

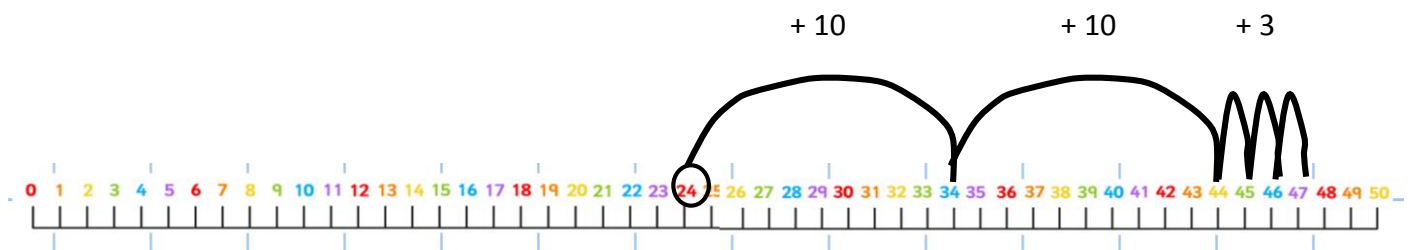
## Year 2 - Addition

**Partitioning** - splitting numbers into tens and ones.

tens	ones
2	3

Using a **number line** to jump in **tens (t)** and **ones (o)**.

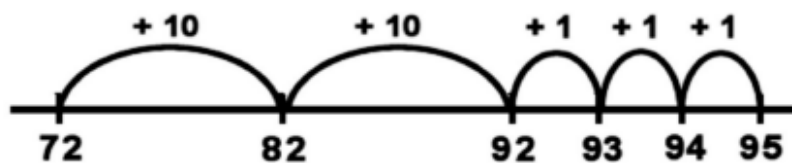
$$\begin{array}{c} \mathbf{t} \ \mathbf{o} \\ 24 + 23 = 47 \end{array}$$



Start on the biggest number (24) and jump forwards in '**tens**' twice then jump forward in '**ones**' three times.

When confident with partitioning and using a number line, they will move on to **empty number lines**.

$$72 + 23$$



The children need to be confident in knowing ten more than a number and that, when jumping in 'tens' the 'ones' stay the same. e.g. 10 more than 72 is 82.

### Key vocabulary:

number sentence, partitioning, add, addition, hundreds, tens, ones, total, more, plus, make, sum, total altogether, one more, two more... ten more... one hundred more, how many more to make...? how many more is... than...? how much more is...?

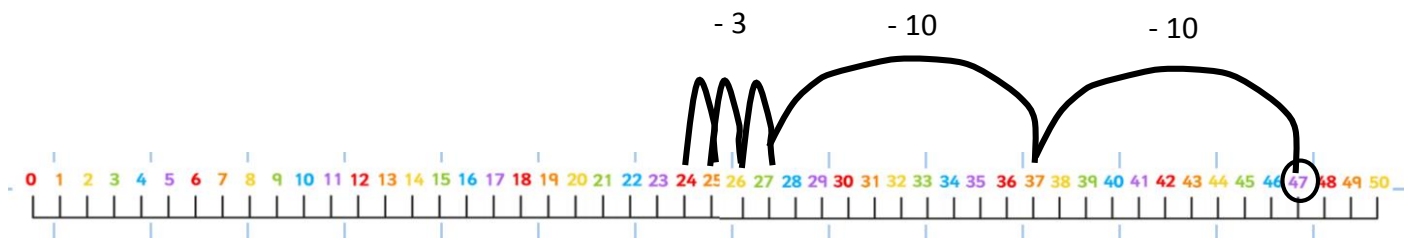
## Year 2 - Subtraction

**Partitioning** - splitting numbers into tens and ones.

tens	ones
2	3

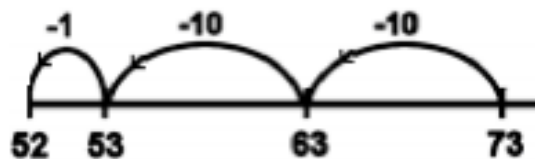
Using a **number line** to jump backwards in **tens (t)** and **ones (o)**.

