

Year 2

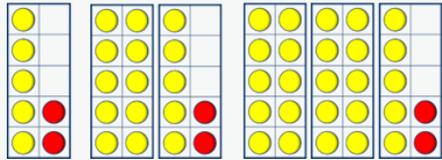
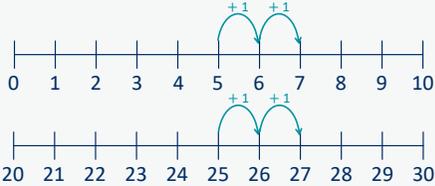
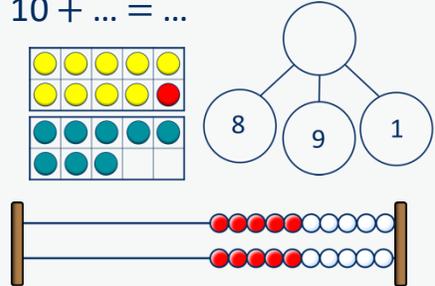
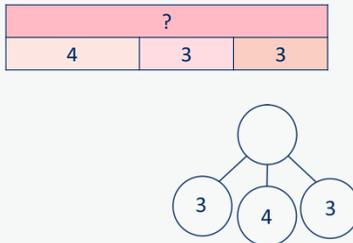
Calculation policy

Updated September 2024

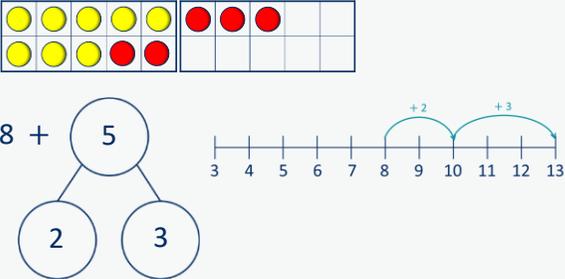
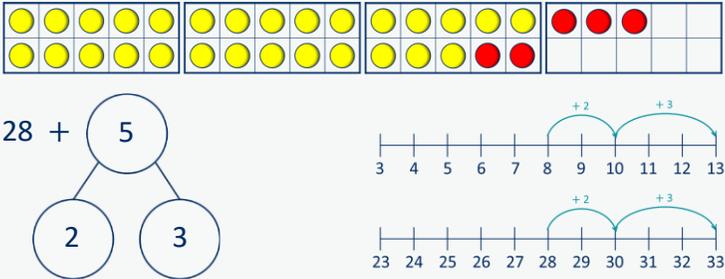
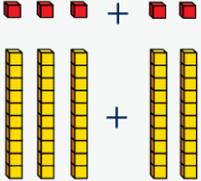
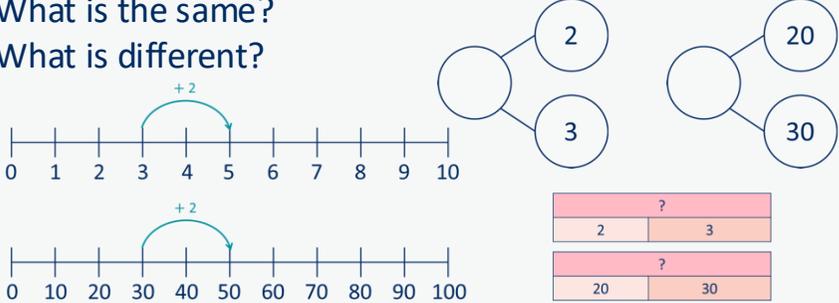
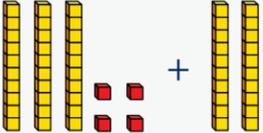
Progression of skills – Addition

Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Add together• Add more• Bonds within 10• Related facts within 20• Missing numbers	<ul style="list-style-type: none">• Add 1s to any number (related facts)• Add three 1-digit numbers• Add across a 10• Add multiples of 10• Add 10s to any number• Add two 2-digit numbers (not across a ten)• Add two 2-digit numbers (across a ten)• Missing numbers	<ul style="list-style-type: none">• Add 1s, 10s and 100s to a 3-digit number• Add two numbers (no exchange)• Add two numbers across a 10 or 100• Complements to 100• Add fractions with the same denominator within 1 whole• Calculate the duration of events

