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| Year 1ES | 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 x2) 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.*
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