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| YEAR 1  ES | End of year expectations for mental calculation | End of year expectations for written methods and problem solving | Written strategies/ recordings/methods/images | Vocabulary  &  Links |
| * Subtract one digit and 2-digit numbers to 20, including zero. * Read, write and interpret mathematical statements using symbols (+, -, =) signs. * Represent and use number bonds and related addition facts within 20 * Solve one step problems using concrete objects and pictorial representations, and missing number * problems such as   7 = 􀍲 - 9   * Memorise and reason with number bonds * Subtract using objects, Numicon, cubes etc and number lines and tracks * Check with everyday objects * Ensure pre‐calculation steps are understood, including: * Counting objects, * Conservation of number | * Subtract 1- digit and 2 - digit numbers to 20, including zero. * Read, write and interpret mathematical statements involving addition (+), subtraction (–) and   equals (=) signs .   * Represent and use number bonds and related subtraction facts within 20. | 7 – 3 = 4 so 7 - = 3  **Subtraction:**  **Comparison Model**  Peter has 5 pencils and 3 erasers. How many more pencils than erasers does he have?  5   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  |  |  |  |   **3** | Pupils should combine and increase numbers, counting forwards and backwards.  *(They should develop the concept of addition and subtraction and … use these operations flexibly*)  *Problems should include the terms: put together, add, altogether, total, take away, distance between,*  *difference between, more than and less than, so that pupils develop the concept of addition and subtraction*  *and are enabled to use these operations flexibly.*  (*Number + addition and -*  *subtraction, Non- statutory guidance.)*  Pupils discuss and solve problems in familiar practical contexts . (*Non-statutory guidance.)*  Pupils compare, describe and solve practical (measurement) problems . |