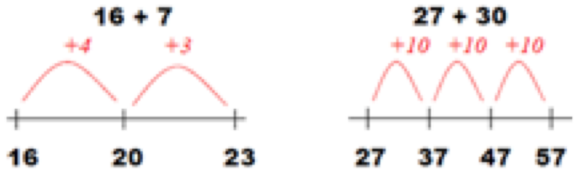
Addition

Y2

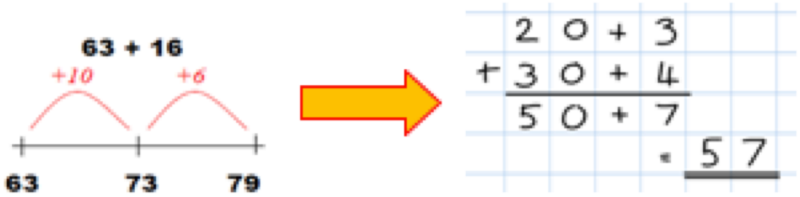
Through practical activities in meaningful contexts and informal written methods.

- 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).



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.

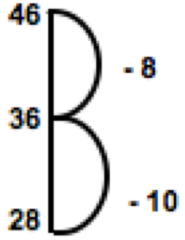
Subtraction

Y2

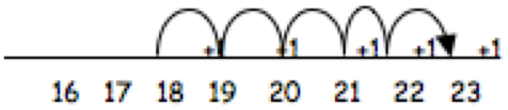
Through practical and meaningful contexts.

- 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 (only 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.

Multiplication

Y2

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

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

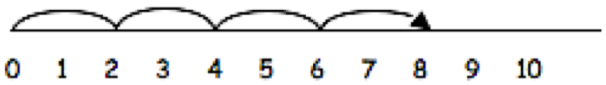
10 + 10 7 + 7

- Understand multiplication as repeated addition/groups/lots.
- Read arrays.

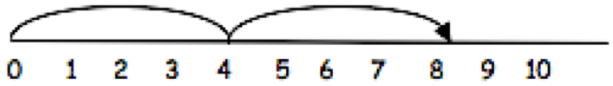
2x4 (2, 4 times)

- Repeated addition on a number line.

2 + 2 + 2 + 2 (4 groups of 2, 2 four times, 2 x 4)



4 + 4 (2 groups of 4, 4 two times, 4x2)



- 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).

National Curriculum requirements:
Solve problems involving multiplication using materials, arrays, mental methods and multiplication facts.

Division

Y2

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.

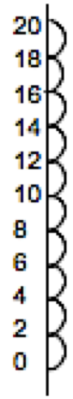
- 15 children get into teams of 5 to play a game. How many teams are there?

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 ÷ 2 =



National Curriculum requirements:
Solve problems involving division using materials, mental methods and division facts.