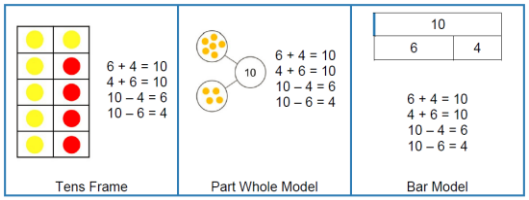
Addition

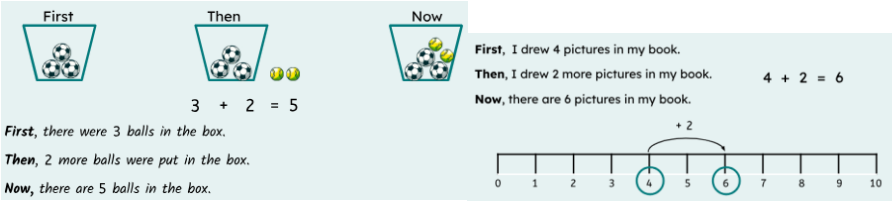
Add within 20 **Introduce + and = symbols**

Double	Near-double	One more	One less	Next odd/even number	Odd/even number before
2 + 2 =	2 + 3 =	3 + 1 =	9 – 1 =	4 + 2= 2 + 3 =	10 – 2 =

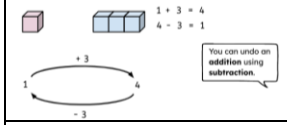
Aggregation (Combining two or more distinct sets to make a whole).



Augmentation (Increasing a quantity by adding on: first, then now stories)



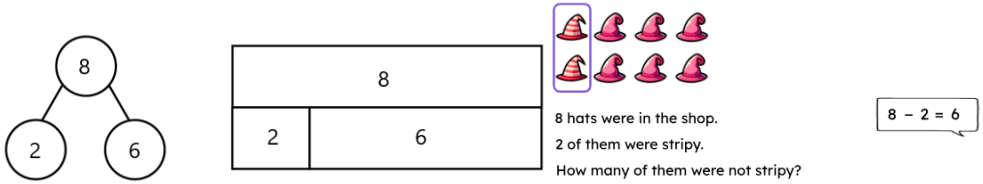
Know that addition and subtraction are the **inverse**



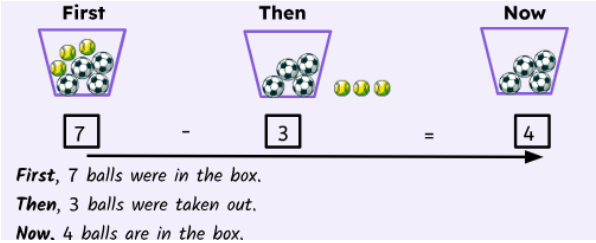
Subtraction

Partitioning structure (splitting an object or value into smaller parts-not referred to as takeaway)

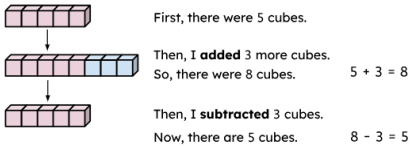
8 – 2 = 6



Reduction structure (decreasing a quantity by taking away) introduced (first, then, now)

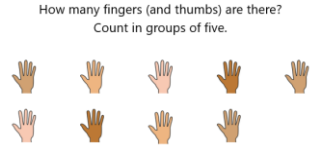


Know that addition and subtraction are the **inverse**



Multiplication

Counting, unitising and coins are prerequisites to multiplication





How many dots are there?
Count in groups of five.





seven five-pennies

Division

Oak's Year 1 maths curriculum:

- **Does not include a unit labelled "division"**
- Introduces division ideas implicitly through:
  - Solving problems
  - Grouping
  - Sharing fairly
- Keeps everything **concrete and contextual**

There are **no formal division lessons in Year 1**; structured division units begin in **Year 2** (e.g. *Introduction to division structures*), once pupils are secure with grouping and unitising.