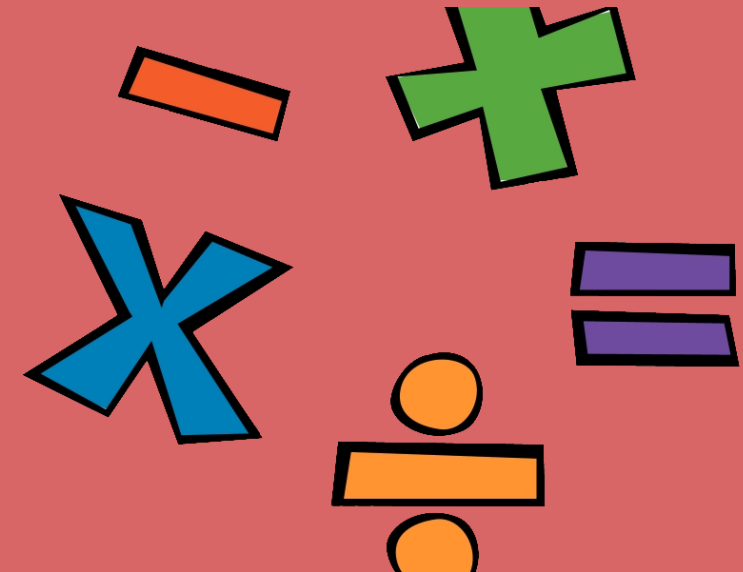


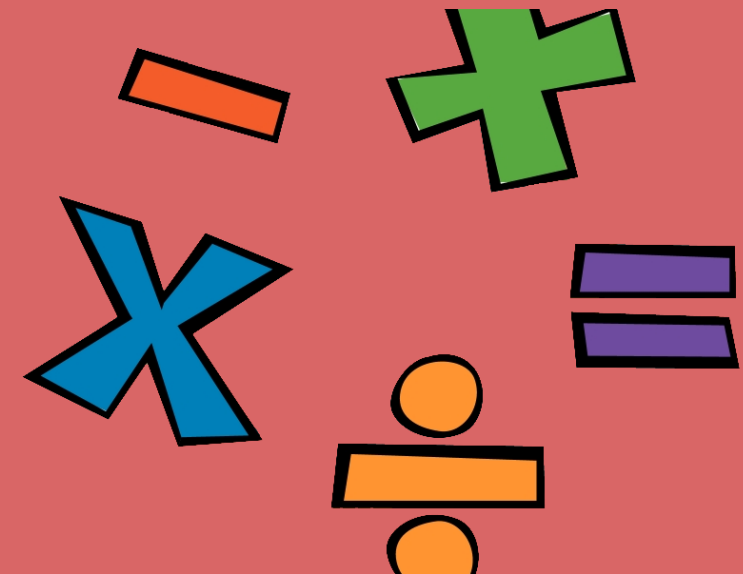


# Year 2 Maths



# KS1 Maths

- General curriculum overview
- Expectations for the end of each year group
- Calculation policy
  - Where to find it
  - How to use it
- Arithmetic
  - Number bonds
  - Mental strategies
- Numbots and TTRS
- Help at home



# Maths Curriculum Overview – Year 2



Year 2

This maths overview shows the key statements for our maths curriculum from which teachers work through addressing specific statements each term. The maps are recursive and weighted, meaning that each half term children spend roughly 2 weeks on selected statements from each of the grey highlighted sections and a week on the white sections.

Term	Autumn 1 Spring 1 Summer 1	Autumn 2 Spring 2 Summer 2
Unit	Number and Place Value	Multiplication and Division
	Addition and Subtraction	Fractions
	Geometry (shape)	Geometry (position and direction)
	Measures	Measures
		Statistics

## Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

## Addition and Subtraction

Solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Add and subtract 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
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Geometry (properties of shapes)

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

## Measures

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

## Progression

These statements are organised in a progressive manner and year teams select the statements, with guidance from their Learning Leader and / or the maths coordinator to be taught each half term. To inform this, teams use their assessment from prior teaching and links between areas and other curriculum subjects to ascertain the best and most purposeful structure for a given class. Some statements, such as time, are taught incidentally and more frequently in order to further embed learning. Children also have daily arithmetic time to ensure quick recall and fluency of key mathematical operations.

# Maths Curriculum Overview – Year 2

more frequency in order to further embed learning. Children also have daily arithmetic time to ensure quick recall and fluency of key mathematical operations.

Children revisit statements outside the maths lessons during revisit and enrich sessions and evidence of maths can be seen in other subjects, including our theme topics and Science.

## Fluency, Reasoning and Problem Solving

In the autumn term, there is a heavy focus on fluency based activities, with some reasoning and problem solving being introduced once the initial learning has taken place. As the year progresses, and children gain more knowledge, there is an increasing focus on reasoning and problem solving activities to consolidate and begin mastering the knowledge delivered within the year group. While our children are exposed to the same or similar problems, we scaffold their learning depending on individual needs and the levels of challenge required.