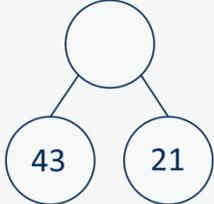
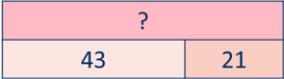
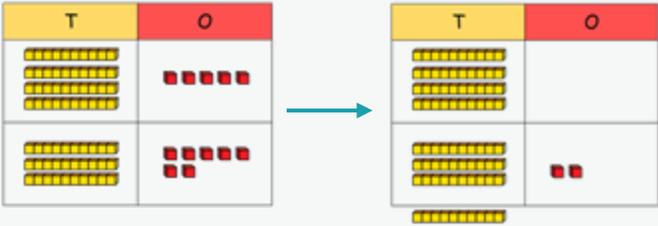
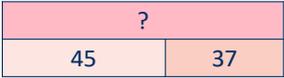
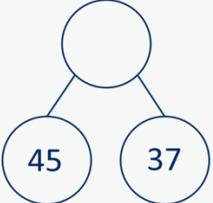
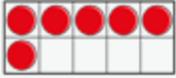
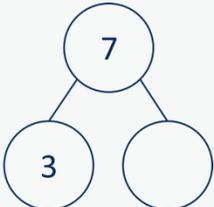
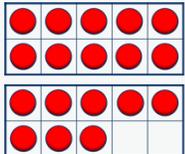
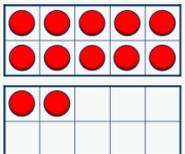
Addition

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use addition facts to 20 fluently, and derive and use related facts up to 100 Add numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 		
<p>Progression of skills</p>	<p>Key representations</p>		
<p>Add ones to any number (related facts)</p> <p>Make links to known facts.</p>	<p>I know that ... and ... = ... so ... and ... = ...</p> 	<p>... more than ... is ... so ... more than ... is ...</p> 	<p>What do you notice? Can you continue the pattern?</p> $5 + 2 = 7$ $15 + 2 = 17$ $25 + 2 = 27...$
<p>Add three 1-digit numbers</p> <p>Prompt children to understand that addition can be done in any order and to make links to known facts.</p>	<p>... and ... are a bond to 10 $10 + ... = ...$</p> 	<p>Double ... + ... = ...</p> 	<p>What do you notice? Which addition is the easiest to calculate?</p> $8 + 9 + 1 =$ $8 + 1 + 9 =$ $9 + 1 + 8 =$

Addition

Progression of skills	Key representations																																																													
<p>Add across a 10</p> <p>Partition the number being added to make a full ten.</p>	<p>... can be partitioned into ... and ...</p>  <p>$8 + 5 = 13$</p>	<p>I add ... to get to ... then I add ...</p> <p>$8 + 5 = 13$ $28 + 5 = 33$</p> 																																																												
<p>Add multiples of 10</p> <p>Make links to known facts within ten.</p>	<p>... ones + ... ones = ... ones so ... tens + ... tens = ... tens</p>  <p>$3 + 2 = 5$ $30 + 20 = 50$</p>	<p>What is the same? What is different?</p> 																																																												
<p>Add 10s to any number</p> <p>Make links to known facts.</p>	<p>... tens + ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To add ... I need to add 10 ... times.</p> <table border="1" data-bbox="1114 1139 1440 1325"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table> <p>I know that ... and ... = ... so ... and ... = ...</p> <p>$30 + 20 = 50$ $34 + 20 = 54$</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
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Addition

Progression of skills	Key representations		
<p>Add 2-digit numbers (not across a ten)</p> <p>Lining up ones and tens in columns will support with later written methods.</p>	<p>... ones + ... ones = ... ones ... tens + ... tens = ... tens</p> <p>3 ones + 1 one = 4 ones 4 tens + 2 tens = 6 tens 6 tens + 4 ones = 64</p>   		
<p>Add 2-digit numbers (across a ten)</p> <p>Begin to exchange 10 ones for 1 ten.</p>	<p>There are ones, so I do/do not need to make an exchange.</p> <p>... ones = ... ten and ... ones</p>    <p>5 ones + 7 ones = 12 ones 12 ones = 1 ten and 2 ones 4 tens + 3 tens + 1 ten = 8 tens 8 tens and 2 ones = 82</p>		
<p>Missing numbers</p> <p>Solve missing number problems and use the inverse to check.</p>	<p>How many more do you need to make ...?</p>  $6 + \square = 10$ $10 - \square = 6$	<p>If ... is a whole and ... is a part, then ... is the other part.</p> $\square + 3 = 7$ $7 - 3 = \square$ 	<p>... can be partitioned into ... and ...</p> $10 + 8 = 12 + \square$  

