Tadpole Farm
CE Primary Academy

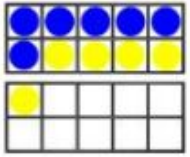
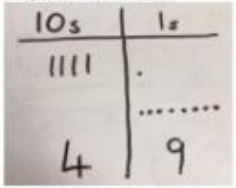
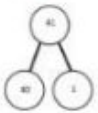
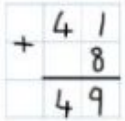
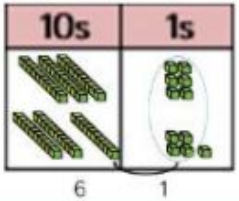
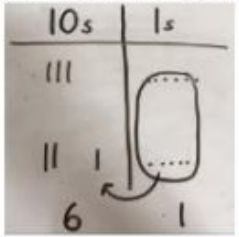
Year 2 Maths at Tadpole Farm

This booklet has been written to help you understand the methods used in mathematics in our year group. These methods will be taught as part of the maths lessons and revisited through their home learning. We would encourage parents to use the same methods so that the children can become confident with them.

We use the following terms to create a progression of methods:
Concrete: Using objects and manipulatives to solve problems.
Pictorial: Drawing pictures and diagrams to solve problems.
Abstract: Using written methods to solve problems.

Addition

Vocabulary we use: parts and wholes, plus, add, altogether, more, total, sum, 'is equal to', 'is the same as'

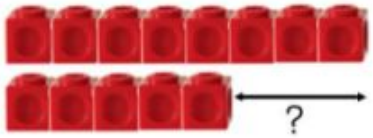
Regrouping to make 10; using ten frames and counters/cubes or using Numicon. 6 + 5 	Children to draw the ten frame and counters/cubes. 	Children to develop an understanding of equality e.g. $6 + \square = 11$ $6 + 5 = 5 + \square$ $6 + 5 = \square + 4$
TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 + 8 	Children to represent the base 10 e.g. lines for tens and dot/crosses for ones. 	41 + 8  1 + 8 = 9 40 + 9 = 49 
TO + TO using base 10. Continue to develop understanding of partitioning and place value. 36 + 25 	Chidlren to represent the base 10 in a place value chart. 	

Subtraction

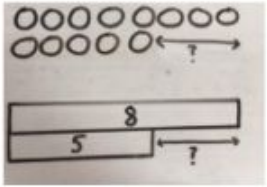
Vocabulary we use: take away, less than, the difference, subtract, minus.

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.

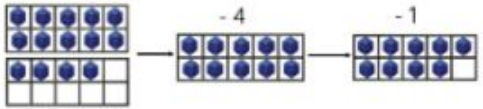


Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.

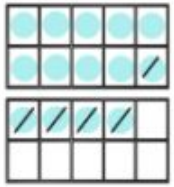


Making 10 using ten frames.

14 – 5

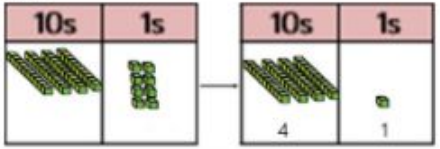


Children to present the ten frame pictorially and discuss what they did to make 10.

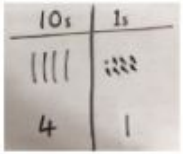


Column method using base 10.

48-7

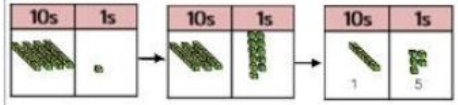


Children to represent the base 10 pictorially.



Column method using base 10 and having to exchange.

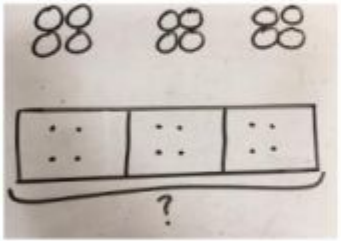
41 – 26

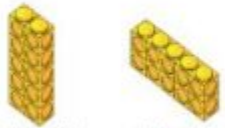
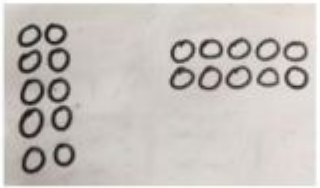


Represent the base 10 pictorially, remembering to show the exchange.

Multiplication

Vocabulary we use: double, times, multiplied by, groups of, lots of

Pictorial	Abstract
Children to represent the practical resources in a picture and use a bar model.  	$3 \times 4 = 12$ $4 + 4 + 4 = 12$

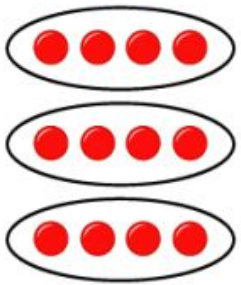
Use arrays to illustrate commutativity counters and other objects can also be used. $2 \times 5 = 5 \times 2$  2 lots of 5 5 lots of 2	Children to represent the arrays pictorially. 	Children to be able to use an array to write a range of calculations e.g. $10 = 2 \times 5$ $5 \times 2 = 10$ $2 + 2 + 2 + 2 + 2 = 10$ $10 = 5 + 5$

Division

Vocabulary we use: share, group, divide, divided by, half.

All used by: Year 1 & Year 2

Concrete	Pictorial	Abstract
Sharing using a range of objects. 6 ÷ 2	Represent the sharing pictorially.	6 ÷ 2 = 3 3 | 3 Children should also be encouraged to use their 2 times tables facts.



12 ÷ 4 = 3