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

## Half Term

### Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Fractions

- recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### Geometry (position and direction)

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

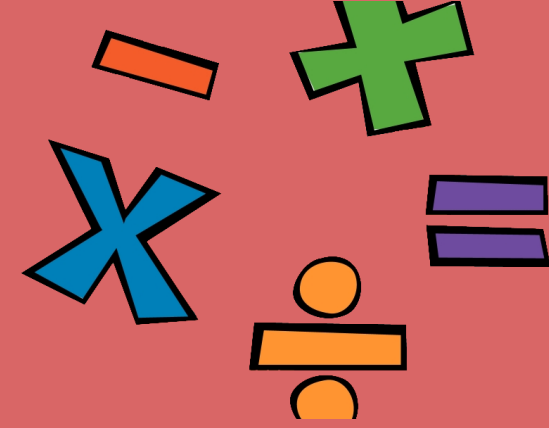
### Measures (continued)

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

### Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

# KS1 Maths



## End of Year 2 expectations:

- Count in multiples of 2, 3, 5 and 10 (forwards and backwards)
- Place value of numbers (tens and ones)
- Compare and order numbers up to 100 (<, > and =)
- Read and write numbers up to 100 in numerals and words
- Recall and use add and subtract facts to 20
- Derive and use related facts up for addition and subtraction up to 100
- Add and subtract: 2-digit and ones, 2-digit and tens, two 2-digit numbers
- Add three 1-digit numbers
- Multiplication and division – recall and use 2, 5 and 10 times tables and apply these to problems
- Recognise  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$ ;  $\frac{2}{4} = \frac{1}{2}$ ; find fractions of a quantity ( $\frac{1}{2}$  of 6 = 3)

# Arithmetic

## Number bonds


What is a number bond and when are these taught? What number bonds does your child need to know and when?

Why are these important?

How these are useful and applied in later year groups.

How to help your child with these.

**Rainbow to 10**



0 1 2 3 4 5 10 5 6 7 8 9 10

$0 + 10 = 10$	$10 + 0 = 10$
$1 + 9 = 10$	$9 + 1 = 10$
$2 + 8 = 10$	$8 + 2 = 10$
$3 + 7 = 10$	$7 + 3 = 10$
$4 + 6 = 10$	$6 + 4 = 10$
$5 + 5 = 10$	$5 + 5 = 10$

# Arithmetic

## Quick mental strategies

- Quick / automatic recall of times tables (Year 2)

Family of facts

- Holding a number in your head and counting on or back

e.g.  $17 + 5$

Put 17 in your head and hold up 5 fingers to count on. Progressing onto bridging in Year 2 – partition 5 into +3 and +2 (get to the next 10 and then carry on adding).

- Questions written in a different order and using what we know to work them out

$$\underline{\quad\quad} + 10 = 32$$

### Multiplication Division Fact Families

Fact Family is a set of four related multiplication and division facts that use the same three numbers.

21



7

3

$$7 \times 3 = 21$$

$$3 \times 7 = 21$$

$$21 \div 3 = 7$$

$$21 \div 7 = 3$$

32



4

8

$$4 \times 8 = 32$$

$$8 \times 4 = 32$$

$$32 \div 4 = 8$$

$$32 \div 8 = 4$$

# Maths Calculation Policy

The Maths Calculation Policy, which can be found on our website, shows you how we teach key concepts in school at each year group and it may help you to understand what your child is referring to in a given maths topic.

It is split into four different areas (referred to as the 'BIG 4')

These are:

Addition

Subtraction

Multiplication

Division

It takes you through the stages of each of these for each year group, starting with year 1.

# Maths Calculation Policy



The image shows a screenshot of the Hamble Primary School website. At the top, there is a navigation menu with seven items: Home, About Us, Key Info, News & Events, Parents, Children, and Curriculum. A large blue arrow points from the top right towards the Curriculum link. Below the navigation menu, the Curriculum link is highlighted, and a dropdown menu is visible. The dropdown menu contains the following text: Our Hamble Primary School Curriculum, Year Group Curriculum Overviews, English, Maths, and Wider Curriculum. A yellow circle with a downward arrow is located at the bottom right of the dropdown menu. In the bottom left corner, the Hamble Primary School logo is displayed, featuring a shield with a sailboat, a ship's wheel, a red fox, and a seagull, with the text "HAMBLE" and "Learning for Life" below it. The background of the website is a photograph of two young children in red school uniforms sitting at a desk, looking at a book.

**Home**   **About Us**   **Key Info**   **News & Events**   **Parents**   **Children**   **Curriculum**

**Our Hamble Primary School Curriculum**  
**Year Group Curriculum Overviews**  
**English**  
**Maths**  
**Wider Curriculum**