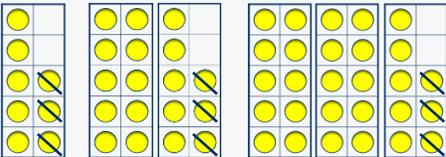
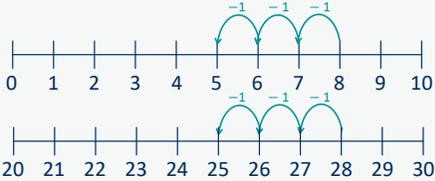
Progression of skills - Subtraction

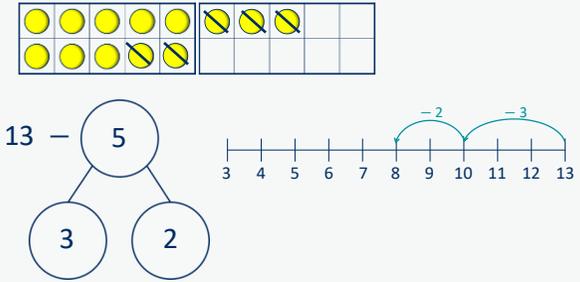
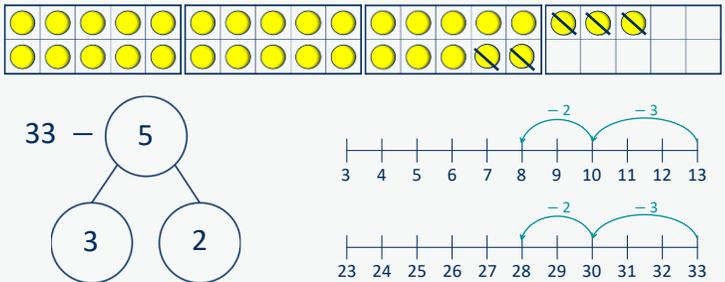
Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Find a part• Take away• Bonds within 10• Related facts within 20• Missing numbers	<ul style="list-style-type: none">• Subtract 1s from any number (related facts)• Subtract across a 10• Subtract multiples of 10• Subtract 10s from any number• Subtract two 2-digit numbers (not across a ten)• Subtract two 2-digit numbers (across a ten)• Missing numbers	<ul style="list-style-type: none">• Subtract 1s, 10s and 100s from a 3-digit number• Subtract two numbers (no exchange)• Subtract two numbers across a 10 or 100• Complements to 100• Subtract fractions with the same denominator within 1 whole

