

Year 2 Addition policy (Adding to 20 and adding three 1-digit numbers)

$8 + 7 =$

$8 + 7 = 15$

$8 + 7 = 15$

$7 + 6 + 3 = 16$

$7 + 6 + 3 = 16$

$4 + 3 = 7$

$4 + 3 = 7$

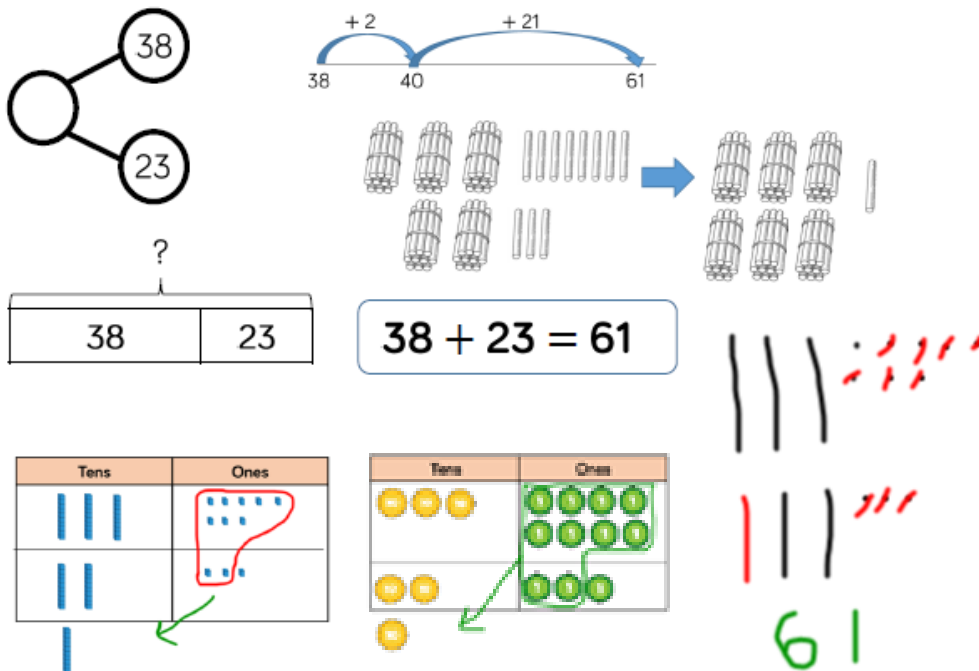
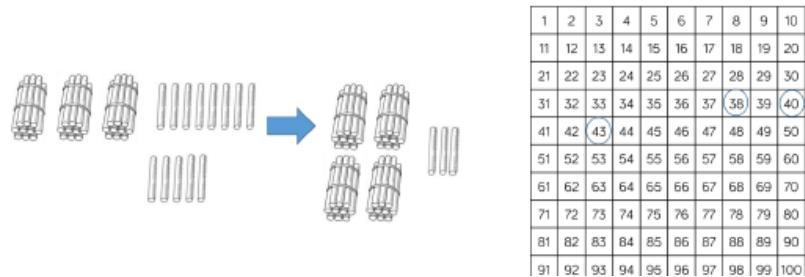
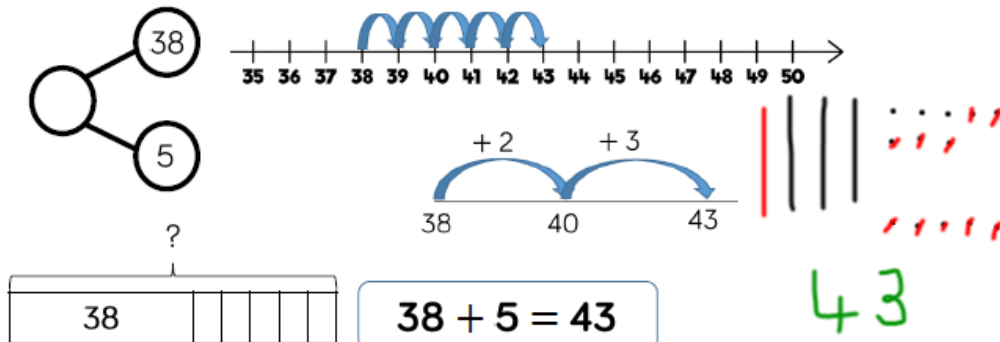
When adding numbers that cross 10 we must highlight the importance of ten ones being equal to one ten.