**Hamble Primary School**  
Learning for Life

# Maths Calculation Policy



Phonics and Early Reading Policy 2021-2023.pdf

## Maths Curriculum Content

Maths Calculation Policy

EYFS

Year 1 and 2

Year 3 and 4

Year 5 and 6

End of Year Expectations for Maths

Vocabulary Progression in Maths

## PSHE and RSE



PSHE\_RSE Whole School Overview.pdf



PSHE and RSE Information Leaflet 2022.pdf

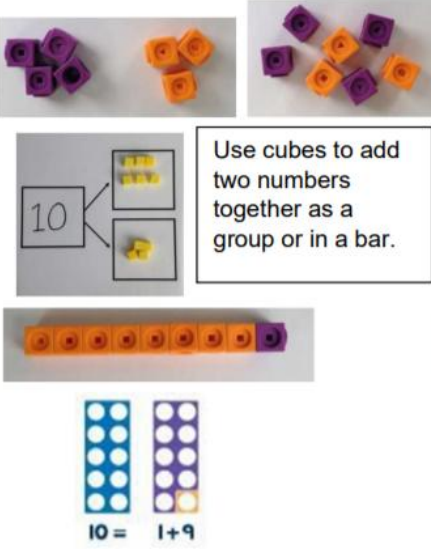
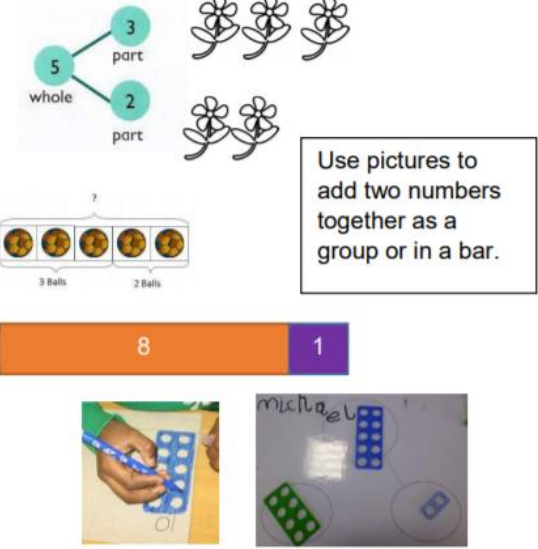

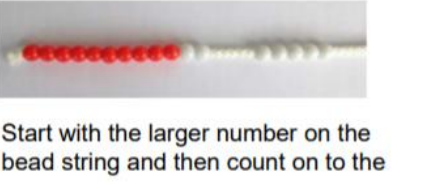
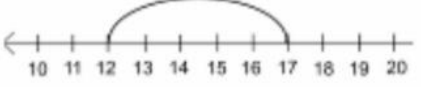
This RSE curriculum was agreed in 2019 after consultation with staff and parents



# Maths Calculation Policy

- HTU or HTO. We interchange between both 'units' and 'ones' so that children feel comfortable using both phrases.


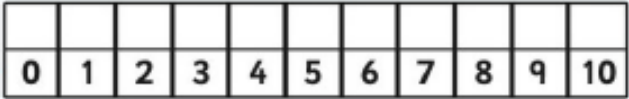




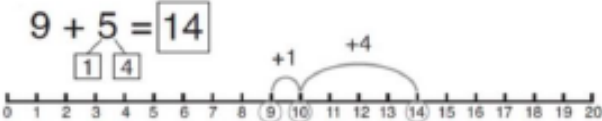
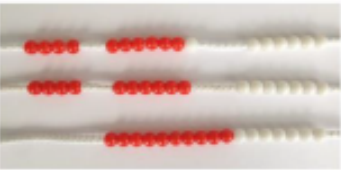
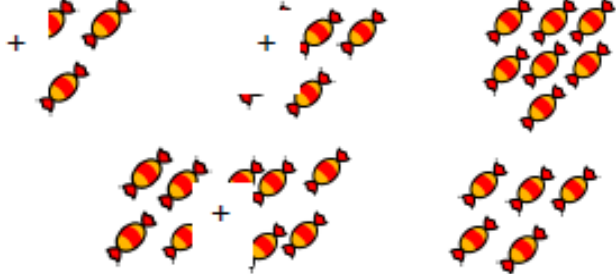
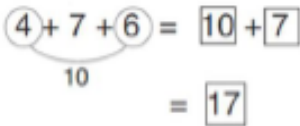
## Addition

Objective and Strategies	Concrete	Pictorial	Abstract
<p><u>Year 1</u></p> <p>Combining two parts to make a whole: part-whole model</p>	 <p>Use cubes to add two numbers together as a group or in a bar.</p> <p>Use a ten-frame to show 10 = 6 + 4.</p> <p>Use a ten-frame to show 10 = 1 + 9.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p> <p>Use a bar model to show 8 + 1 = 9.</p> <p>Use a ten-frame to show 10 = 6 + 4.</p>	<p><math>4 + 3 = 7</math></p> <p><math>10 = 6 + 4</math></p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>
<p><u>Year 1</u></p> <p>Starting at the bigger number and counting on</p>	 <p>Start with the larger number on the bead string and then count on to the on</p>	<p><math>12 + 5 = 17</math></p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p><math>5 + 12 = 17</math></p> <p>Place the larger number in your head and count on the</p>

This is an example, taken from the first page of the calculation policy.