Subtraction

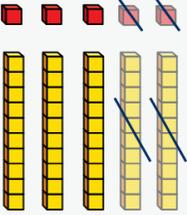
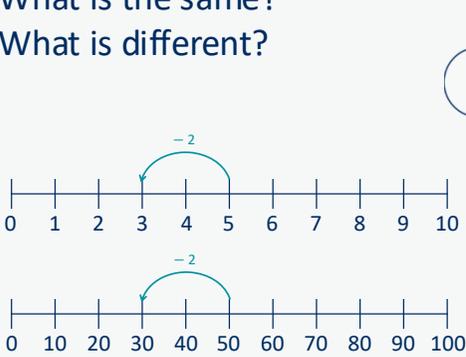
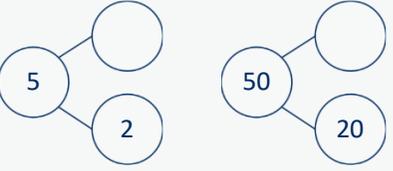
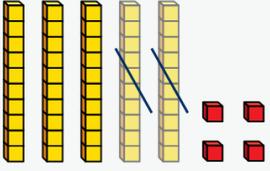
	<ul style="list-style-type: none"> Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 Subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
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Progression of skills	Key representations
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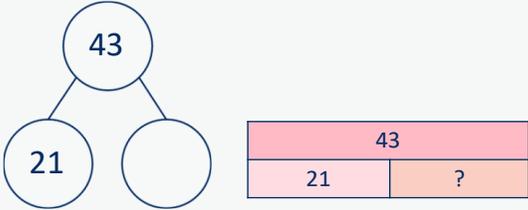
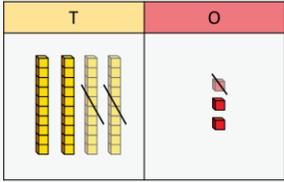
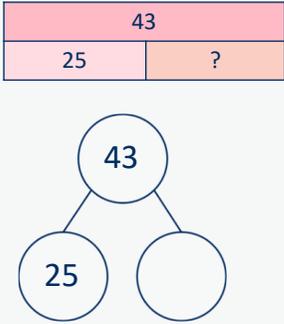
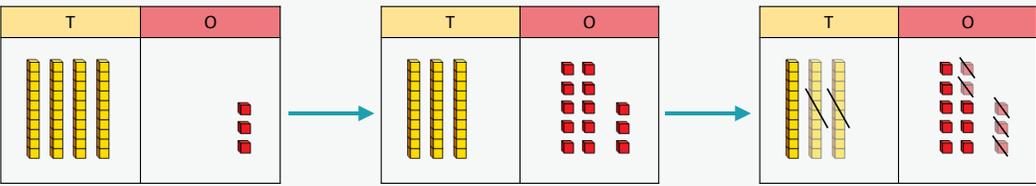
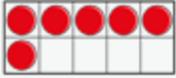
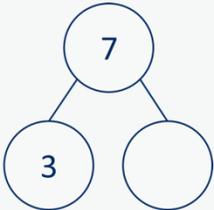
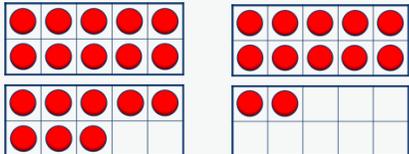
<p>Subtract ones from any number (related facts)</p> <p>Make links to known facts.</p>	<p>I know that ... minus ... = ... so ... minus ... = ...</p> 	<p>... less than ... is ... so ... less than ... is ...</p> 	<p>What do you notice? Can you continue the pattern?</p> $8 - 3 = 5$ $18 - 3 = 15$ $28 - 3 = 25...$
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<p>Subtract across a 10</p> <p>Partition the number being subtracted to bridge through a ten.</p>	<p>... can be partitioned into ... and ...</p> 	<p>Make links with related facts.</p> 
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Subtraction

Progression of skills	Key representations																																																														
<p>Subtract multiples of 10</p> <p>Make links to known facts within ten.</p>	<p>... ones – ... ones = ... ones so ... tens – ... tens = ... tens</p>  <p>$5 - 2 = 3$ $50 - 20 = 30$</p>	<p>What is the same? What is different?</p> 	 <table border="1" data-bbox="1632 496 1891 646"> <tr> <td colspan="2">5</td> </tr> <tr> <td>2</td> <td>?</td> </tr> <tr> <td colspan="2">50</td> </tr> <tr> <td>20</td> <td>?</td> </tr> </table>	5		2	?	50		20	?																																																				
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<p>Subtract 10s from any number</p> <p>Make links to known facts.</p>	<p>... tens – ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To subtract ... I need to subtract 10 ... times.</p> <table border="1" data-bbox="1083 846 1477 1068"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	<p>I know that ... minus ... = ... so ... minus ... = ...</p> <p>$50 - 20 = 30$ $54 - 20 = 34$</p>
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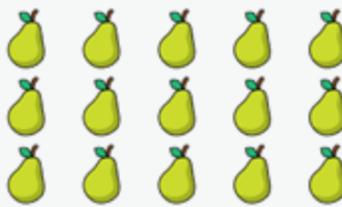
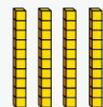
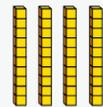
Subtraction

