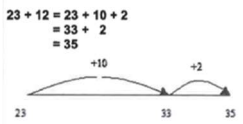
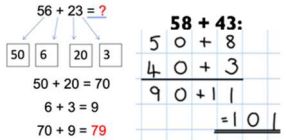
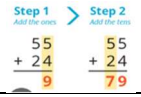
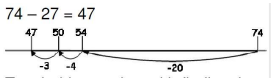
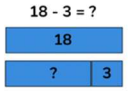
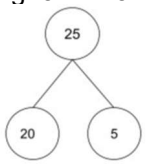
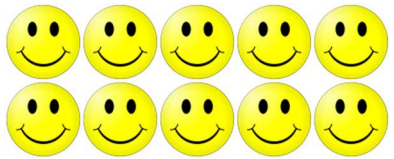
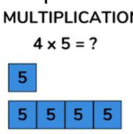
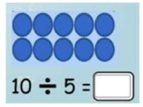
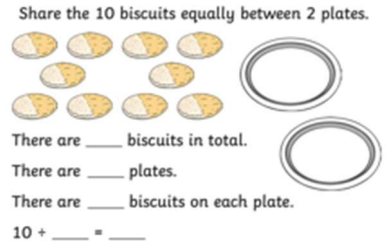
Y2	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
NWLJDS CALCULATIONS POLICY (MAY 2023)	In Year 2, children are taught to add a 2 digit number and ones; a 2-digit number and tens, three one-digit numbers and two 2-digit numbers. Children are expected to know their number bonds to 10, 20 and 30 and use related facts to find number bonds within 100. e.g. 2 + 5 = 7, so 20 + 50 = 70 Diene's blocks, number lines, bar models, hundred grids and counters are used to support adding numbers up to 100. Children develop confidence adding 1s and 10s to given numbers and adding across the 10s boundary by counting on in tens and ones.  The partitioning method is used to add two 2-digit numbers with and without exchange. Numbers are partitioned into 10s and 1s before adding them. Calculations are set out horizontally then vertically to prepare them for column method.  The column method may be introduced later in the year adding the ones first then the tens and carrying any 1s on the doorstep.  	In Year 2, children are taught to subtract a 2-digit number and ones; a 2-digit number and tens and two 2-digit numbers. Number lines, bar models, hundred grids, Diene's blocks and counters are used to support subtracting numbers within 100. Children develop confidence subtracting 1s and 10s to given numbers and subtracting across the 10s boundary by counting backwards in tens and ones.   The partitioning method is used to subtract two 2-digit numbers with and without exchange. The number being subtracted is partitioned into tens and ones before subtracting the tens and then the ones. e.g. 54 – 25  54 – 20 = 34 34 – 5 = 29 The column method may be introduced later in the year, subtracting the ones first then the tens.	By the end of Year 2, children are expected to know their 2, 5 and 10 times Counters, arrays and pictures are used to model multiplication to show how to group numbers/objects. Children should be able to model a multiplication calculation using an array.  eg: '5 groups of 2 faces. How many faces altogether? '2 groups of 5 faces'. How many faces altogether? Children should know that 2 x 5 has the same answer as 5 x 2. Children will develop their understanding of multiplication and use jottings to support their calculations. Repeated addition is also used to count in steps of 3. e.g. 3 lots of 5 is equal to 5 + 5 + 5 = 15 Bar models are also used to visualise multiplication.  	In Year 2, children should also know the inverse of the 2, 5 and 10 times tables. Children are shown how to use jottings to share in equal groups. Arrays, number lines and counters are used to represent division calculations.  Children use sharing and grouping to show division. Sharing 6 sweets are shared between 2 people. How many do they have each?   Grouping – There are 6 sweets. How many people can have 2 each? Children count in steps. (How many 2's make 6?)