Different manipulatives can be used to represent this exchange. After exploring this with concrete resources children should be taught how to represent this by drawing dienes with tens and ones set out as though they are on a place value chart.

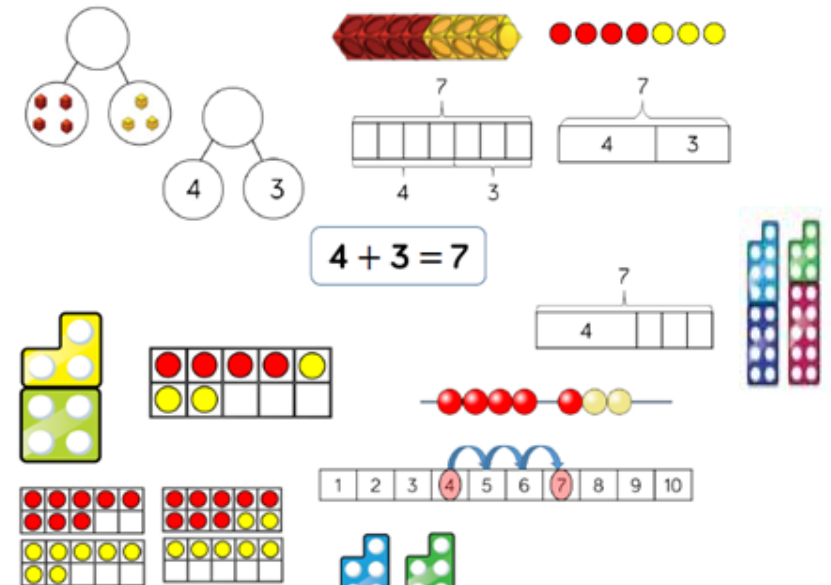
We will not introduce column addition formally until year 3 when children have a secure knowledge of number.

When adding three 1-digit numbers children should be encouraged to look for number bonds to 10 or doubles to add the numbers more efficiently. Manipulatives that highlight number bonds to 10 are effective when adding three 1-digit numbers.

Year 2 addition policy (Adding to 100)



Prior Learning



When adding single digits to a 2 digit number, children should be encouraged to count on from the larger number.

