

Year 1 –		2014/2015
Area 2: Calculation		
Key vocabulary:	<p>pattern, answer, number sentence, sign, operation, explain, show me, read, write, record, count, compare, order</p> <p>the same number as, as many as, equal to, equals (=), sign, more, most, less, least, greater, greatest, larger, largest, bigger, biggest, fewer, fewest, smaller, smallest, before, after, halfway</p> <p>add, plus (+), makes, sum, total, altogether, subtract, minus (-), take away, leaves, difference, one, two, three, ..., hundred; first, second, third, ...; ones, tens, 'teens' number, exchange, digit</p> <p>how many ...?, how many more to make ...?, how many more is ... than ...?, how much more is ...?, how many fewer is ... than ...?, how much less is ...?, what is the difference between ...?</p> <p>odd, even, pair, double, near double, half, halve</p>	
National Curric Objectives for this area: <div style="background-color: #90EE90; padding: 2px; display: inline-block; margin-bottom: 10px;">Term 1</div> <div style="background-color: #FFFF00; padding: 2px; display: inline-block; margin-bottom: 10px;">Term 2</div> <div style="background-color: #FF00FF; padding: 2px; display: inline-block;">Term 3</div>	<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number • Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number • 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 $7 = \square - 9$. • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Recall the doubles of all numbers to at least 10. 	