Maths methods
Key Stage 1: Year 1 and Year 2

Maths methods and strategies taught in school now are very different from those that many parents learned at school. This can often cause confusion when parents are trying to support their child at home.

This document shows the main methods and vocabulary taught in each year group for addition, subtraction, multiplication and division. Each child's progress is different but most children will acquire these methods by the end of their year.
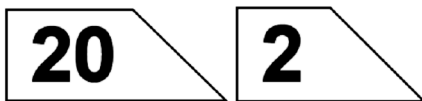
YEAR 1: Addition

Practical activities using pictures and practical resources (e.g. counters, blocks).

7 + 3

+ = 10

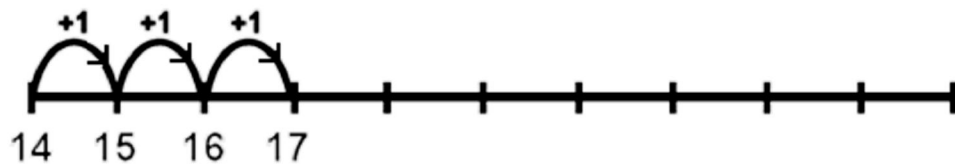**Partitioning 14 → 10 + 4** *(14 splits to 10 and 4)*

Arrow Cards are used in school to partition:

22 splits to give 20 and 2

Using number line/ tracks for addition:

14 + 3

Start at 14, jump on in 'ones' three times
So the answer is 17

14 + 3 = 17

Vocabulary:
+, add, more, plus, make, sum, total, altogether, score, double, one more, two more, … ten more, how many more to make…? how many more is… than…? how much more is…?

YEAR 2: Addition

Practical rather than written, using 100 square.

Horizontal addition

Eg: 72 + 23

$\rightarrow$

72 + 23

70 2   20 3

(70 + 20) + (2 + 3)
90   +   5
95

Collect the 'tens' together
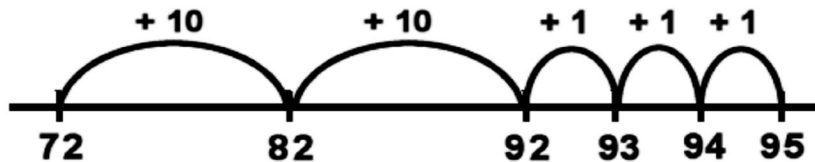
70 + 20 = 90

Then collect the 'units' together

2 + 3 =5

Find the total 90+ 5 =95

Using number line for TU + TU

72 + 23

Start at 72 – Jump forward in 'tens' twice (23=20+3) then jump forward in 'ones' three times.
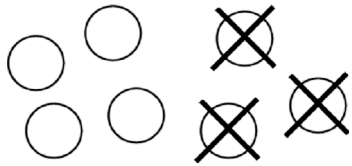
Vocabulary:
☐add, addition, more, plus make, sum, total altogether, score, double, near double, one more, two more... ten more... one hundred more, how many more to make…? how many more is… than…? how much more is…?

YEAR 1: Subtraction

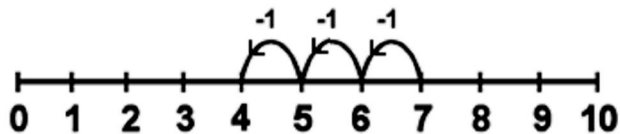*Children use lots of practical activities*

Subtraction as take away

7 – 3 = 4

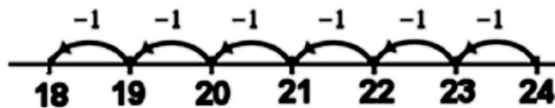**Using objects (e.g. counters, blocks etc.) or draw and cross out.**

Using a number line for 7 – 3 (starting with a printed number line, then moving to a blank one)
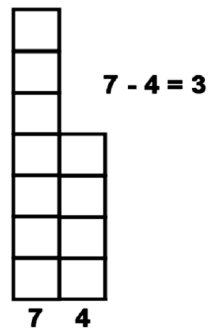
Start at 7, jump back in 'ones' three times
7-3=4

Same for TU – U using number line
24-6

24-6=18

Subtraction as finding the difference.

7 - 4 = 3

Use practical apparatus (e.g. counters, blocks etc.) to demonstrate the difference.

7   4

Difference = 3

Vocabulary:
subtract, take (away), minus, leave, how many are left/left over? how many have gone? one less, two less, ten less… how many fewer is… than…? how much less is…? difference between, equals sign, is the same as.

YEAR 2: Subtraction

Continuing as lots of practical activities, as for Year 1.
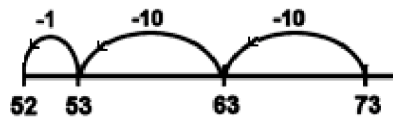
Subtraction as take away.

Partitioning 73 – 21

Partitioning the tens and units: putting the 'tens' on top of the petal and the units underneath.