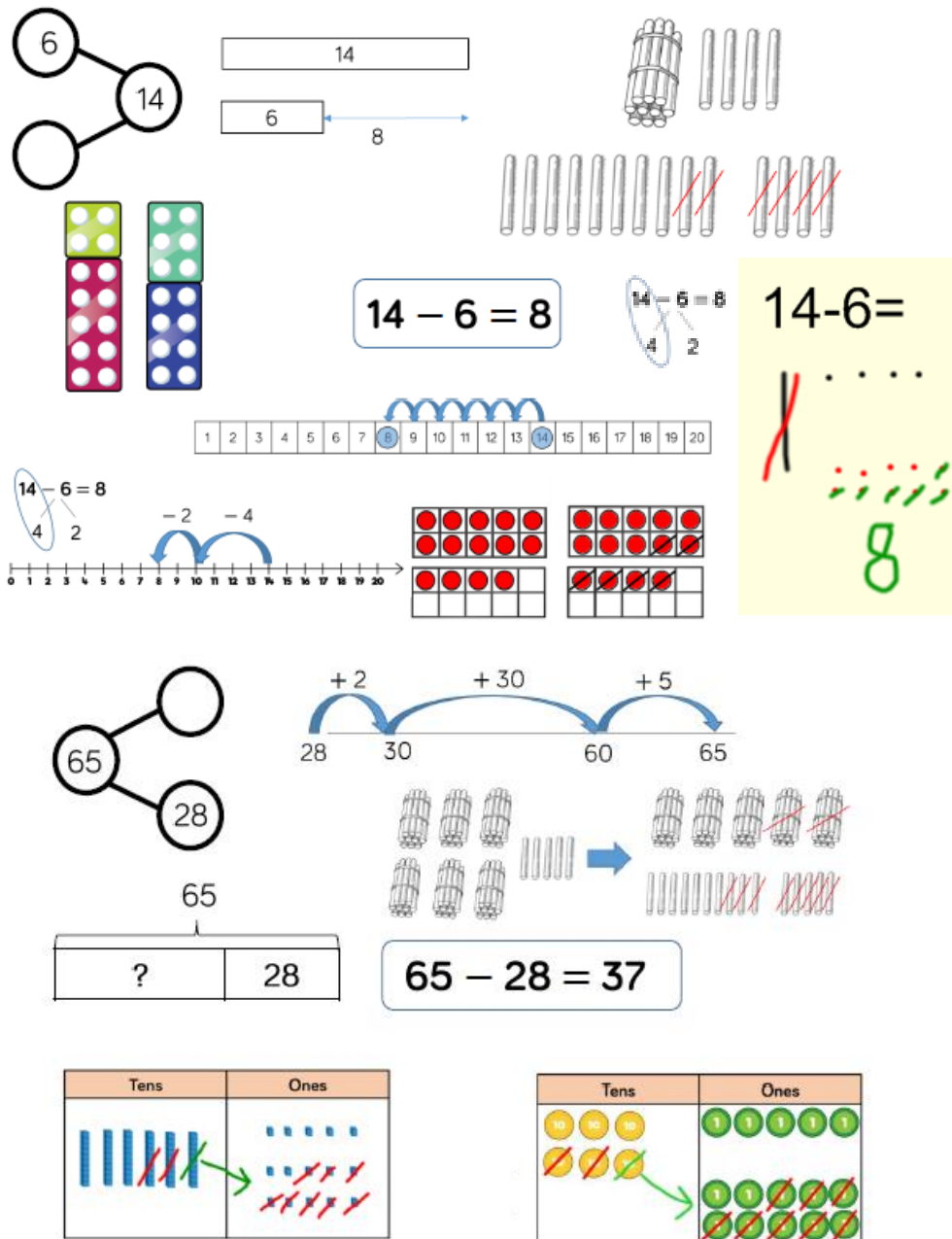
They should also apply their knowledge of number bonds to add more efficiently e.g $8 + 5 = 13$ so $35 + 8 = 43$

Manipulatives should be used to support children in finding the number bond to 10.

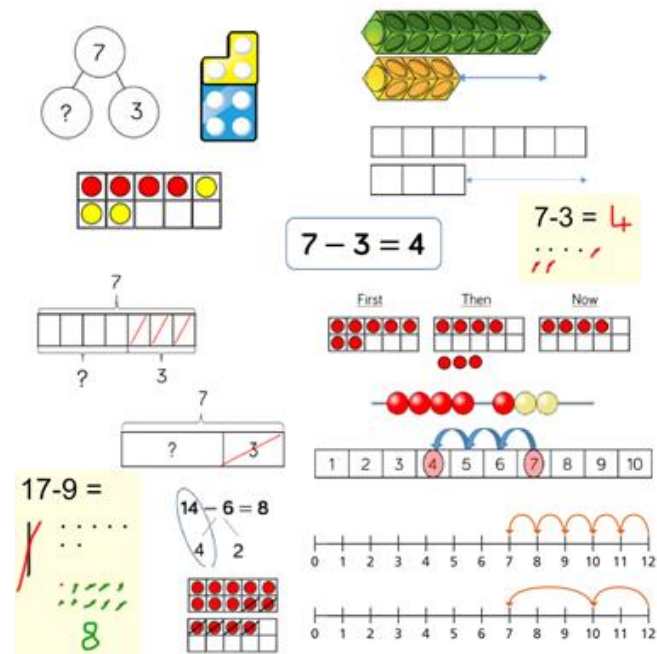
Encourage children to draw dienes to help them to solve calculations.

