
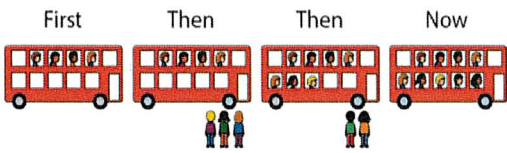
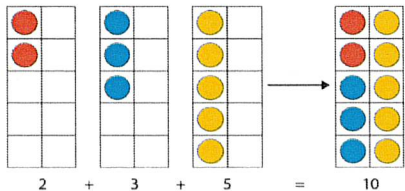
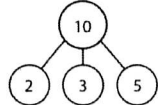

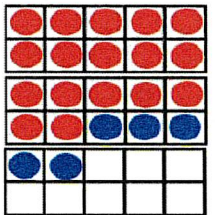
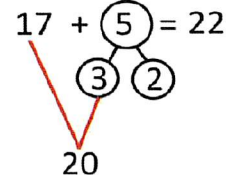
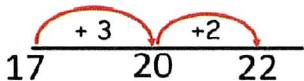


## Boothferry Primary School Calculation Policy

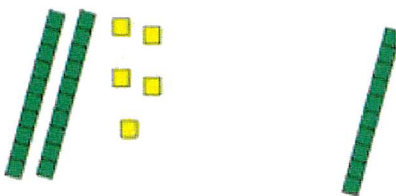
# Y2 ADDITION

NC Objective, Strategy & Key Vocabulary	Concrete	Pictorial	Abstract									
<p>1. Adding 3 1-digit numbers</p> <p style="color: red;">Addends, plus, add, first, then, now, commutative law</p> <p><b>Add numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers.</b></p> <p><b>Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</b></p>	<p>Use manipulatives to combine 3 amounts:</p>  <p>Use a stem sentence with the structure: <b>'First..., then..., then..., now...'</b></p> <p>Practical: <b>'First</b>, four children were sitting on the bus. <b>Then</b>, three more children got on the bus, and <b>then</b> two more children got on. <b>Now</b>, nine children are sitting on the bus.'</p> <p>Chairs could be arranged to support acting out this story.</p> <p>Pictorial:</p> 	<p>Introduce abstract alongside pictorial/concrete:</p>  <p style="text-align: center;"><math>2 + 3 + 5 = 10</math></p> <p>Part-part-part-whole representation:</p>  <p>Ensure children understand what each number represents, eg. "The 2 represents the 2 red counters."</p> <p>Children should be exposed to a range of pictorial representations, eg.</p> <p><i>'Tom rolls three dice. He rolls a 2, a 3 and a 4. What is Tom's total roll?'</i></p> 	<p>Make sure you include examples where one or more of the addends is zero, for example:</p> <p><i>'I have six yellow marbles, no blue marbles and three red marbles. How many marbles do I have altogether?'</i></p> <p>Encourage children to identify number bonds to 10 practiced in Y1:</p> <p style="text-align: center;"><math>8 + 4 + 2 = \square</math></p> <p style="text-align: center;"><math>2 + 8 + 6 = \square</math></p> <p>...and explore commutativity (that the total will be the same whatever order the numbers are added).</p> <p>Example challenge Q: <i>'Fill in the missing squares, using the digits 0, 1, 2, 4, 5 and 6, so that each row and column adds up to the same number.'</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td> </td><td> </td><td> </td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td> </td><td> </td><td> </td></tr> </table>				3	3	3			
3	3	3										
<p>2. Add a 2-digit number and ones.</p> <p><b>Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.</b></p>	 <p style="text-align: center;"><math>17 + 5 = 22</math></p> <p style="text-align: center;">Use ten frame to make 'magic ten'</p> <p>Children explore the pattern.</p> <p><math>17 + 5 = 22</math></p> <p><math>27 + 5 = 32</math></p>	<p>Use part part whole and number line to model.</p> <p style="text-align: center;"><math>17 + 5 = 22</math></p>  <p style="text-align: center;">20</p>  <p style="text-align: center;">17      20      22</p> <p><i>This could also be drawn using 'sticks and squares' to represent dienes.</i></p>	<p><math>17 + 5 = 22</math></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="2" style="text-align: center;">22</td></tr> <tr><td style="width: 50%;">17</td><td style="width: 50%;">5</td></tr> </table> <p>Explore related facts</p> <p><math>17 + 5 = 22</math>                      <math>22 = 17 + 5</math></p> <p><math>5 + 17 = 22</math>                      <math>22 = 5 + 17</math></p>	22		17	5					
22												
17	5											