Progression of skills	Key representations		
<p>Subtract two 2-digit numbers (not across a ten)</p>	<p>... ones – ... ones = ... ones ... tens – ... tens = ... tens</p>   <p>3 ones – 1 one = 2 ones 4 tens – 2 tens = 2 tens 2 tens and 2 ones = 22</p>		
<p>Subtract two 2-digit numbers (across a ten)</p> <p>Begin to exchange 1 ten for 10 ones.</p>	<p>I need to make an exchange because I do not have enough ones to subtract ... ones.</p>   <p>3 ones – 5 ones (I need to exchange 1 ten for 10 ones)</p> <p>13 ones – 5 ones = 8 ones 3 tens – 2 tens = 1 ten 1 ten and 8 ones = 18</p>		
<p>Missing numbers</p> <p>Solve missing number problems and use the inverse to check.</p>	<p>How many do you need to subtract to make ...?</p>  <p>$10 - \square = 6$ $6 + \square = 10$</p>	<p>If ... is a whole and ... is a part, then ... is the other part.</p> <p>$7 - 3 = \square$ $\square + 3 = 7$</p> 	<p>... can be partitioned into ... and ...</p> <p>$18 - \square = 12 + 2$</p> 

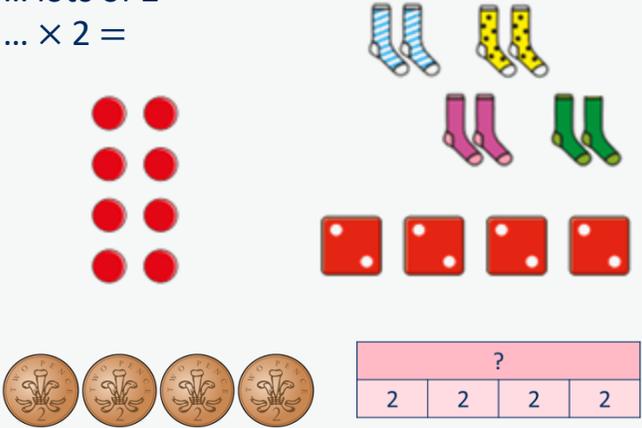
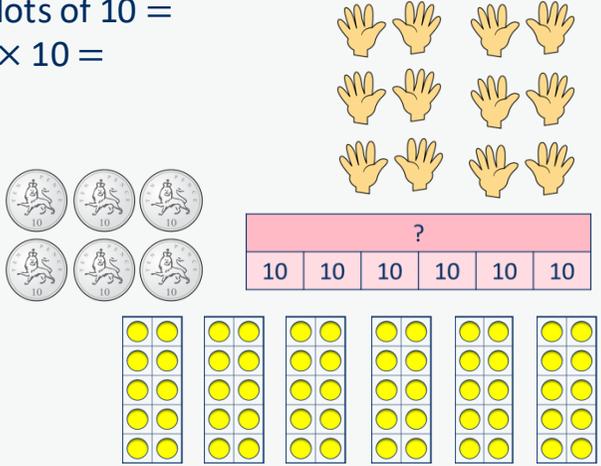
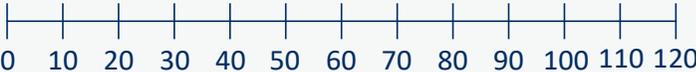
Progression of skills – Multiplication

Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Count in 2s, 5s and 10s• Add equal groups• Make arrays• Make doubles	<ul style="list-style-type: none">• Link repeated addition and multiplication• Use arrays• Double• The 2 times-table• The 10 times-table• The 5 times-table• Missing numbers	<ul style="list-style-type: none">• The 3 times-table• The 4 times-table• The 8 times-table• Related facts• Multiply a 2-digit number by a 1-digit number - no exchange• Multiply a 2-digit number by a 1-digit number - with exchange• Scaling• Correspondence problems

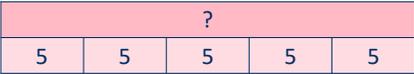
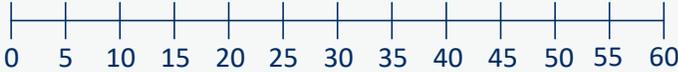
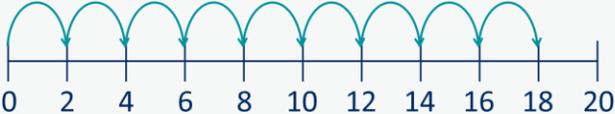
Multiplication

