

Year 2 Addition



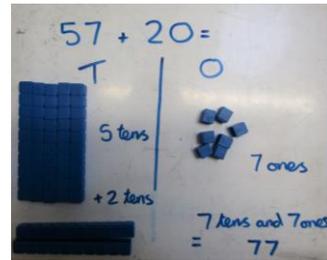
Pupils should be taught to:

- add numbers using concrete objects, pictorial representations, and mentally, including:

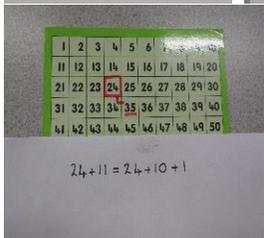
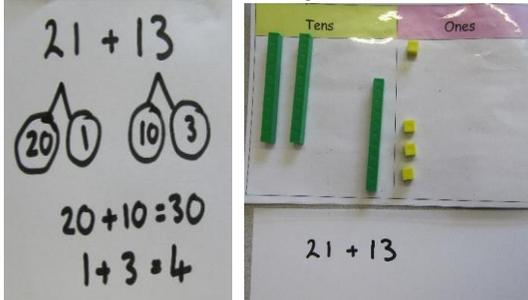
- a two digit number and ones



- a two-digit number and tens



- two two-digit numbers



- adding three one-digit numbers



Some children may set it out in a formal way

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 3 \\ + 1 \quad 2 \\ \hline 3 \quad 5 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 7 \\ + \quad 9 \\ \hline 4 \quad 6 \end{array}$$

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

$$\begin{array}{l} \text{If } 7 + 3 = 10 \\ 7 \text{ tens} + 3 \text{ tens} = 10 \text{ tens} \\ 70 + 30 = 100 \end{array}$$

- show that addition of two numbers can be done in any order (commutative) inverse relationship between addition and subtraction

Fact families

$$\begin{array}{l} 17 + 9 = 26 \\ 9 + 17 = 26 \\ 26 - 17 = 9 \\ 26 - 9 = 17 \end{array}$$

- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

$$14 + \square = 20$$

There were 45 girls and 23 boys at the park. How many children were there altogether?

- solve problems with addition using concrete objects and pictorial representations.

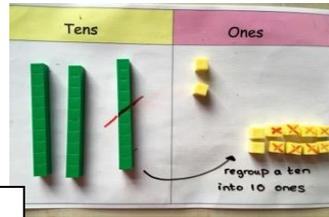
Year 2 Subtraction



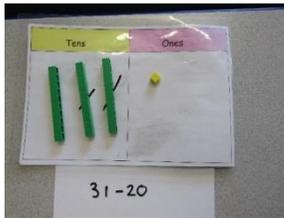
Pupils should be taught to:

- subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number
- and ones

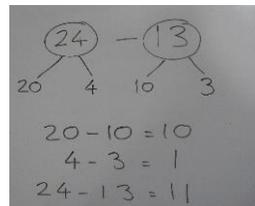
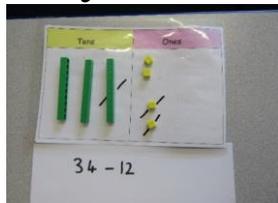


$$32 - 8 =$$



- a two-digit number and tens

two two-digit numbers



- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

$$7 - 4 = 3$$

however

$$7 - 3 = 4$$

- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Fact families

$$17 + 9 = 26$$

$$9 + 17 = 26$$

$$26 - 17 = 9$$

$$26 - 9 = 17$$

$$50 - 5 = 45$$

so

$$50 - 45 = 5$$

Sally has 89 marbles. She gave 16 to Ben and 9 to Eric. How many marbles does she have left?

A sweet and chocolate costs 25 pence altogether.



The chocolate costs 14 pence. How much is the sweet?

- recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100

$$20 - \square = 15$$

$$17 - \square = 12$$

- solve problems with subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Year 2 Multiplication

Pupils should be taught to:

- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

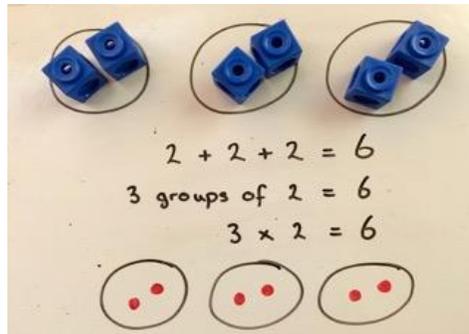
fact families

$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

$$15 \div 3 = 5$$

$$15 \div 5 = 3$$



- show that multiplication of two numbers can be done in any order (commutative)

$$7 \times 2 = 14$$

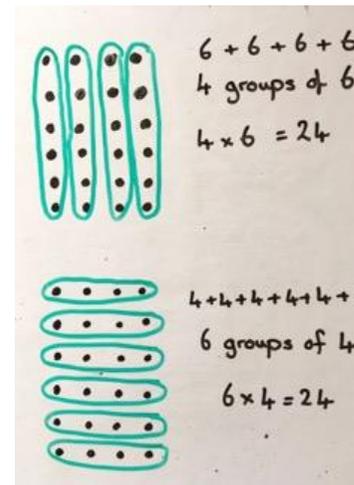
$$2 \times 7 = 14$$

$$6 \times 5 = 30$$

$$5 \times 6 = 30$$

$$4 \times 10 = 40$$

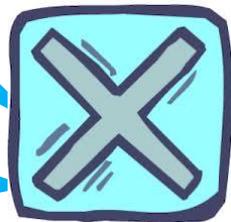
$$10 \times 4 = 40$$



solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

We look at times tables in a variety of ways

2, 4, 6, 8, 10.....



$$1 \times 2 = 2 \quad 2 \times 2 = 4$$

$$2 \times 3 = 6 \quad 2 \times 4 = 8$$

$$2 \times 5 = 10 \quad 5 \times 2 = 10$$

$$10 \div 2 = 5 \quad 10 \div 5 = 2$$

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers



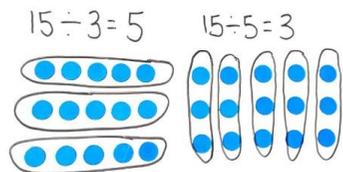
Year 2 Division

Pupils should be taught to:

- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

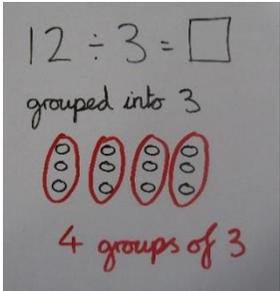
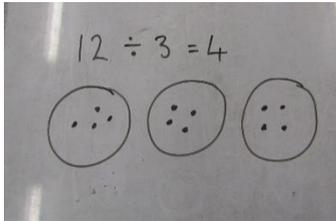
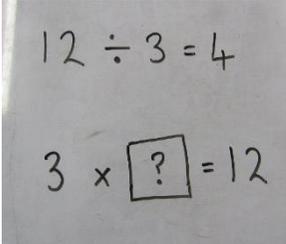
$2 \times 7 = 14$
 $7 \times 2 = 14$
 However
 $14 \div 2 = 7$
 $14 \div 7 = 2$

- calculate mathematical statements division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs



We look at division in terms of sharing

- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.



- recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

$5 \times 6 = 30$ $6 \times 5 = 30$
 $30 \div 5 = 6$ $30 \div 6 = 5$



How many 5s in 30?