Children can also use a blank number line to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient.

Year 2 Subtraction policy



Prior Learning



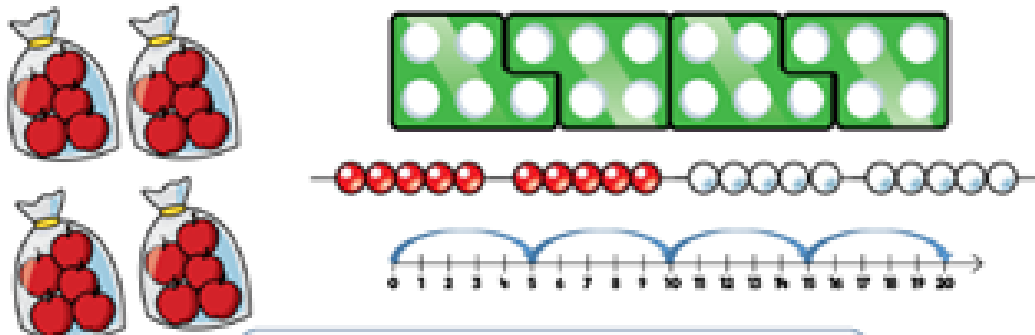
When subtracting numbers that cross 10 it is important to highlight that ten ones are equal to one ten.

Children should be encouraged to find the number bond to 10 when partitioning the subtracted number.

At this stage encourage children to draw dienes to help them to solve calculations.

Children can also use a blank number line to count on to find the difference. Encourage children to jump to multiples of 10 to become more efficient.

Year 2 Multiplication policy



One bag holds 5 apples.
How many apples do 4 bags hold?

$$5 + 5 + 5 + 5 = 20$$
$$4 \times 5 = 20$$
$$5 \times 4 = 20$$

Prior Learning

Children will have used the concrete and pictorial representations shown to the left to solve problems but will not have been recording multiplication formally.

Children represent multiplication as repeated addition in many different ways.

Children use concrete and pictorial representations to solve problems.

They are introduced to the multiplication symbol and are expected to record multiplication formally.

Year 2 Division policy (sharing)

20

There are 20 apples altogether.
They are shared equally between 5 bags.
How many apples are in each bag?

$20 \div 5 = 4$

Tens	Ones

$48 \div 2 = 24$

48
40 8
+ 2 + 2

Prior Learning

Children will have used the representations shown to the left to solve problems but will not have been recording division formally.

