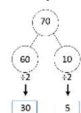
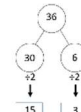
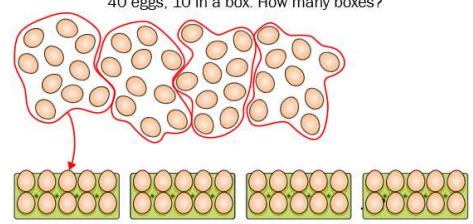
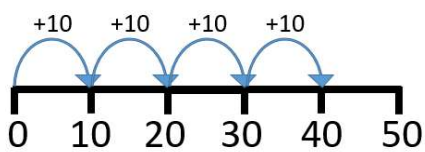
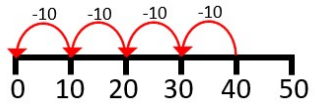


Calculation Policy

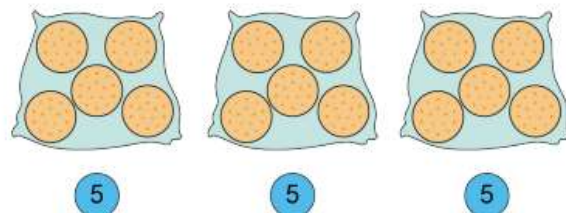
Year 2 Division

	Mental Strategies	Concrete	Pictorial	Abstract	Vocabulary	Models, Images and resources										
Year 2	Practise to become fluent in recall and use of multiplication and division facts for the 2, 5 and 10 multiplication tables, Halve any multiple of 10 up to 100,  Find half of even numbers to 40  Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Introduce the symbol for division ÷	<u>Sharing using a range of objects.</u> Please see the guidance for Year 1 Here is one example 30 flowers are shared equally between 5 vases.  Cubes and other manipulatives can be used also <u>Grouping using times tables 2 5 10</u> 40 eggs, 10 in a box. How many boxes?  40 divided into groups of 10. 40 ÷ 10	<u>Sharing using a range of objects.</u> Please see the guidance for Year 1 Here is one example – hand drawn  <u>Grouping using times tables 2 5 10</u> Children can draw the groups of 10	<u>Sharing using a range of objects.</u> Please see the guidance for Year 1 <table><tr><td colspan="5">30</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr></table> 30 ÷ 5 = 6 <u>Grouping using times tables 2 5 10</u> See bar model or part whole model above  40 ÷ 10 = 4 	30					6	6	6	6	6	Divide Share equally, one each, two each..., Grouping equal groups, how many lots of, groups of... half of halved symbol ÷	100 square Number lines Number tracks Bead strings (for children) Bead bar Tens Frame Numicon Place Value Disks Cuisenaire Base hundreds tens and ones Arrow Cards
30																
6	6	6	6	6												

Pupils need to be able to represent problems where the total quantity and group size is known, using multiplication equations with missing factors. For example, “There are 15 biscuits. If I put them into bags of 5, how many bags will I need?” can be represented by the following equation:

$$\dots \times 5 = 15$$

Pupils can use skip counting or their emerging 2, 5 and 10 multiplication table fluency to calculate the missing factor.



Begin to use other x tables and division facts to perform written calculation.

Relate to fractions and measures eg. $40 \div 2 = 20$, 20 is a half of 40

Check calculations using the inverse relationship between $\times$ and $\div$

Useful IWB
links for
manipulatives

<https://www.coolmath4kids.com/manipulatives/base-ten-blocks>

<https://mathsbot.com/manipulatives/placeValueCounters>

<https://mathsbot.com/manipulatives/bar>

<https://classroomsecrets.co.uk/free-year-1-part-whole-model-iwb-addition-and-subtraction-activity/>

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>

<http://www.ictgames.com/mobilePage/tenFrame/index.html>