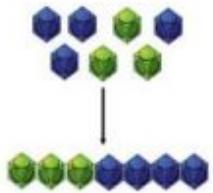
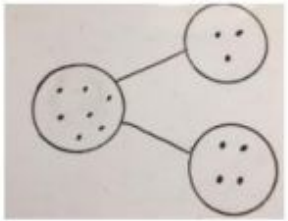
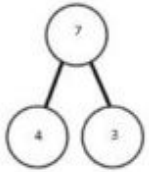
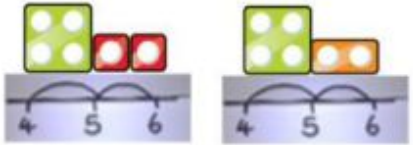
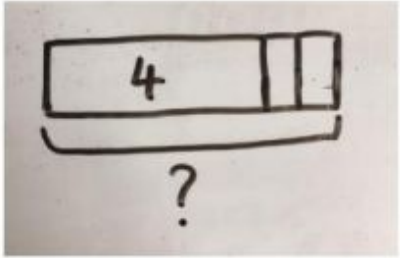
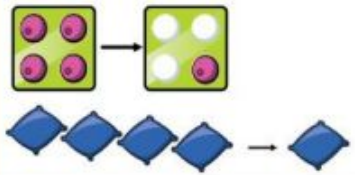
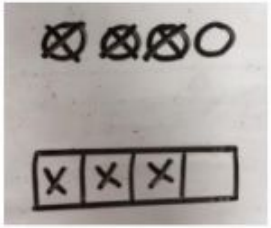
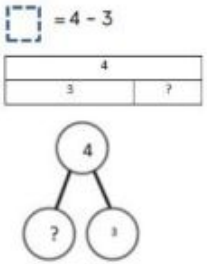
Addition

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

Concrete	Pictorial	Abstract
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars). 	Children to represent the cubes using dots or crosses. They could put each part on a part whole model too. 	4 + 3 = 7 Four is a part, 3 is a part and the whole is seven. 
Counting on using number lines using cubes or Numicon.  	A bar model which encourages the children to count on, rather than count all. 	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2 

Subtraction

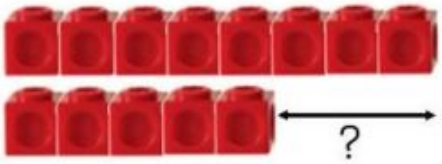
Vocabulary we use: take away, less than, the difference, subtract, minus.

Concrete	Pictorial	Abstract
Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). 4 - 3 = 1 	Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	4- 3 = 

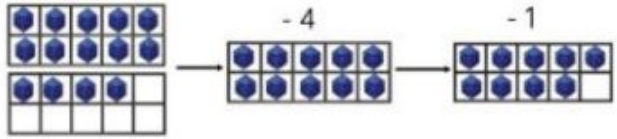
More concrete methods:

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Making 10 using ten frames.
14 - 5



Multiplication

Vocabulary we use: double, times, multiplied by, groups of, lots of

Method also used in Year 2

Year 1 focus

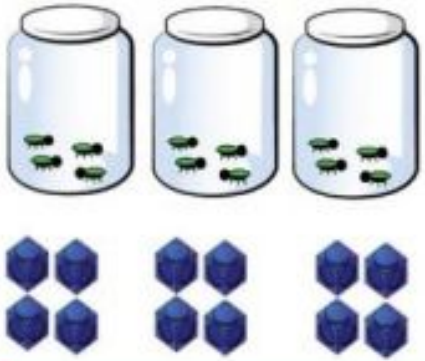
Concrete

Repeated grouping/repeated addition

3 × 4

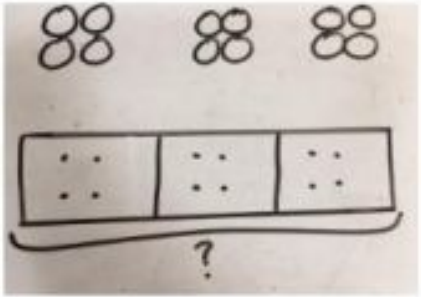
4 + 4 + 4

There are 3 equal groups, with 4 in each group.



Pictorial

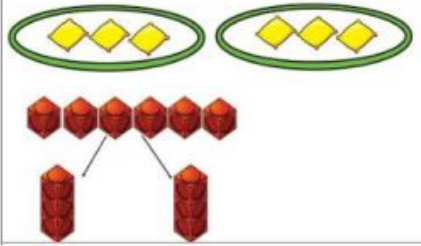
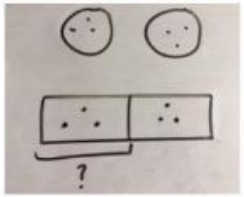
Children to represent the practical resources in a picture and use a bar model.

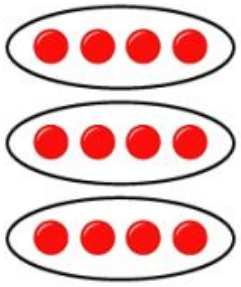


Division

Vocabulary we use: share, group, divide, divided by, half.

All used by: Year 1 & Year 2

Concrete	Pictorial	Abstract
Sharing using a range of objects. 6 ÷ 2 	Represent the sharing pictorially. 	6 ÷ 2 = 3 3 | 3 Children should also be encouraged to use their 2 times tables facts.



12 ÷ 4 = 3