## Boothferry Primary School Calculation Policy

3. Add a 2-digit number and 10s  
**Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens.**

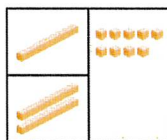


$$25 + 10 = 35$$

Explore that the ones digit does not change

Introduction of the column method:

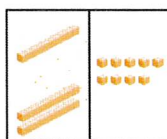
Add the ones.



tens	ones
1	9
+ 2	0
	9

Add the tens.

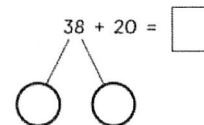
1 ten + 2 tens = 3 tens



tens	ones
1	9
+ 2	0
3	9

$$19 + 20 = 39$$

Mentally, 10s will be added first:



$$30 + 20 = \square$$

$$8 + \square = \square$$

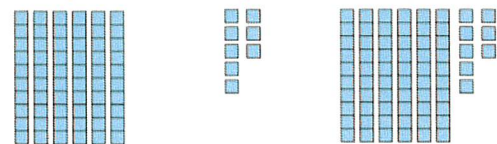
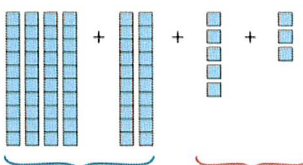
Written column method, ones first:

tens	ones
6	0
+ 1	8
	8

4. Add two 2-digit numbers (without bridging 10)  
**Add numbers using concrete objects, pictorial representations, and mentally, including: adding two 2-digit numbers.**

Use dienes to make the 2 numbers, then group the tens and ones separately before combining them.

$$40 + 20 + 5 + 3 = 68$$

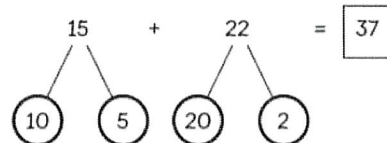


$$60 + 8 = 68$$

68			
40	20	5	3

Part-part-whole (cherries) model:

15 and 22.



$$10 + 20 = 30$$

$$5 + 2 = 7$$

$$30 + 7 = 37$$

... or draw dienes.

Formal written method:

tens	ones
1	3
+ 6	5
	8

Missing number problems:

$$\square = 52 + 15 \qquad 64 = 21 + \square$$

$$\square = 55 + 12 \qquad 64 = \square + 43$$

Reinforce the law of commutativity (that addends can be added in any order to equal the same sum). ↗

# Y2 ADDITION

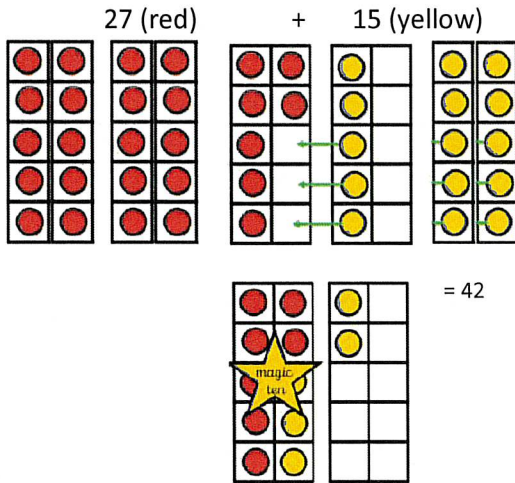


### Boothferry Primary School Calculation Policy

Add two 2-digit numbers (bridging 10)

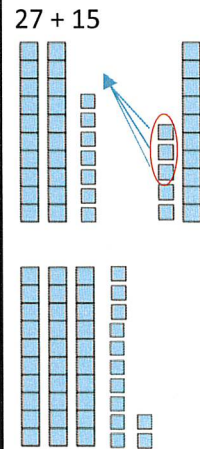
Add numbers using concrete objects, pictorial representations, and mentally, including: adding two 2-digit numbers.