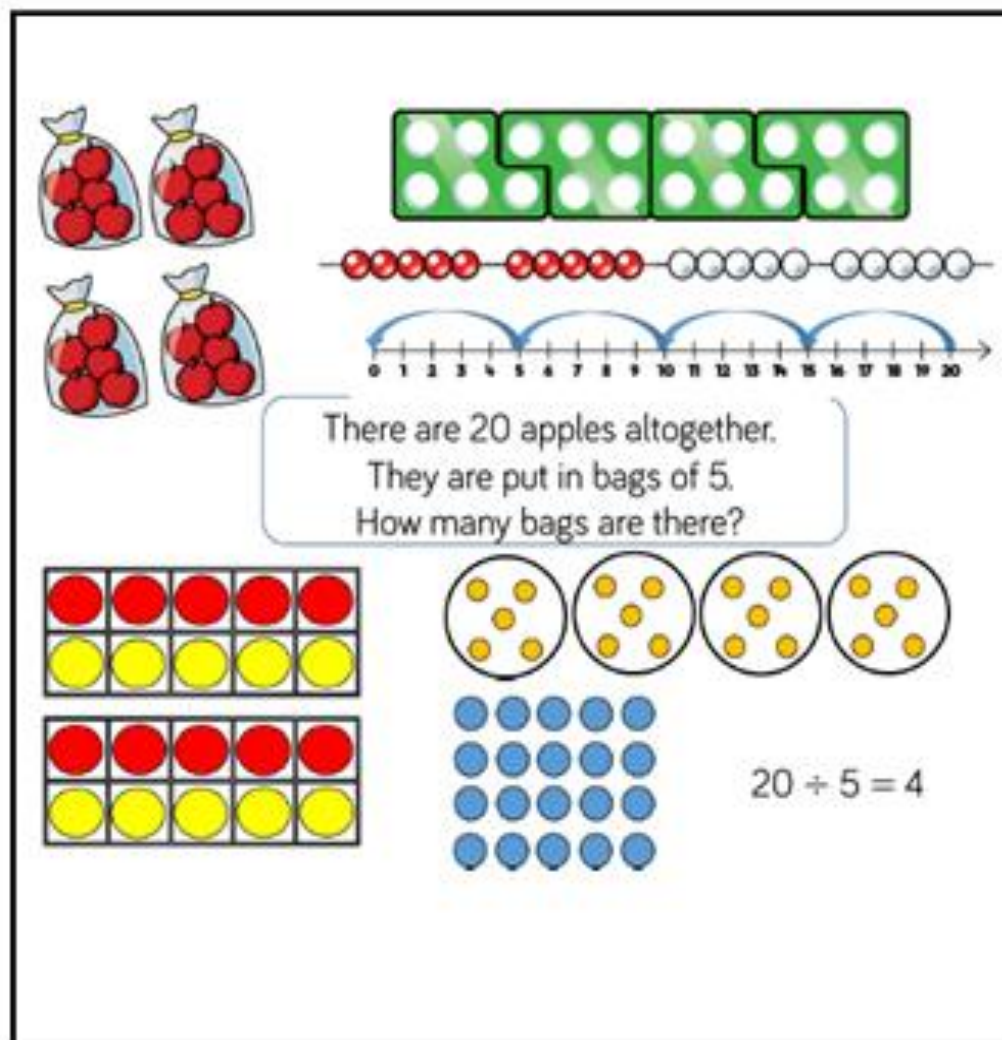
Children solve problems by sharing amounts into equal groups.

When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones. Straws, base 10 and place value counters can all be used to share numbers into equal groups.

Part whole models can provide children with a clear written method that matches the concrete representation.

Children use concrete and pictorial representations to solve problems. They are introduced to the division symbol and expected to record division formally.

Year 2 Division policy (grouping)