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use multiplication facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (\times) and equals ($=$) signs. Show that multiplication of two numbers can be done in any order (commutative). 													
<p>Progression of skills</p>	<p>Key representations</p>													
<p>Link repeated addition and multiplication</p> <p>Encourage children to make the link between repeated addition and multiplication.</p>	<p>There are ... equal groups with ... in each group. There are ... altogether.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; width: 60px; height: 60px;"> <tr><td colspan="2" style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">3</td></tr> </table> </div> <div style="text-align: left;"> <p>$3 + 3 = 6$ $2 \times 3 = 6$</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse; width: 120px; height: 60px;"> <tr><td colspan="4" style="text-align: center;">20</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td></tr> </table> </div> <div style="text-align: left;"> <p>$5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$</p> </div> </div>		6		3	3	20				5	5	5	5
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20														
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<p>Use arrays</p> <p>Encourage children to see that multiplication is commutative.</p>	<p>There are ... rows with ... in each row. There are ... columns with ... in each column.</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>3 lots of 5 = 15 $5 + 5 + 5 = 15$</p> </div> <div style="text-align: center;">  <p>5 lots of 3 = 15 $3 + 3 + 3 + 3 + 3 = 15$</p> </div> </div>	<p>I can see ... \times ... and ... \times ...</p> <p style="text-align: center;">$3 \times 5 = 15$ $5 \times 3 = 15$ $3 \times 5 = 5 \times 3$</p>												
<p>Double</p> <p>Encourage children to make links with related facts.</p>	<p>Double ... is ...</p> <div style="display: flex; align-items: center;">  →  </div> <p style="margin-left: 100px;">Double 4 = 4 + 4 Double 4 is 8</p>	<p>Double ... is ... so double ... is ...</p> <div style="display: flex; align-items: center;">  →  </div> <p style="margin-left: 100px;">Double 4 is 8</p> <div style="display: flex; align-items: center;">  →  </div> <p style="margin-left: 100px;">Double 40 is 80</p>												

Multiplication

Progression of skills	Key representations																																									
<p>The 2 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice that all multiples of 2 are even numbers.</p>	<p>... lots of 2 =</p> <p>... $\times 2 =$</p> 	<p>... times 2 is equal to ...</p> <table border="1" data-bbox="1384 344 1798 462"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p> $1 \times 2 = 2$ $2 = 1 \times 2$ $2 \times 2 = 4$ $4 = 2 \times 2$ $3 \times 2 = 6$ $6 = 3 \times 2$ </p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
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21	22	23	24	25	26	27	28	29	30																																	
<p>The 10 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>	<p>... lots of 10 =</p> <p>... $\times 10 =$</p> 	<p>... times 10 is equal to ...</p> <table border="1" data-bbox="1384 825 1798 982"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> </table> <p> $1 \times 10 = 10$ $10 = 1 \times 10$ $2 \times 10 = 20$ $20 = 2 \times 10$ $3 \times 10 = 30$ $30 = 3 \times 10$ </p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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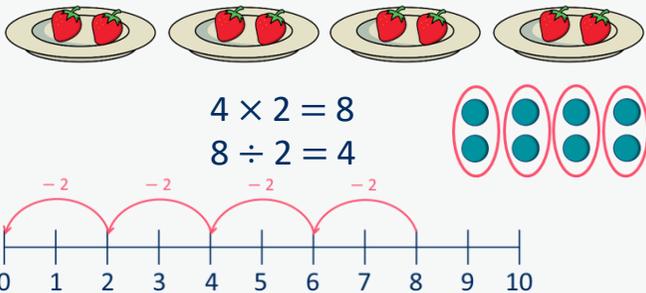
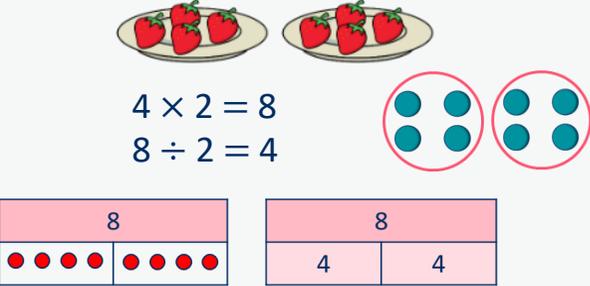
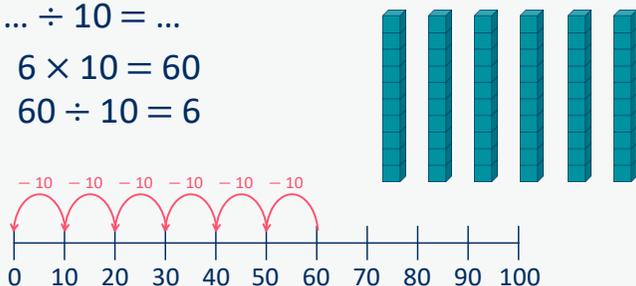
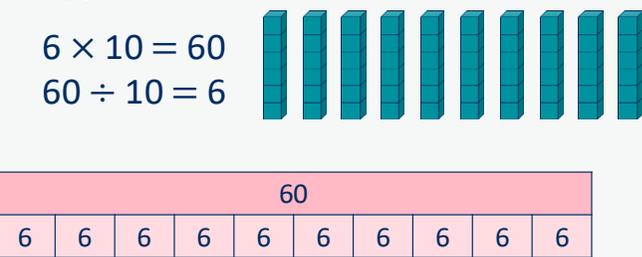
Multiplication

