Additive Reasoning 1.12	Length of unit: **2 weeks**	Week beg:	Year: 1	Teacher:

Success criteria	**Learning over the year:** **This is what the children need to have learnt over the whole of Year 1.**	**Resources**
Pupils can solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20).	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9 • recognise and use language relating to dates, including days of the week, weeks, months and years • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Maths vocabulary book Using and Applying in every maths lesson Assessment through guided maths Think Maths! Pitch and Expectations Y1 Models and Images Securing Level 1 Overcoming Barriers to Learning – Levels 1 to 2

Guidance

Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 + 7 = 9; 7 = 16 – 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.

They discuss and solve problems in familiar practical contexts, including using quantities. 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.

Learning objectives	**Pupil outcomes:**
Pupils should be taught to: Number and place value ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● given a number, identify one more and one less Addition and subtraction ● read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ● represent and use number bonds and related subtraction facts within 20 ● add and subtract one-digit and two-digit numbers to 20, including zero ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ –9 ● Measurement ● Sequence events in chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) ● Recognise and use the language relating to dates, including days of the week, weeks, months and years	*I can show and explain different ways to solve 5+6 and 20-2 and say which I think is best and why.* *I can work out the date for our school trip if today is the 10th and we are going in three days, write a number sentence to match and explain it.*