|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
| * Solve 1- step problems involving multiplication and division, by calculating the answer using concrete   objects, pictorial  representations and  arrays with the support of  the teacher   * Count in multiples of twos, fives and tens with equipment, songs & rhythms, and including by rote * Counting 2s e.g. counting socks, shoes, animal legs... * Counting in 5 s e.g. counting fingers, fingers in gloves, toes … * Counting in 10s e.g. counting fingers, toes ... * Doubles up to 10 * Recognising odd and even numbers * Write as a number pattern (e.g. 5, 10, 15...; 2, 4, 6...; 10, 20, 30...) | * It is important to use a range of models to develop understanding   of multiplication, and that  children make connections  between arrays, number  patterns, and counting in  twos, fives and tens   * Although there is no statutory requirement   for written multiplication in Year 1, it may be helpful to encourage children to begin to write it as a repeated addition sentence in preparation for Year 2  e.g. 2 + 2 + 2 + 2 = 8 | 2 groups of 5 (5 x  2) using Numicon | * Count in multiples of twos, fives and tens (from Number and place value), as above * *Counting in twos, five and tens from different multiples to develop their recognition of patterns in the*   *number system*   * *They discuss and solve problems in familiar practical contexts, including using quantities.* |