Concrete  
Pictorial  
Abstract

# Maths Calculation Policy

	<p>smaller number 1 by 1 to find the answer.</p> <p>Anything that can be moved 1 by 1 such as counters and cubes.</p> 		<p>smaller number to find your answer.</p>
<p><u>Year 1</u></p> <p>Regrouping to make 10.</p>	 <p><math>6 + 5 = 11</math></p> <p>Numicon Tens frame</p>  <p>Start with the bigger number and use the smaller number to make 10.</p> 	 <p><math>3 + 9 =</math></p> <p>Use pictures or a number line. Regroup or partition the smaller number to make 10.</p> <p>Number track – to be used before number lines as seen below.</p> <p>This is an example of a pictorial representation which could be used.</p>  <p><math>9 + 5 = 14</math></p>	<p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>
<p><u>Year 2</u></p> <p>Adding three single digits</p>	<p><math>4 + 7 + 6 = 17</math></p> <p>Put 4 and 6 together to make 10. Add on 7.</p>  <p>Numicon</p> <p>Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.</p>	 <p>Add together three groups of objects. Draw a picture to recombine the groups to make 10.</p>	 <p>Combine the two numbers that make 10 and then add on the remainder.</p>

## Year 2

### Column method- no regrouping

$24 + 15 =$

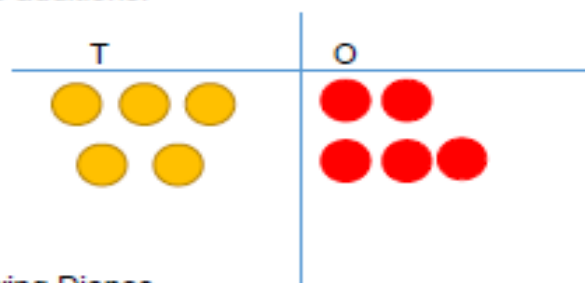
Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.



Focus on dienes

Limit use of PV counters until late Year 3

After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.



Drawing Dienes

### Calculations

$21 + 42 =$

$$\begin{array}{r} 21 \\ + 42 \\ \hline \end{array}$$

## Year 3-6

### Column method- regrouping

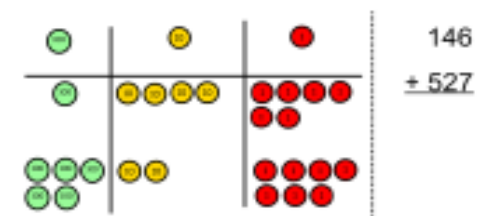
Y3 – up to 3 digits.

Y4 – up to 4 digits.

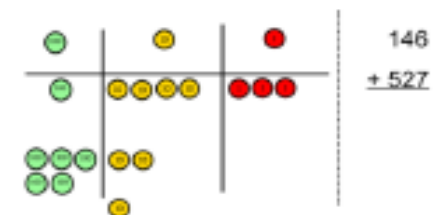
Y5 – more than 4 digits.

Y6 – Decimals with different amounts of numbers after the decimal point.

Make both numbers on a place value grid.

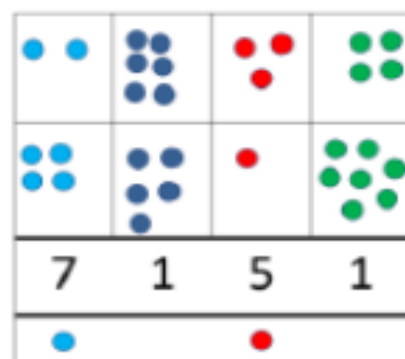


Add up the units and exchange 10 ones for one 10.



Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.

Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.



Place Value Counters.

Can also be done using Dienes. Drawing Dienes in Y3&4.

Expanded form to develop reasoning skills, especially when using increasingly larger numbers. Important to use in Year 3 to gain understanding and reasoning.

