

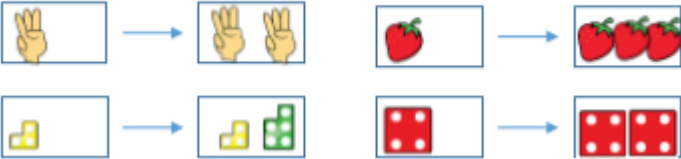


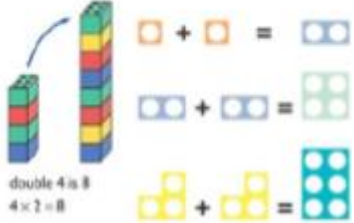

# Progression in Calculations. Y1

## Multiplication.

<b>Year 1</b>	
<p><b>Count in 10s</b></p> <p>Children count in groups of tens for the first time. They use pictures, bead strings and number lines to support their counting.</p>	<p>How many birds are there altogether?</p>  <p>There are ____ birds in each tree. There are ____ trees. There are ____ birds altogether.</p>
<p><b>Make Arrays</b></p> <p>Children begin to make arrays by making equal groups and building them up in column or rows. They use a range of concrete and pictorial representations alongside sentence stems to support their understanding.</p>	<p>Build an array with counters to represent the apples. Complete the sentences.</p> <p>There are ____ apples in each row. There are ____ rows. ____ + ____ + ____ = ____ There are ____ apples altogether.</p>  <p>- . . . . .</p>
<p><b>Making Doubles</b></p> <p>Children explore doubling with numbers up to 20. Reinforce understanding that 'double' is two groups of a number or amount.</p>	<p>Circle the representations which have been doubled:</p> 

Progression in Calculations. Y1

Multiplication.

	<p>Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling</p>  <p>double 4 is 8 <math>4 \times 2 = 8</math></p>
<p>Counting in Multiples</p> <p>Count the groups as children are skip counting.</p>	 <p>Children make representations to show counting in multiples.</p> 