Prior Learning

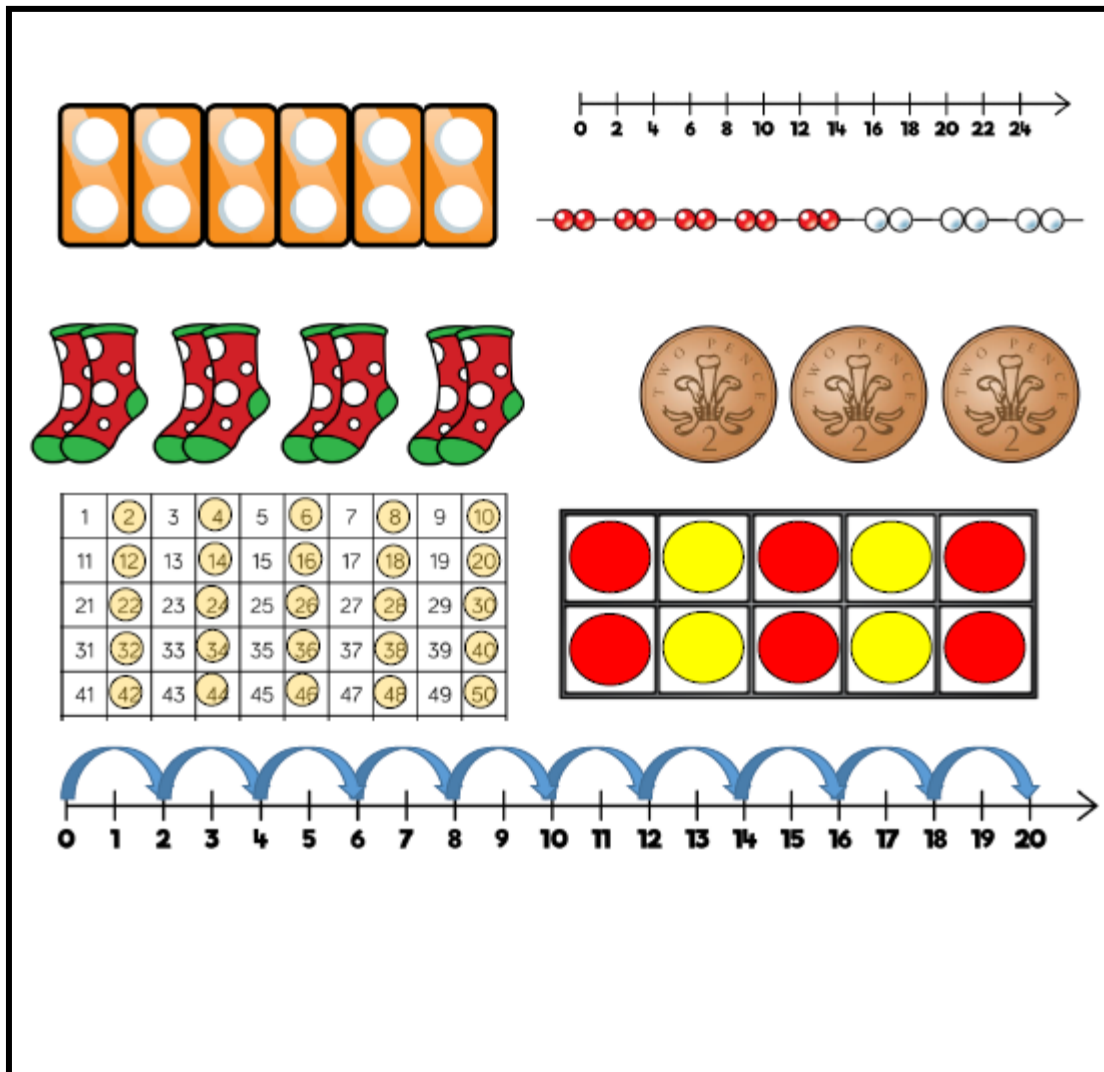
Children will have used the representations shown to the left to solve problems but will not have been recording division formally.

Children solve problems by grouping and counting the number of groups.

Grouping encourages children to count in multiples and links to repeated subtraction on a numberline.

They can use concrete representations in fixed groups such as numicon which helps to show the link between multiplication and division.

Year 2 Times tables policy (2)