Progression of skills	Key representations																																									
<p>The 5 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>	<p>... lots of 5 =</p> <p>... $\times 5 =$</p>    	<p>... times 5 is equal to ...</p> <table border="1" data-bbox="1384 337 1810 501"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> </table> <p> $1 \times 5 = 5$ $5 = 1 \times 5$ $2 \times 5 = 10$ $10 = 2 \times 5$ $3 \times 5 = 15$ $15 = 3 \times 5$ </p> 	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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31	32	33	34	35	36	37	38	39	40																																	
<p>Missing numbers</p> <p>Make links to known facts.</p>	<p>... is equal to ... groups of ...</p> <p>18 socks, how many pairs? </p> 	<p>... times ... is equal to ...</p> <p>$\square \times 2 = 18$</p> <p>$18 = 2 \times \square$</p>																																								

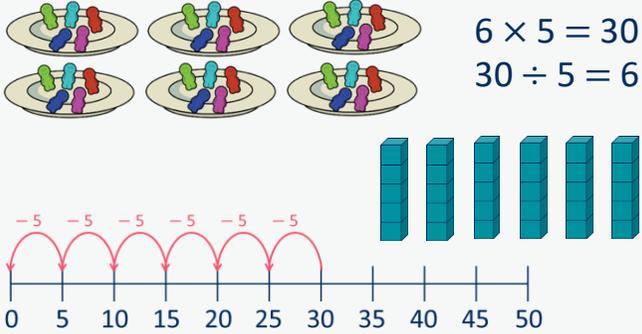
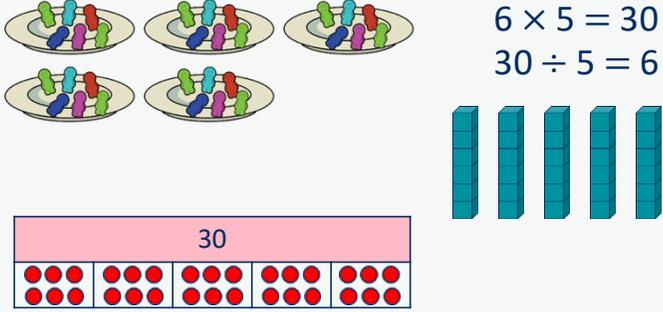
Progression of skills – Division

Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Make equal groups – grouping• Make equal groups – sharing• Find a half• Find a quarter	<ul style="list-style-type: none">• Divide by 2• Divide by 10• Divide by 5• Missing numbers• Unit fractions• Non-unit fractions	<ul style="list-style-type: none">• Divide by 3• Divide by 4• Divide by 8• Related facts• Divide a 2-digit number by a 1-digit number - no exchange• Divide a 2-digit number by a 1-digit number - with remainders• Unit fractions of a set of objects• Non-unit fractions of a set of objects

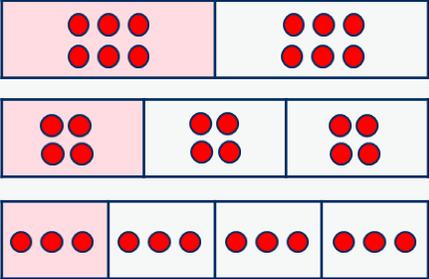
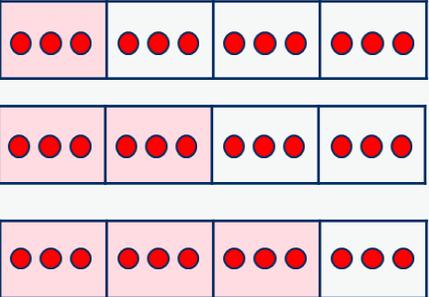
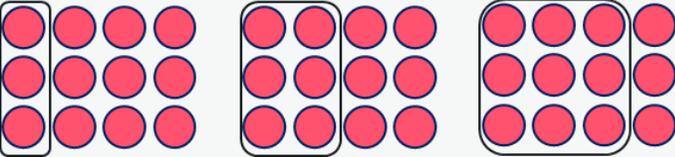
Division

