Year 2 Calculation Policy

Addition

Add the nearest multiple of 10, then adjust

E.g. 63 + 9 is the same as 63 + 10 - 1

Partitioning method

Eg. 57 + 31 = 50 + 30 and 7 + 1

             80   and   8 = 88

Leading to

Column Addition
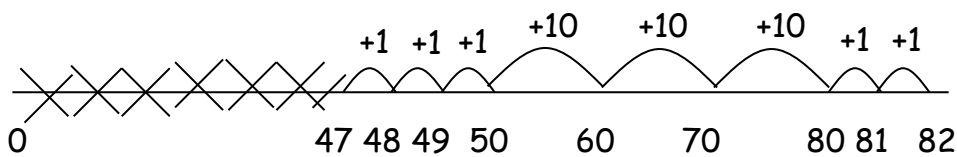
```
    57
  + 31
     8
    80
    88
```

<u>Subtraction</u>

Children will use number lines in order to count on to support calculations.

Counting on

Count up from 47 to 82 in jumps of 10 and jumps of 1. Understanding the number bonds to 10 confidently enables the children to make that initial jump even easier.

82 - 47

Help children to become more efficient with counting on by encouraging them to jump up in larger numbers.

Multiplication

✓ **Times tables**

By the end of Year 2 children should have a confident grasp of the 2, 5 and 10 times tables. Children should understand these tables and be able to give the associated division facts. E.g. $5 \times 3 = 15$ and so $15 \div 3 = 5$

Children will develop their understanding of multiplication and use jottings to support calculation:

✓ **Repeated addition**

3 times 5   is $5 + 5 + 5 = 15$ or   3 lots of 5   or 5×3

Commutativity to be taught through investigative work i.e. Children should know that 3×5 has the same answer as 5×3.

✓ **Arrays**

Children should be able to model a multiplication calculation using an array. This knowledge will support with the development of the grid method which they will go on to develop in Year 3.
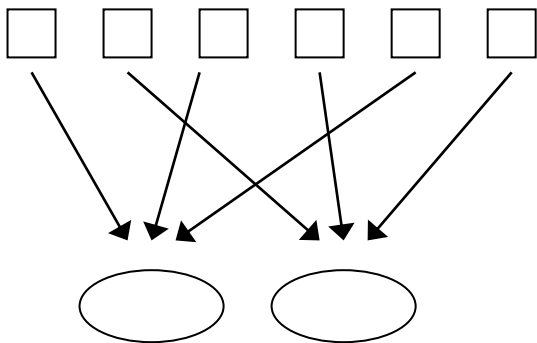
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○ ○ ○ ○ ○
○ ○ ○ ○ ○    5 x 3 = 15
○ ○ ○ ○ ○
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   $3 \times 5 = 15$

Division

Children will develop their understanding of division and use jottings to support calculation
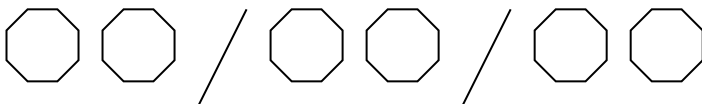
✓ **Sharing equally**

6 sweets shared between 2 people, how many do they each get?

✓ **Grouping or repeated addition**

There are 6 sweets, how many people can have 2 sweets each?

✓ **Using symbols to stand for unknown numbers to complete equations using inverse operations**

$\square \div 2 = 4$ $20 \div \triangle = 4$ $\square \div \triangle = 4$