



Foundation (Basic) Facts for Year 1 Students

By the **end** of Year 1, the expectation is that your child would know these foundation facts. They would begin learning these using equipment and objects, joining the sets together and counting them. Over the year and through lots of practice, the aim is for your child to know these facts so they can answer them when they see the equation written down, when they are asked verbally or when they need to solve a problem using these facts. Please note, your child will not be learning the facts in the order listed below, we jumble them up.

Addition

The following facts are what your child needs to work on throughout their first year of schooling.

Addition facts to 5. This means any single digit addition facts that have an answer that is no greater than 5. Below are the facts they will be working on:

2	3	4	5
1 + 1	1 + 2	1 + 3	1 = 4
	2 + 1	2 + 2	2 + 3
		3 + 1	3 + 2
			4 + 1

+	1	2	3	4
1	2	3	4	5
2	3	4	5	
3	4	5		
4	5			

Help your child notice patterns in the facts they are learning:

- the order of the numbers being added does not change the answer. For example: $3 + 1$ and $1 + 3$ both equal 4.
- adding one to a number gives us the next counting number.
- the facts are a triplet (2, 3, and 5). Talk about the equations they can write for the triplet and find the patterns. They are $2 + 3 = 5$, $3 + 2 = 5$ so $5 - 2 = 3$, $5 - 3 = 2$.

Subtraction

No subtraction facts are taken to fluency at this level. However, some students may receive some subtraction facts if teachers feel they are ready for this.

Multiplication and Division

No multiplication and division facts are learnt at this level. However, to help your child begin to think multiplicatively you can practice skip counting in twos and fives. Do this by counting physical objects such as pegs, buttons, Lego pieces, etc in groups and counting aloud:

- 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, ...
- 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, ...

Next Steps

If you notice that your child can automatically answer questions involving the foundation facts to five, the next step is to begin working on facts up to 10. This means any single digit addition facts that have an answer that is no greater than 10.