Begin with ten frames when regrouping as children will be familiar with this from Y1:



1. Make the 2 numbers on ten frames.
2. Make 10 using 2 part-filled frames.
3. Add all of the full ten frames together.
4. Add the remaining ones.

Then progress onto dienes which children can then draw for themselves ...



2-digit number and ones:

	tens	ones
	5	6
+		8

Two 2-digit numbers:

	tens	ones
	1	8
+	4	5

Children to present own column method:

29 + 49 =

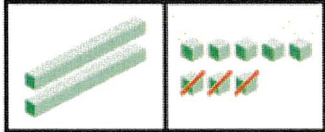
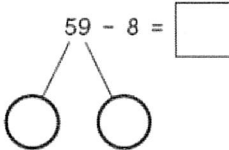
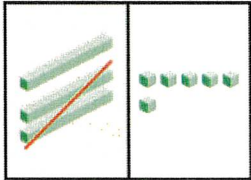
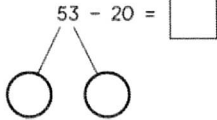
# Y2 ADDITION





## Boothferry Primary School Calculation Policy

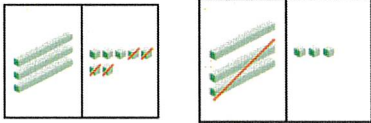
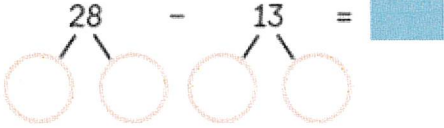
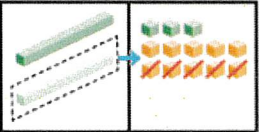
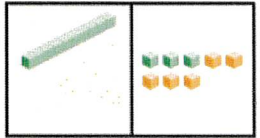

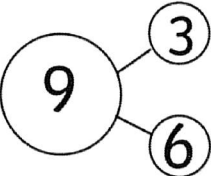
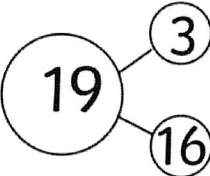
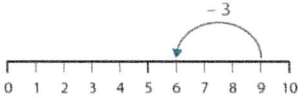
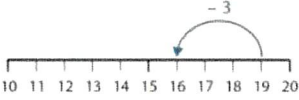
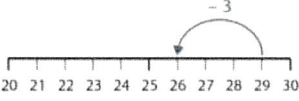
# Y2 SUBTRACTION

NC Objective, Strategy & Key Vocabulary	Concrete	Pictorial	Abstract																																																																																																														
<p>1.2-digit number subtract a 1-digit number (no regrouping)</p> <p><b>Subtract, minus, take away, tens, ones</b></p> <p><b>Subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.</b></p>	<p>Use dienes to show that when there is no regrouping the tens remain unchanged.</p> <p><math>28 - 3 = 25</math></p> <p><b>8 ones - 3 ones = 5 ones</b></p> 	<p>Counting back on a number line/track:</p> <p><math>28 - 6 = \square</math></p> <table border="1" style="margin: 5px auto; text-align: center;"> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td> </tr> </table> <p>Partition numbers according to place value then use known subtraction facts within 10:</p> <p>Eg. <math>9 - 8 = 1</math>, therefore <math>59 - 8 = 51</math></p> <p>8 from 59.</p> <p><math>59 - 8 = \square</math></p> 	21	22	23	24	25	26	27	28	<p>Focus on the place value of the digits with the introduction of a formal written method:</p> <table style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">tens</td> <td style="padding: 0 10px;">ones</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">3</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 5px;"></td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 5px;"></td> </tr> </table> <p>When children recognise that the ones digit in the starting number is greater than the ones number being subtracted, they should be able to answer questions such as <math>19 - 5</math> using <math>9 - 5</math>.</p>	tens	ones	2	6	-	3																																																																																																
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<p>2.2-digit number subtract a multiple of 10.</p> <p><b>Subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens</b></p>	<p>Count back in tens from 36.</p> <p><math>36 - 20 = 16</math></p> <p style="text-align: right; color: red;"><b>36, 26, 16</b></p> <p>Use dienes to show that the ones remain unchanged:</p> <p>Subtract the tens.</p> <p><b>3 tens - 2 tens = 1 ten</b></p>  <p><math>36 - 20 = 16</math></p>	<table border="1" style="margin: 5px auto; text-align: center; font-size: small;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td style="background-color: #f0f0f0;">42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td style="background-color: #f0f0f0;">52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p style="font-size: x-small; margin-top: 5px;"> <ul style="list-style-type: none"> <li>• 'Ten more than forty-two is fifty-two.'</li> <li>• 'Ten less than fifty-two is forty-two.'</li> </ul> </p> <p>Partition to focus on the place value of the digits.</p> <p>20 from 53.</p> <p><math>53 - 20 = \square</math></p> 	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	<p>Formal written method to answer abstract questions.</p> <table style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">tens</td> <td style="padding: 0 10px;">ones</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">2</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; height: 5px;"></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> </tr> </table> <p>When children can see the pattern, they should be able to answer questions such as:</p> <p><math>16 - 10 = \square</math></p> <p><math>46 - 10 = \square</math></p> <p><math>52 - 10 = \square</math></p>	tens	ones	3	6	-	2			1	6
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# Boothferry Primary School Calculation Policy