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use division facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals (=) signs. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity. 	
<p>Progression of skills</p>	<p>Key representations</p>	
<p>Divide by 2</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts and halving.</p>	<p>There are ... equal groups of 2 ... $\div 2 = \dots$</p>  <p>$4 \times 2 = 8$ $8 \div 2 = 4$</p>	<p>... shared equally between 2 is ... Half of ... is $\div 2 = \dots$</p>  <p>$4 \times 2 = 8$ $8 \div 2 = 4$</p>
<p>Divide by 10</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... equal groups of 10 ... $\div 10 = \dots$</p>  <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>	<p>... shared equally between 10 is $\div 10 = \dots$</p>  <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>

Division

Progression of skills	Key representations																																			
<p>Divide by 5</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... equal groups of 5</p> <p>... $\div 5 = \dots$</p>  <p>$6 \times 5 = 30$ $30 \div 5 = 6$</p>	<p>... shared equally between 5 is ...</p> <p>... $\div 5 = \dots$</p>  <p>$6 \times 5 = 30$ $30 \div 5 = 6$</p>																																		
<p>Missing numbers</p> <p>Bar models are useful to show the link between multiplication and division.</p>	<p>... divided by 2/5/10 is equal to ...</p> <table border="1" data-bbox="576 825 762 908"> <tr><td colspan="2">?</td></tr> <tr><td>10</td><td>10</td></tr> </table> $\square \div 2 = 10$ <table border="1" data-bbox="576 928 1011 1011"> <tr><td colspan="5">?</td></tr> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> </table> $\square \div 5 = 10$ <table border="1" data-bbox="576 1031 1350 1113"> <tr><td colspan="10">?</td></tr> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> </table> $\square \div 10 = 10$?		10	10	?					10	10	10	10	10	?										10	10	10	10	10	10	10	10	10	10
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Division

Progression of skills	Key representations	
<p>Unit fractions</p> <p>In Y2 the focus is on finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$</p> <p>Bar models are useful to show the link between division and finding a fraction.</p>	<p>The objects have been shared fairly into ... groups.</p> <p>$\frac{1}{\square}$ of ... is ...</p>  <p>The first bar model shows 6 red dots in a 2x3 grid, with the left half shaded pink. The second bar model shows 6 red dots in a 2x3 grid, with the first two columns shaded pink. The third bar model shows 12 red dots in a 3x4 grid, with the first three columns shaded pink.</p>	<p>There are ... equal parts.</p> <p>There is ... part circled.</p> <p>$\frac{1}{\square}$ is circled.</p>  <p>The first group has 9 oranges arranged in a 3x3 grid, with the leftmost column circled. The second group has 2 pears, with both circled. The third group has 12 apples arranged in a 3x4 grid, with the middle column circled.</p>
<p>Non-unit fractions</p> <p>In Y2 the focus is on finding $\frac{2}{4}$ and $\frac{3}{4}$</p> <p>Prompt children to notice that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$</p>	<p>The objects have been shared fairly into ... groups.</p> <p>$\frac{\square}{\square}$ of ... is ...</p>  <p>The first bar model shows 12 red dots in a 3x4 grid, with the first two columns shaded pink. The second bar model shows 12 red dots in a 3x4 grid, with the first three columns shaded pink. The third bar model shows 12 red dots in a 3x4 grid, with the first two columns shaded pink.</p>	<p>There are ... equal parts.</p> <p>There are ... parts circled.</p> <p>$\frac{\square}{\square}$ is circled.</p>  <p>The first group has 12 red dots in a 3x4 grid, with the first three columns circled. The second group has 12 red dots in a 3x4 grid, with the first two columns circled. The third group has 12 red dots in a 3x4 grid, with the first two columns circled.</p>