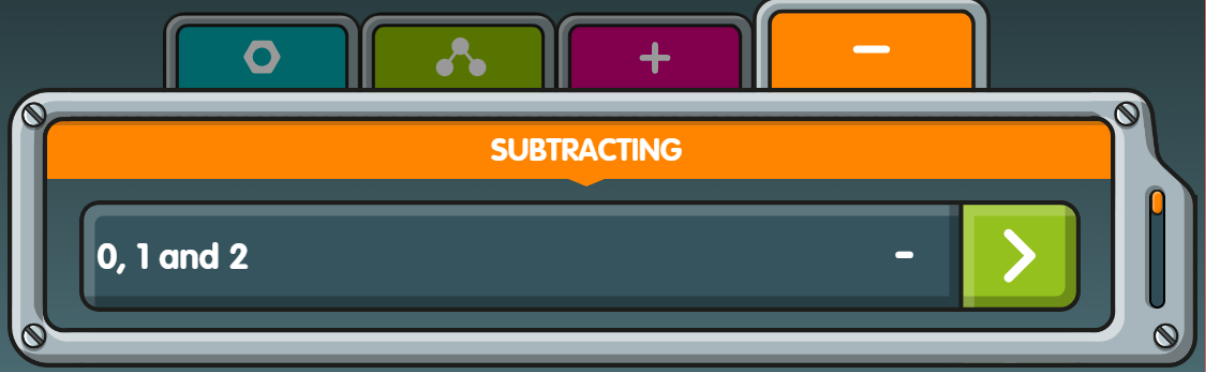
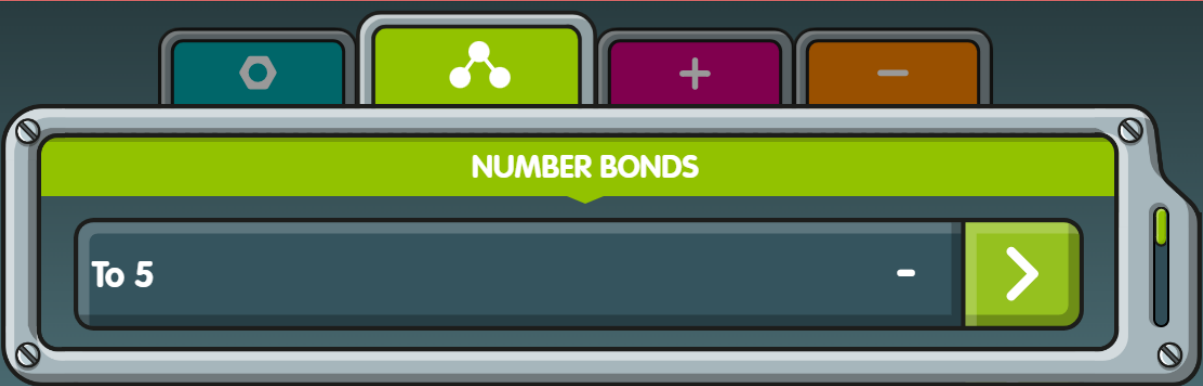
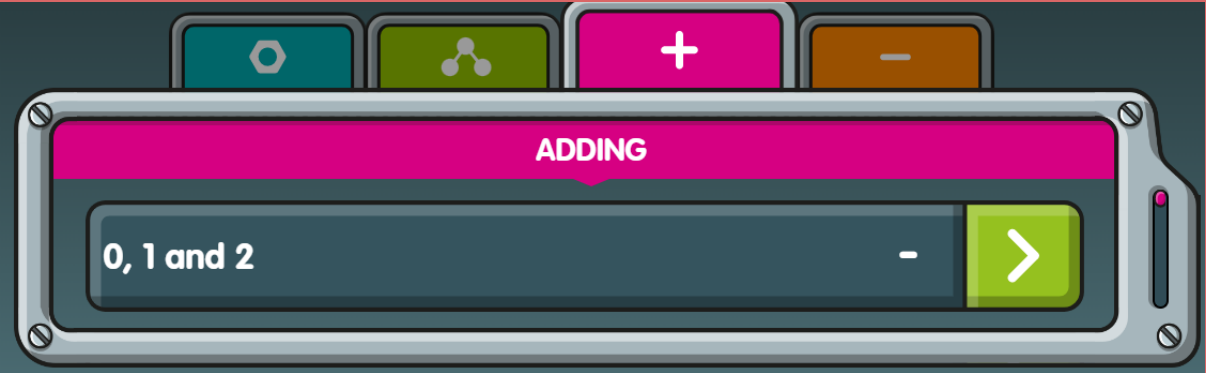
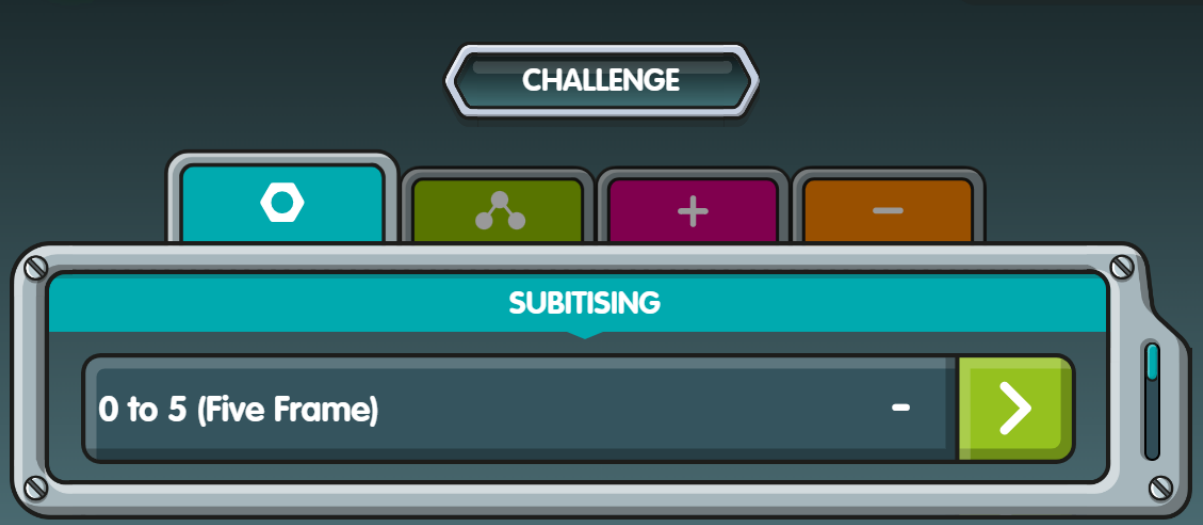
Start by partitioning the numbers before moving on to clearly show the exchange below the addition.