# Y2 SUBTRACTION

<p>3.2-digit number subtract another 2-digit number (no renaming)</p> <p><b>Subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</b></p>	<p>Combining steps 1 and 2 of Y2 subtraction.</p> <p>Subtract 24 from 37.</p> <p>Step 1 Subtract the ones. 7 ones - 4 ones = 3 ones</p>  <p>Subtract the tens. 3 tens - 2 tens = 1 ten</p>	<p>Partitioning the manipulatives then the digits using the part-part-whole model prepares children for combining their use of column subtraction so far.</p> 	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">tens</th> <th style="text-align: center;">ones</th> <th style="text-align: center;">tens</th> <th style="text-align: center;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">2</td> <td style="text-align: center;">-</td> <td style="text-align: center;">2</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: center;">3</td> <td colspan="2" style="border-top: 1px solid black; text-align: center;">1</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: center;">3</td> <td colspan="2" style="border-top: 1px solid black; text-align: center;">3</td> </tr> </tbody> </table>	tens	ones	tens	ones	3	7	3	7	-	2	-	2	3		1		3		3													
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<p>2-digit number subtract another 2-digit number (with renaming)</p> <p><b>Subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</b></p>	<p>Regroup 1 ten into 10 ones. Subtract the ones. 13 ones - 5 ones = 8 ones</p>  <p>Subtract the tens.</p> 	<p>Children can draw their own dienes when representing the concrete resources.</p> 	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">tens</th> <th style="text-align: center;">ones</th> <th style="text-align: center;">tens</th> <th style="text-align: center;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">13</td> <td style="text-align: center;">1</td> <td style="text-align: center;">13</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">5</td> <td style="text-align: center;">-</td> <td style="text-align: center;">5</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: center;">8</td> <td colspan="2" style="border-top: 1px solid black; text-align: center;">8</td> </tr> </tbody> </table> <p>Subtract a 1-digit number before progressing to subtracting a 2-digit number.</p> <p>32 - 9 = <span style="background-color: #ADD8E6; padding: 2px;">  </span></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">tens</th> <th style="text-align: center;">ones</th> <th style="text-align: center;">tens</th> <th style="text-align: center;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">9</td> <td style="text-align: center;">-</td> <td style="text-align: center;">4</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: center;">2</td> <td colspan="2" style="border-top: 1px solid black; text-align: center;">7</td> </tr> </tbody> </table>	tens	ones	tens	ones	1	13	1	13	-	5	-	5	8		8		tens	ones	tens	ones	3	2	5	2	-	9	-	4	2		7	
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tens	ones	tens	ones																																
3	2	5	2																																
-	9	-	4																																
2		7																																	
<p>Use known facts</p> <p><b>Recall and use +/- facts to 20 fluently, and derive and use related facts up to 100.</b></p>	 	 <p style="text-align: right;">9 - 3 = 6</p>  <p style="text-align: right;">19 - 3 = 16</p>  <p style="text-align: right;">29 - 3 = 26</p>	<p style="text-align: center;">9 - 3 = 6</p> <p style="text-align: center;">19 - 3 = 16</p> <p style="text-align: center;">29 - 3 = 26</p> <p style="text-align: center;">...</p> <p style="text-align: center;">99 - 3 = 96</p>																																



