






## YEAR 1

Addition	Informal Written Methods	Formal Written Methods																														
<p style="text-align: center;"><b>Knowledge and understanding/Mental Strategies</b></p> <p><b>Use of models and images:</b></p> <p>- concrete objects/pictorial representations</p> <div style="display: flex; align-items: center; justify-content: center;"> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> </div> <p style="text-align: center; margin-top: 5px;"><math>5 + 5 + 5 = 15</math></p> <p>- number tracks and number lines</p> <div style="text-align: center; margin-top: 5px;"> </div> <p>- 1–100 number square</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td></tr> </table> <ul style="list-style-type: none"> <li>represent and use number bonds for 10 and within 20</li> <li>add one-digit and two-digit numbers to 20, including zero</li> <li>realise the effect of adding zero</li> <li>recall doubles of all numbers to 10</li> <li>identify near doubles, using doubles already known (e.g. 7 + 8)</li> <li>understand and use the inverse relationship between addition and subtraction</li> </ul>	1	2	3	4	5	6	11	12	13	14	15	16	21	22	23	24	25	26	31	32	33	34	35	36	41	42	43	44	45	46	<p style="font-weight: bold; color: black; background-color: yellow; padding: 5px;">Not introduced in Year 1</p>	<p style="font-weight: bold; color: black; background-color: yellow; padding: 5px;">Not introduced in Year 1</p>
1	2	3	4	5	6																											
11	12	13	14	15	16																											
21	22	23	24	25	26																											
31	32	33	34	35	36																											
41	42	43	44	45	46																											
<p style="text-align: center;"><b>Subtraction</b></p> <p><b>Use of models and images:</b></p> <p>- concrete objects/pictorial representations</p> <p>- number tracks and number lines: 'take away' (counting back)</p> <div style="text-align: center; margin-top: 10px;"> </div> <p>- 'finding the difference' (counting up)</p> <div style="text-align: center; margin-top: 5px;"> </div> <p>- 1–100 number square</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td></tr> </table> <ul style="list-style-type: none"> <li>understand subtraction as 'taking away' (counting back)</li> <li>understand subtraction as 'finding the difference' (counting up)</li> <li>represent and use subtraction facts within 20</li> <li>subtract one-digit and two-digit numbers to 20, including zero</li> <li>realise the effect of subtracting zero</li> <li>understand that subtraction cannot be done in any order</li> <li>understand and use the inverse relationship between addition and subtraction</li> </ul>	1	2	3	4	5	6	11	12	13	14	15	16	21	22	23	24	25	26	31	32	33	34	35	36	41	42	43	44	45	46	<p style="font-weight: bold; color: black; background-color: yellow; padding: 5px;">Not introduced in Year 1</p>	<p style="font-weight: bold; color: black; background-color: yellow; padding: 5px;">Not introduced in Year 1</p>
1	2	3	4	5	6																											
11	12	13	14	15	16																											
21	22	23	24	25	26																											
31	32	33	34	35	36																											
41	42	43	44	45	46																											

# BSB Sanlitun Calculation Policy

## YEAR 1

<b>Multiplication</b>		
Knowledge and understanding/Mental Strategies	Informal Written Methods	Formal Written Methods
<ul style="list-style-type: none"> <li>• Use of models and images:</li> <li>- concrete objects/pictorial representations</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <ul style="list-style-type: none"> <li>- arrays</li> </ul> <div style="margin-left: 20px;"> <p>★ ★ ★ ★</p> <p>★ ★ ★ ★</p> <p>★ ★ ★ ★</p> <p>★ ★ ★ ★ 4 lots of 5 is 20</p> <p>★ ★ ★ ★ 5 lots of 4 is 20</p> </div> <ul style="list-style-type: none"> <li>• understand multiplication through grouping small quantities</li> <li>• understand the link between multiplication and doubling</li> <li>• recall and use doubles of all numbers to 10</li> <li>• count forwards and backwards in 1s, 2s, 5s and 10s</li> </ul>	<p style="background-color: yellow; padding: 5px;"><b>Not introduced in Year 1</b></p>	<p style="background-color: yellow; padding: 5px;"><b>Not introduced in Year 1</b></p>
<b>Division</b>		
<ul style="list-style-type: none"> <li>• Use of models and images:</li> <li>- concrete objects/pictorial representations</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <p style="margin-top: 10px;">-practical grouping e.g. in PE 20 children get into teams of 4 to play a game. How many teams are there?</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>- arrays</li> </ul> <div style="margin-left: 20px;"> <p>★ ★ ★ ★</p> <p>★ ★ ★ ★</p> <p>★ ★ ★ ★</p> <p>★ ★ ★ ★ 4 lots of 5 is 20</p> <p>★ ★ ★ ★ 5 lots of 4 is 20</p> </div> <ul style="list-style-type: none"> <li>• understand division through sharing small quantities</li> <li>• understand the link between division and halving</li> <li>• recall and use doubles of all numbers to 10 and corresponding halves</li> <li>• simple fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>) of object, shape or quantity</li> </ul>	<p style="background-color: yellow; padding: 5px;"><b>Not introduced in Year 1</b></p>	<p style="background-color: yellow; padding: 5px;"><b>Not introduced in Year 1</b></p>