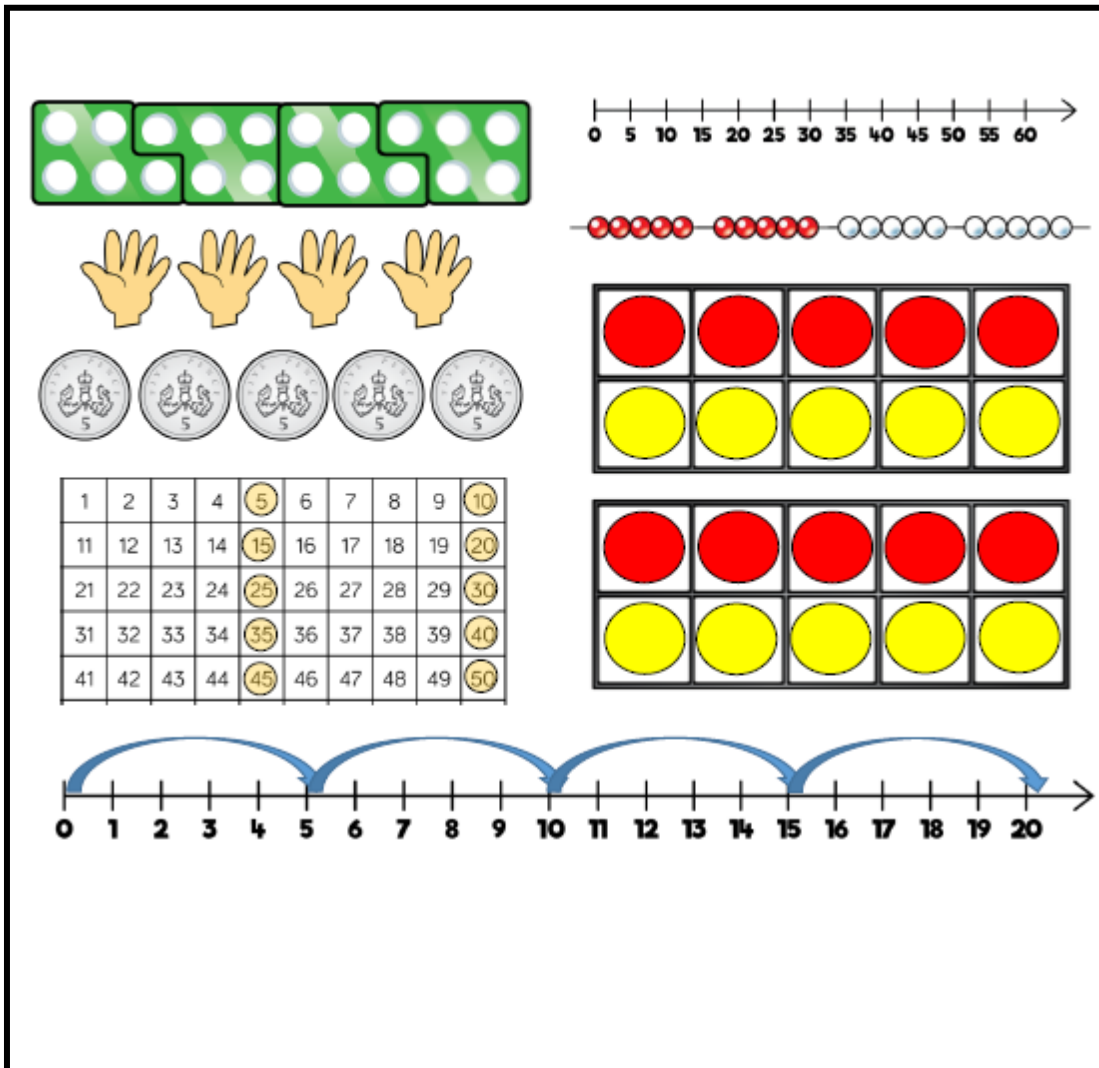
Prior Learning

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones.

Use models to develop fluency.

Year 2 Times tables policy (5)



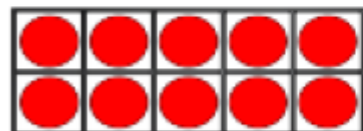
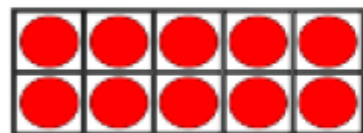
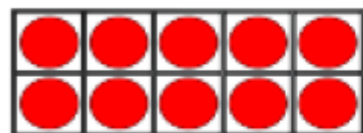
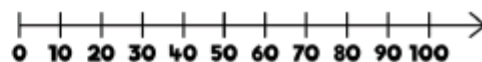
Prior Learning

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd pattern.

Use models to develop fluency.

Year 2 Times tables policy (10)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Prior Learning

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits – Notice the pattern in the digits – the ones are always 0, and the tens increase by 1 ten each time.

Use models to develop fluency.