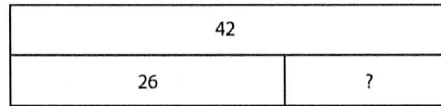
# Boothferry Primary School Calculation Policy



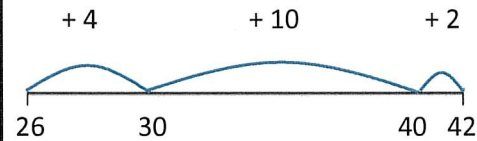
Fact families and inverse relationship.  
**Inverse, opposite**  
**Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**

### Missing number example:

Represent  $42 - ? = 26$  as a bar model:



Find the difference:



### Fact family/ inverse example:

$34 + 3 = 37$	}	commutative law of +
$3 + 34 = 37$		
$37 - 3 = 34$	}	subtraction is not commutative
$37 - 34 = 3$		

Experiment with the placement of the equals sign meaning 'is equal to', eg. 3 is equal to  $37 - 34$ .

$37 = 34 + 3$   
 $37 = 3 + 34$   
 $34 = 37 - 3$   
 $3 = 37 - 34$

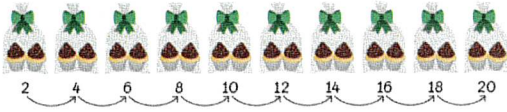
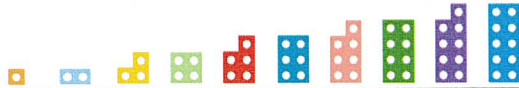
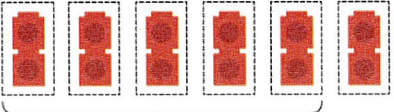
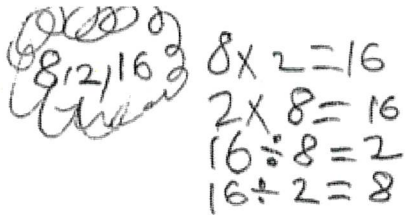



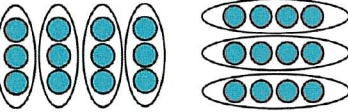
# Y2 SUBTRACTION





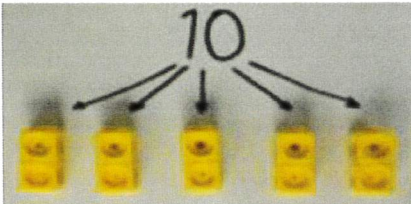
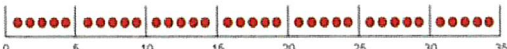
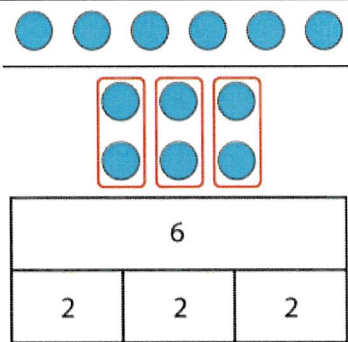
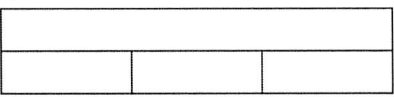


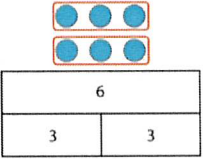



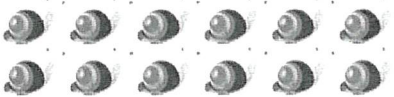
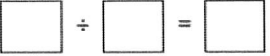