This is expanded form:

$$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ \hline 60 + 13 = 73 \end{array}$$

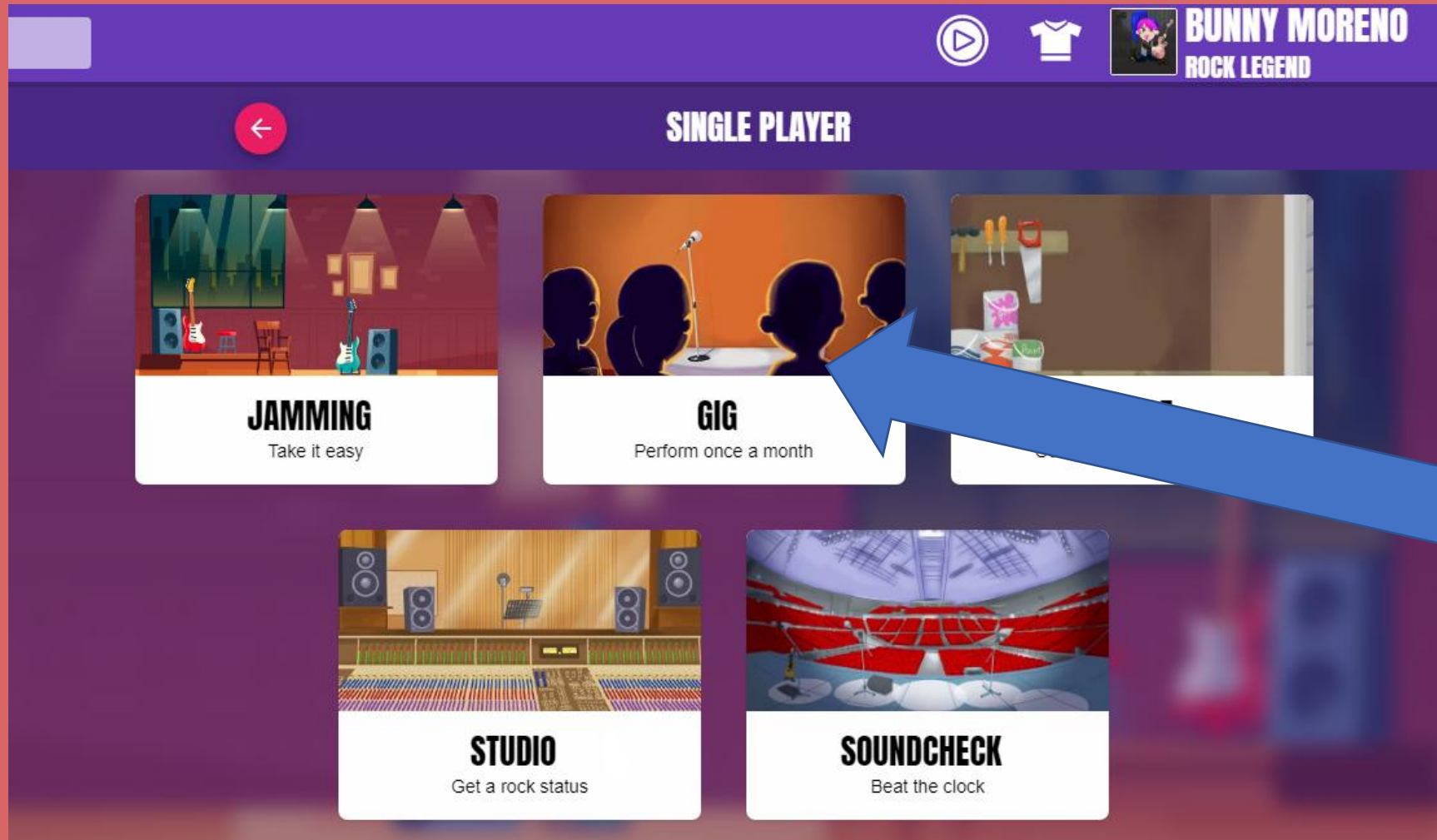
# Numbots

## Number bonds



# Multiplication

## Times Tables



# Multiplication Times Tables

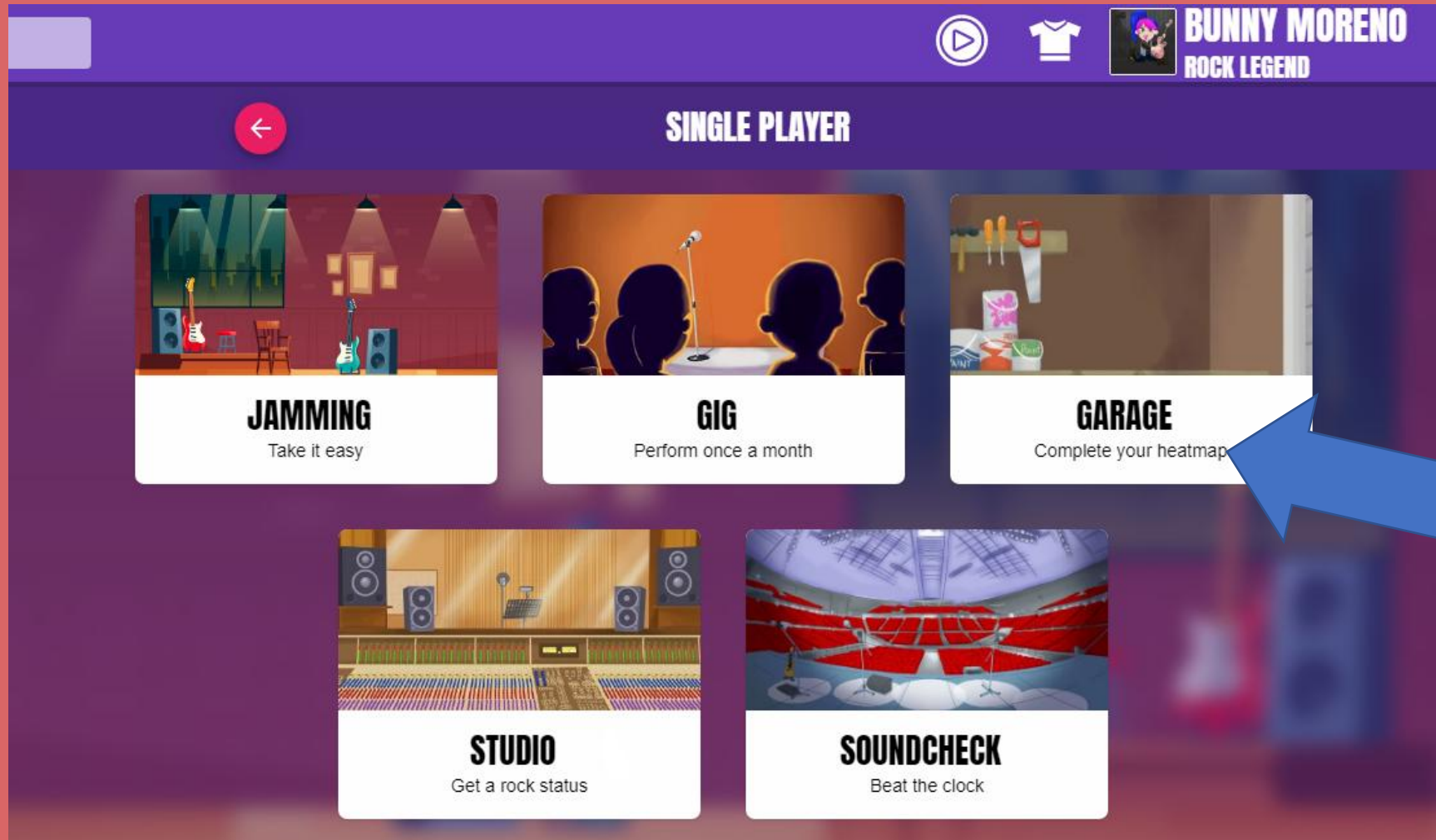
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10	10 x 10	10 x 2	10 x 5	10 x 3	10 x 4	10 x 8	10 x 6	10 x 7	10 x 9	10 x 11	10 x 12
2	2 x 10	2 x 2	2 x 5	2 x 3	2 x 4	2 x 8	2 x 6	2 x 7	2 x 9	2 x 11	2 x 12
5	5 x 10	5 x 2	5 x 5	5 x 3	5 x 4	5 x 8	5 x 6	5 x 7	5 x 9	5 x 11	5 x 12
3	3 x 10	3 x 2	3 x 5	3 x 3	3 x 4	3 x 8	3 x 6	3 x 7	3 x 9	3 x 11	3 x 12
4	4 x 10	4 x 2	4 x 5	4 x 3	4 x 4	4 x 8	4 x 6	4 x 7	4 x 9	4 x 11	4 x 12
8	8 x 10	8 x 2	8 x 5	8 x 3	8 x 4	8 x 8	8 x 6	8 x 7	8 x 9	8 x 11	8 x 12
6	6 x 10	6 x 2	6 x 5	6 x 3	6 x 4	6 x 8	6 x 6	6 x 7	6 x 9	6 x 11	6 x 12
7	7 x 10	7 x 2	7 x 5	7 x 3	7 x 4	7 x 8	7 x 6	7 x 7	7 x 9	7 x 11	7 x 12
9	9 x 10	9 x 2	9 x 5	9 x 3	9 x 4	9 x 8	9 x 6	9 x 7	9 x 9	9 x 11	9 x 12
11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12

	10	2	5	3	4	8	6	7	9	11	12
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11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12

	10	2	5	3	4	8	6	7	9	11	12
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3	3 x 10	3 x 2	3 x 5	3 x 3	3 x 4	3 x 8	3 x 6	3 x 7	3 x 9	3 x 11	3 x 12
4	4 x 10	4 x 2	4 x 5	4 x 3	4 x 4	4 x 8	4 x 6	4 x 7	4 x 9	4 x 11	4 x 12
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7	7 x 10	7 x 2	7 x 5	7 x 3	7 x 4	7 x 8	7 x 6	7 x 7	7 x 9	7 x 11	7 x 12
9	9 x 10	9 x 2	9 x 5	9 x 3	9 x 4	9 x 8	9 x 6	9 x 7	9 x 9	9 x 11	9 x 12
11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12

# Multiplication

## Times Tables



# Multiplication

## Times Tables

Year 1 – counting patterns

Year 2 – quick recall of times tables (10, 5, 2) and counting in 3s



Numberlink Board™					Think it ~ Link it				
1									6
2									7
3									8
4									9
5									10