<b>t o</b> $47 - 23 = 24$
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Start on the biggest number (47) and jump backwards in '**tens**' twice then jump backwards in '**ones**' three times.

When confident with partitioning and using a number line, they will move on to **empty number lines**.



The children need to be confident in knowing ten less than a number and that, when jumping in 'tens' the 'ones' stay the same. e.g. 10 less than 73 is 63.

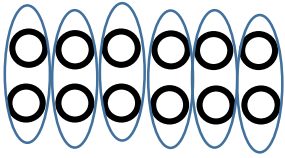
### Key vocabulary:

number sentence, partitioning, hundreds, tens, ones, total, subtract, take away, minus, how many are left/left over? how many have gone? one less, two less, ten less..., how many fewer is... than...? how much less is...? difference between,

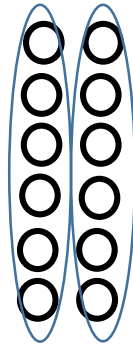
## Year 2 – Multiplication

**Arrays** – a visual way of showing a multiplication **number sentence** in **groups**.

$6 \times 2 = 12$  - 6 groups of 2 is 12

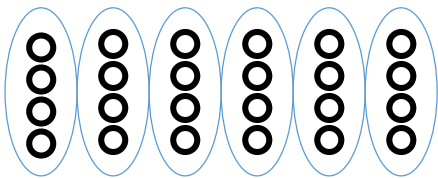


$2 \times 6 = 12$  - 2 groups of 6 is 12

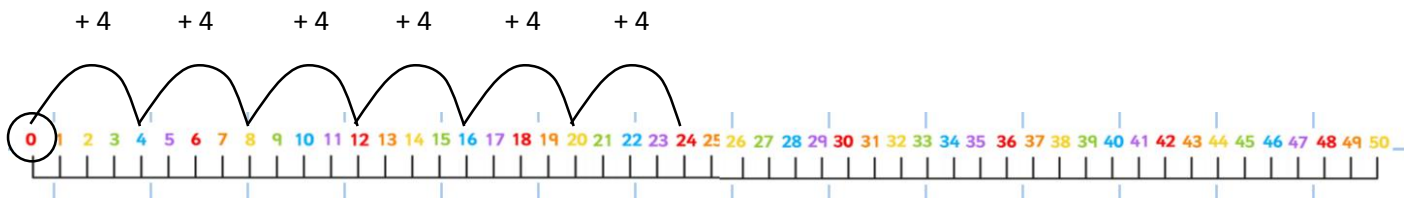


The children can count in 2s, 3s, 5s and 10s to find the total. 2, 4, 6, 8, 10, **12**

**Repeated addition** – using addition to find the total or check answers if they can't count it in 2s, 3s, 5s or 10s. For example:



$$4 + 4 + 4 + 4 + 4 + 4 = 24$$



$$6 \times 4 = 24$$

When children are confident to add on a number line or count number sentences in 2s, 3s, 5s and 10s without a visual aid, they do not need to draw the array and just use repeated addition. For example:

$$4 \times 2 = 8$$

$$2 + 2 + 2 + 2 = 8$$

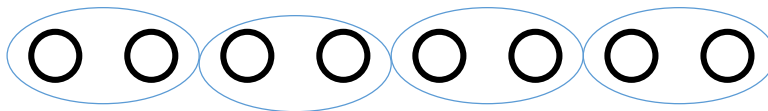
**Key vocabulary:**

number sentence, groups, multiply, groups of, lots of, repeated addition, array, jumps

## Year 2 – Division

**Grouping** - a visual way of showing numbers split into equal groups.

$$8 \div 2 = 4 - 8 \text{ divided into } 2\text{s is } 4$$



Groups:

1

2

3

4

**Remainders** – the amount left over once a number has been split into equal groups.

$$11 \div 4 = 2 \text{ r } 3$$



Groups:

1

2

r 3

Key vocabulary:

number sentence, groups, divided by, split into, equal groups, left over, remainders