## Boothferry Primary School Calculation Policy

# Y2 MULTIPLICATION

Strategy & Key Vocabulary	Concrete	Pictorial	Abstract																				
<p>Times tables: 2s, 10s, 5s <b>multiplied by, lots of, odd, even</b> <b>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</b></p>	<p>Recap the need for equal groups when counting in multiples (learnt in Y1). <math>10 \times 2 =</math></p>  <table border="1" style="margin: 10px auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> </table> <p>Odd/even numbers can be shown in numerous ways, including number tracks/Numicon:</p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	<p>Encourage children to use known facts to calculate other questions more fluently and efficiently.</p>  <p style="text-align: center;"><math>5 \times 2 = 10</math></p> <p><math>6 \times 2 = 10 + 2 = 12</math></p> <p style="border: 1px solid gray; border-radius: 10px; padding: 5px; display: inline-block;"><math>6 \times 2</math> is 2 more than 10.</p>	<p>Moderation framework exemplification:</p> 
1	2	3	4	5	6	7	8	9	10														
11	12	13	14	15	16	17	18	19	20														
<p>Arrays inc. inverse <b>Equal, same, commutative, lots of, times, multiplied by</b> <b>Show that multiplication of two numbers can be done in any order (commutative). Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</b></p>	<p>Working with a range of manipulatives, including counters on ten frames, show how arrays can be made to show the commutative law of multiplication.</p>  <p style="text-align: center;"><math>5 \times 2 = 10</math>      <math>2 \times 5 = 10</math></p>  <p style="text-align: center;">‘5 lots of 2’      ‘2 lots of 5’</p> <p>Inverse: <math>10 \div 5 = 2</math>    and    <math>10 \div 2 = 5</math></p>	 <p style="text-align: center;"><math>5 \times 2 = 10</math>      <math>2 \times 5 = 10</math> <math>5 \times 2</math> is equal to <math>2 \times 5</math></p> <p>Show number sentences alongside arrays.</p>  <p style="text-align: center;"><math>4 \times 3 = 12</math>      <math>3 \times 4 = 12</math> <math>12 \div 4 = 3</math>      <math>12 \div 3 = 4</math></p>	<p>Ruby has 5 vases. She put 9 flowers in each vase. How many flowers are there altogether?</p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p> <p>There are <input type="text"/> flowers altogether.</p> <p style="text-align: center;"><math>20 = \underline{\quad} \times \underline{\quad}</math></p> <p>Challenge children to find as many possibilities as they can; drawing arrays/using manipulatives to support their reasoning.</p>																				

## Boothferry Primary School Calculation Policy

# Y2 DIVISION

Strategy <b>Key Vocabulary</b> NC objective	Concrete	Pictorial	Abstract
<p>1. Grouping <b>Equal, same, group, divisor, groups of, divide</b> <b>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</b></p>	<p>In grouping problems, the total quantity (dividend) and the group size (divisor) are known which allows the number of groups to be calculated (quotient). Use cubes, counters or objects to divide quantities into equal groups. <math>10 \div 2 = 5</math></p>  <p><i>"Divide 10 into groups of 2"</i> <i>"10 is divided into 5 groups of 2"</i></p> <p><math>35 \div 5 = 7</math></p>  <p><i>"35 divided into groups of 5 makes 7 equal groups."</i></p>	 <p><math>6 = 2 + 2 + 2</math> <math>6 = 3 \times 2</math>      <math>6 \div 2 = 3</math></p> <p>Challenge to develop children's understanding of bar model representations: <i>'True or false? This bar model can only be used to represent six divided into three groups of two.'</i></p> 	<p> There are  groups.</p> <p><i>"6 is divided in to groups of 2. There are 3 groups."</i></p> <p>Using the relevant language will help children to understand which digit is the divisor, in this case 2, and enable them to write their own division sentences from representations.</p> <p><i>In this case, 3 is the divisor and the calculation would be</i> <math>6 \div 3 = 2</math></p> 
<p>2. Sharing <b>Equal</b> <b>Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing quantities. (NS NC guidance)</b></p>	<p>In sharing problems, the total quantity (dividend) and the number we are sharing between (divisor) are known which allows the size of the shares to be calculated (quotient). Put 15 oranges equally on 5 plates.</p>  <p></p> <p>Relate back to multiplication to make the link between x and ÷ explicit.</p> <p><math>5 \times \text{[blue square]} = \text{[blue square]}</math> </p>	<p>Circle to show 2 equal groups.</p>  <p>Explore the fact the shape of the groups could look different but the quantity in each group are equal.</p>	<p> There are  snails in each group.</p> <p><i>"There are 12 snails divided in to 2 groups. There are 6 snails in each group."</i></p> <p><i>Using and understanding the language associated with division will help children to understand that the divisor can change dependent on the context of the questions and that division is not commutative like multiplication is.</i></p>