

Y2

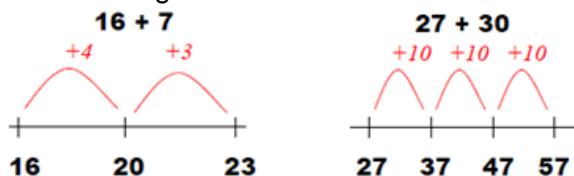
Through practical activities in meaningful contexts and informal written methods.

- Fluent recall of bonds to 20 and within 20.
- Derive and use related facts up to 100.

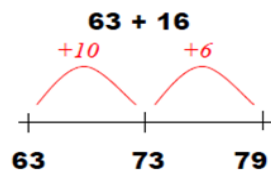


- Addition of money up to £1.

- Add numbers using concrete objects, pictorial representations and mentally.



- Show that addition of two numbers can be done in any order (commutative).
- Recognise and use the inverse relationship between addition and subtraction.
- Progressing to partitioned columnar method (in preparation for year 3).



2	0	+	3	
+	3	0	+	4
<hr/>				
5	0	+	7	
<hr/>				
		=	<u>5</u>	<u>7</u>

National Curriculum requirements:

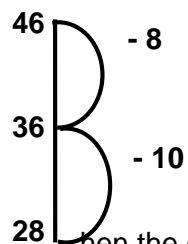
(using concrete objects, pictorial representations and mentally)

- Add 2 digit numbers and ones.
- Add 2 digit number and tens.
- Add two 2 digit numbers.
- Add three 1 digit numbers.

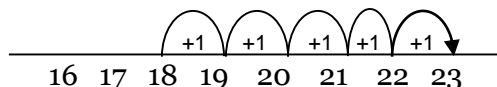
Through practical and meaningful contexts.

- Fluent recall of bonds to 20 and within 20.
- Derive and use related facts up to 100
e.g. $10 - 7 = 3$ so $100 - 70 = 30$.
- Counting back by partitioning second number. Subtract the ones first to be in line with columnar subtraction.

E.g. $46 - 18$
 $46 - 10 - 8$



- Find the difference by counting up (when the difference is small).
 $23 - 18 = 5$



- Recognise and use the inverse relationship between addition and subtraction
- Show that subtraction is not commutative (done in any order)
- Progressing to the partitioned columnar method in preparation for year 3
- Subtraction of money, including change.

National Curriculum requirements:

(using concrete objects, pictorial representations and mentally)

Subtract 2 digit numbers and ones.

Subtract 2 digit number and tens.

Subtract two 2 digit numbers.

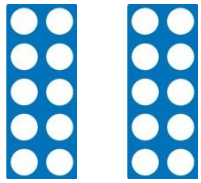
Subtract three 1 digit numbers.

Key Stage 1 – Multiplication

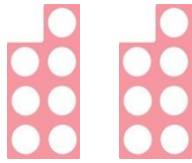
Y2

Through practical activities and meaningful contexts using concrete objects, pictorial representations and arrays.

Double numbers (by partitioning and recombining) $17 + 17$.



$$10 + 10$$



$$7 + 7$$

Understand multiplication as repeated addition/groups/lots.

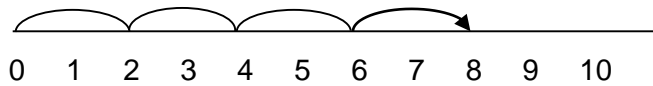
Read arrays.



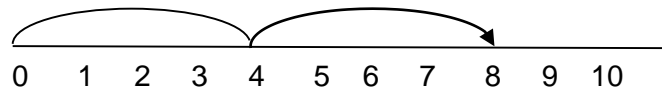
$$2 \times 4 \text{ (2, 4 times)}$$

- Repeated addition on a number line.

$$2 + 2 + 2 + 2 \quad \text{(4 groups of 2, 2 four times, } 2 \times 4)$$



$$4 + 4 \quad \text{(2 groups of 4, 4 two times, } 4 \times 2)$$



- Know the multiplication tables for 2, 5 and 10.
- Calculate mathematical statements within the multiplication tables using the multiplication (x) and equals (=) signs.
- Show that the multiplication of two numbers can be done in any order (commutative).

Video clips: [Teaching for understanding of multiplication facts](#)
[Practical multiplication and the commutative law](#)

National Curriculum requirements:

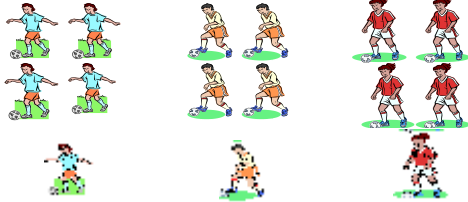
Solve problems involving multiplication using materials, arrays, mental methods and multiplication facts.

Through practical activities in meaningful contexts.

- Recall and use division facts for 2, 5 and 10 times tables.
- Continue to use division as sharing.
- Division as grouping.

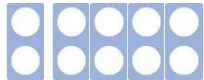


- 15 children get into teams of 5 to play a game. How many teams are there?



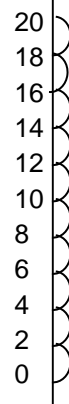
How many groups of 5 in 15?

How many 5's have been counted?



How many 2's in 10?

- Understand '÷ 2' as 'half of'.
- Understand that division is not commutative.
- Recognise relationship between x and ÷
- Record using division (÷) and equals (=) signs.
- Use number lines to answer questions such as $20 \div 2 =$



National Curriculum requirements:

Solve problems involving division using materials, mental methods and division facts.