Subtract the tens 70 – 20 = 50
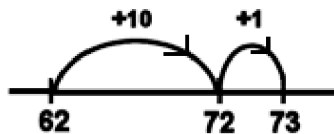*then the units 3 – 1 = 2*

Number line 73 – 21

73 – 21 = 52

Start at 73 – Jump back in 'tens' twice. Then jump back in 'ones' once.

Subtraction as finding the difference (for numbers which are close together)

73 – 62

73 – 62 = 11

Start at 62. Jump 10 to 72 then 1 unit to 73.
Total jumps = 10 + 1 = 11

Vocabulary:
subtract, take (away), minus, leave, how many are left/left over? how many have gone? one less, two less, ten less…, how many fewer is… than…? how much less is…? difference between, ⬜⬜equals sign, is the same as.

YEAR 1: Multiplication

Practical

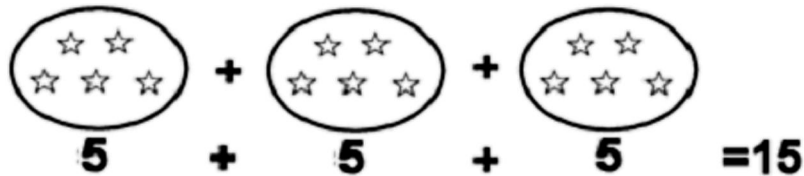**X2 x5 x10**

Sequences – counting aloud in jumps of 2:
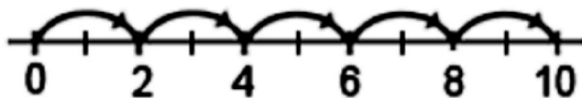
2, 4, 6, 8, 10 ….
5, 10, 15, 20, 25 ….
10, 20, 30, 40 ….

Repeated addition using hands or apparatus or diagrams.

3 x 5

5 + 5 + 5 =15

5 + 5 + 5 =15

Using a number line for jumps of 2, 5, 10

5 x 2

0 2 4 6 8 10

5 x 2 = 10
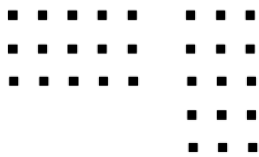
Vocabulary:
Lots of, groups of, multiply, times, add, steps of, jumps of
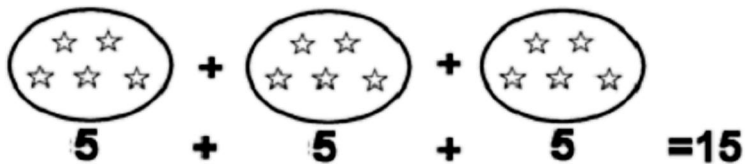
YEAR 2: Multiplication

x2 x5 x10

Arrays

3 x 5   **5 x 3**
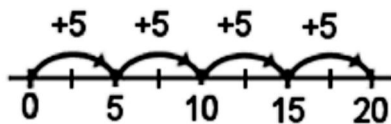

3 rows of 5 or
5 rows of 3

Multiplication as repeated addition
3 x 5

5 + 5 + 5 =15

Continuing to use Number lines

4 x 5
4 Jumps of 5

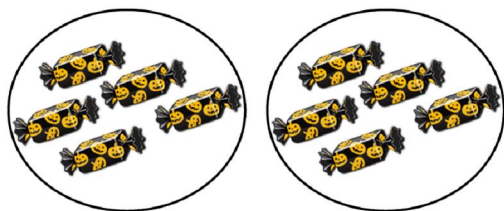

+5   +5   +5   +5

0   5   10   15   20

4 x 5 =20

Vocabulary:
lots of, groups of , times, multiply, twice, three times… ten times, times as
(big, long, wide… and so on), repeated addition, array, row, column,
double.

Lots of practical problems using counters, blocks and sharing out.

Share 10 sweets between 2 children

Each child has 5 sweets.

How many groups of 5 bananas could you make with 10 bananas?

=
2 groups

10 bananas gives two groups of 5 bananas.

Vocabulary:
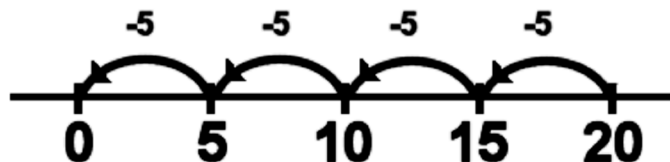share, share equally, groups of, divide, how many groups?

YEAR 2: Division

Practical division as in Year 1

Division using a number line;

20 ÷ 5 = 4

Repeated subtraction

Start at 20
Jump back in 5s to 0
The number of jumps gives the answer –
4 jumps

20 ÷ 5 = 4

With remainders - sharing using practical apparatus

Share 14 cubes between 4 children

Each person gets 3 cubes and there are 2 left over.

14 ÷ 4 = 3 remainder 2