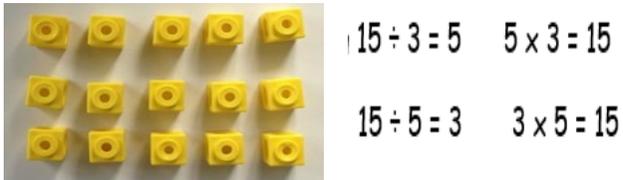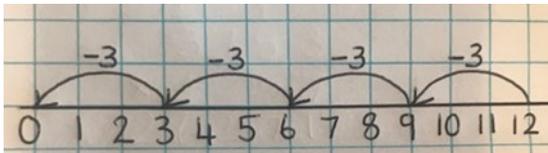## Division

In our work on division, we will return to arrays and use these to develop our understanding of the link between multiplication and division.

$$15 \div 3 = 5 \qquad 5 \times 3 = 15$$
$$15 \div 5 = 3 \qquad 3 \times 5 = 15$$

We will also be developing our understanding of using grouping and sharing to solve problems, focusing on being able to choose when we should use each method.

Finally, we use repeated subtraction to show division on a number line, counting back in steps from the right hand side of the number line.

We will also be learning to recall our division facts linked to the 2, 5 and 10 times tables.

At Home

The following activities are ideas for how your child can practise their maths at home:

- Counting in 1s, 2s, 3s, 5s, and 10s, forwards and backwards.
- Practising 2, 5 and 10 times tables.
- Playing on maths games such as those on www.topmarks.co.uk- e.g. Hit the Button

If you have any questions about your child's maths learning or how you can support them at home, please do ask your child's teacher.
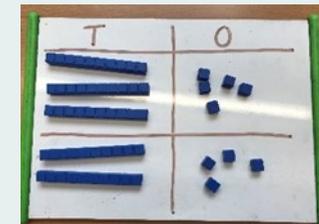

Year 2 Written Calculations

Place Value

In Year 2, we focus on the place value of numbers up to 100. We calculate with two-digit numbers.


This leaflet summarises your child's learning in terms of written calculations. Our full calculation policy, which gives further information and includes mental strategies, is available on our website.

Horn's Mill Primary School
BELIEVE, INSPIRE, FLOURISH

Addition

In Year 2, we continue to develop our understanding of addition using a number line. We will recap using them to add a one-digit number, before starting to add multiples of ten by 'jumping on in tens.'
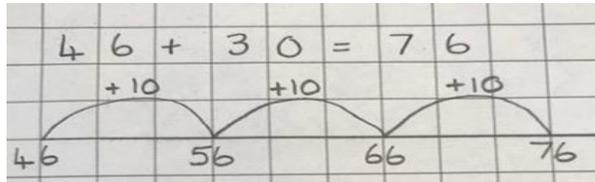
Once confident with this, we will move onto adding two, two-digit numbers, first by jumping on in separate jumps of tens and ones, and then by using what we know about the numbers to make our calculations more efficient and to split numbers to cross tens boundaries.
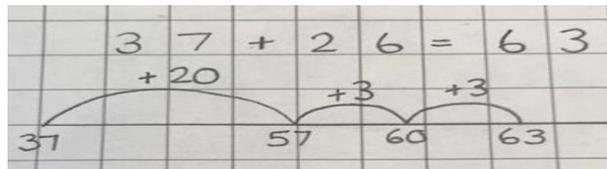

Towards the end of Year 2, once the children have a secure understanding of the above, we will start to use a partitioned column method.


Subtraction

Similarly to addition, we will be developing our use of number lines to jump backwards to subtract. Once we have recapped using them to subtract one-digit numbers, we will subtract multiples of tens by 'jumping back in tens,' starting at the right hand side of the number line.
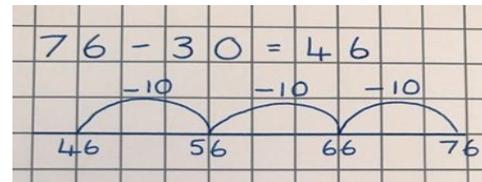

We will then begin to subtract two, two-digit numbers by making separate jumps of tens and ones, before starting to use our number lines more efficiently, using our understanding of splitting up
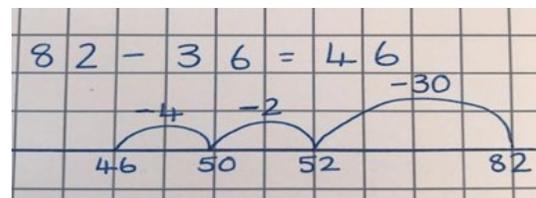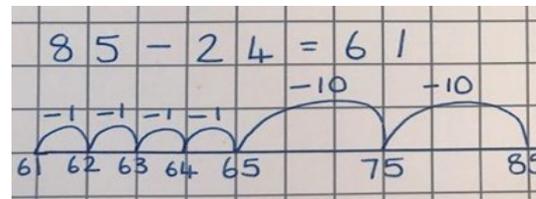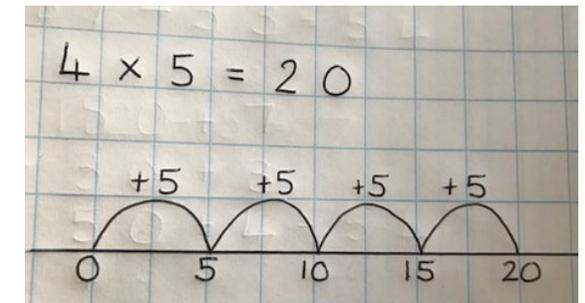

Multiplication

We will continue to develop our understanding of multiplication through use of practical resources, before exploring arrays and how multiplication is repeated addition.
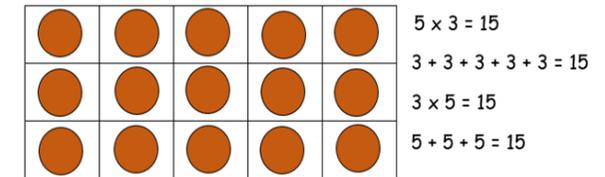
Once we have a secure understanding of what multiplication is, we will start using number lines to work out the answers to multiplication questions

We will also be practising our recall of our 2, 5 and 10 times tables. We will practise counting in multiples of these numbers, then learning our times tables until we can recall the answers quickly.