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# Multiplication

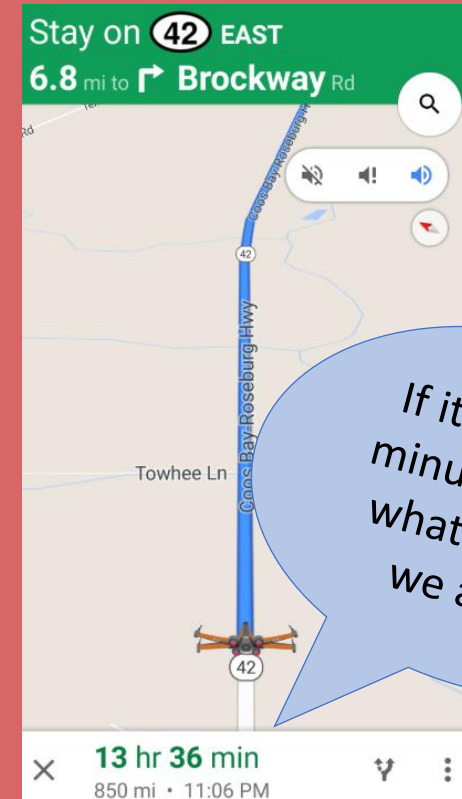
## Times Tables

- Chanting and singing (old-fashioned, but effective!)
- Listening to and signing along to times tables songs (many can be found on Youtube - but worth an adult watching them first to check the content. Also the link above to BBC Supermovers has some catchy songs!)
- Writing the number patterns down and writing them in and out of order.
- Making a set of number cards labelled 1-12, shuffling them, turning them over one at a time and multiplying it by the table being learnt.
- Quick fire questions on the way to school! Get your child to write the answers down first and then use that to find the answers quickly yourself if you aren't confident.

# Incidental Maths

Maths is everywhere and must be made real for children! While we deliver formal maths lessons in school, it is difficult for children to appreciate the role this knowledge has in everyday life. We can tell them the knowledge they need but children often cement understanding when they regularly experience maths first hand.

Encourage your child to recognise the maths around them daily.



# Incidental Maths

Children see maths in their daily lives routinely and the best way to learn is to help children identify these. For example:

- Finding and discussing shapes in and around the house or when you're out and about (road signs, shapes in nature).
- Allowing children to be hands-on and do the measuring when cooking and baking. This includes them reading scales and counting out quantities.
- Telling the time (half past and o'clock in Year 1, nearest quarter of an hour for Year 2 and nearest 5 minutes as a GDS Year 2).
- Sharing out sweets – linking to multiplication, division and fractions.
- Play hit the button - <https://www.topmarks.co.uk/maths-games/hit-the-button>



# Thanks for listening!

## Maths Masterclass


Year 3: Autumn 1

We hope you are enjoying our Maths Newsletters. This is a great opportunity to share lots of great resources for when you are supporting your child at home and celebrate the successes of your children. We have included the strategies that we are teaching in class alongside some online resources and activities for your child to try at home.

### Place Value

This term the children will be working with numbers between 100 and 1000. At home, you can practise counting forwards and backwards from any given number and there are some lovely counting songs that you can find on YouTube.

We will be identifying a range of three-digit numbers, what each digit represents in terms of their value of hundreds, tens or ones, before comparing and ordering these on a number line.



### Family challenge

Zach makes a three-digit number with a digit sum of 14. The tens digit is the largest.

What three digit cards did he have?  
Can you think of more than one combination?

?

?

?

### Reasoning

You may have noticed the teacher talking to you about your child's reasoning skills. This is when you apply mathematical concepts in a range of ways to explain what they mean to you. Here is an example for you to discuss.

How are these words related?  
Discuss.

Hour  
Minute  
Fortnight  
Second

3 6 9 12 15  
18 21 24 27 30

ways at home too. E.g.

## Maths Masterclass

Year 3 and 4: Spring

Alongside the half-termly curriculum information, we will be including additional information about the Maths learning that your child will be undertaking over the coming weeks. This includes some of the methods used in school in the hope that this will help you understand how we teach Maths and make it easier to support your child with their learning.

### Addition and Subtraction

We will be recapping formal column addition and subtraction and starting to encourage children to check answers to a calculation by using the inverse. This means that if you added  $X + Y = Z$  then you may check it by doing  $Z - Y = X$  which should give you  $X$  if you worked the answer out correctly initially.

We will begin by looking at formal column addition using counters.



Following this, we will use counters to explore column subtraction.

Please find the calculation on our school website for further information on how we teach this!



Draw the counters onto a place value grid and show what you have done when you have the counters out as well as clearly showing the exchanges you make.

### Multiplication and Division

In year 3 this term, the children will continue to develop their fluency of multiplication and division facts for the 2, 4 and 8 multiplication and division tables. The children will look at the grid method for solving multiplication using counter and then move on to the formal column method when they are secure with this.



In year 4 the children will be recognising and using factor pairs and commensality by using formal written layout by a one-digit number solving problems involving multiplying and adding, including using the distributive law to multiply.



### Statistics

We will be finding and interpreting information from bar charts (Y3 and 4) and line graphs (Y4). We will be reading 'Sir Cumference and The Octagon of Chords' by David Almond.



Children will be using the book to decide how to present data, complete missing data and interpret the data presented to them.