Year 2 Calculation Methods

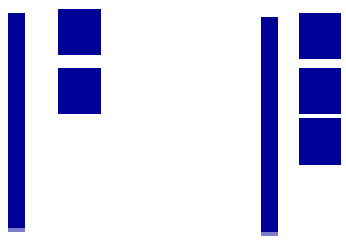
These are the methods we teach throughout Year 2 in Maths. If you have any questions please come and see Miss Gutteridge

Addition

We teach addition when children are confident in understanding the value of number. We use lots of resources before using written methods

First we draw the tens and ones in a number

12 + 14 = 26



We then partition a number into tens and ones before adding the tens and the ones separately before adding to make a total.

12 + 14 = 26
10 + 10 = 20
2 + 4 = 6

We use this method even if the ones total goes above ten – we call this bridging a ten.

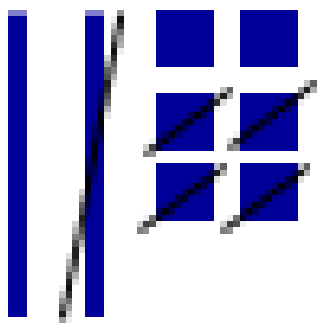
18 + 14 = 36
10 + 10 = 20
8 + 4 = 16

Subtraction

We use many of the similar strategies for subtraction. Again we use lots of resources before using different written methods.

First we draw the tens and ones in a number and cross an amount out

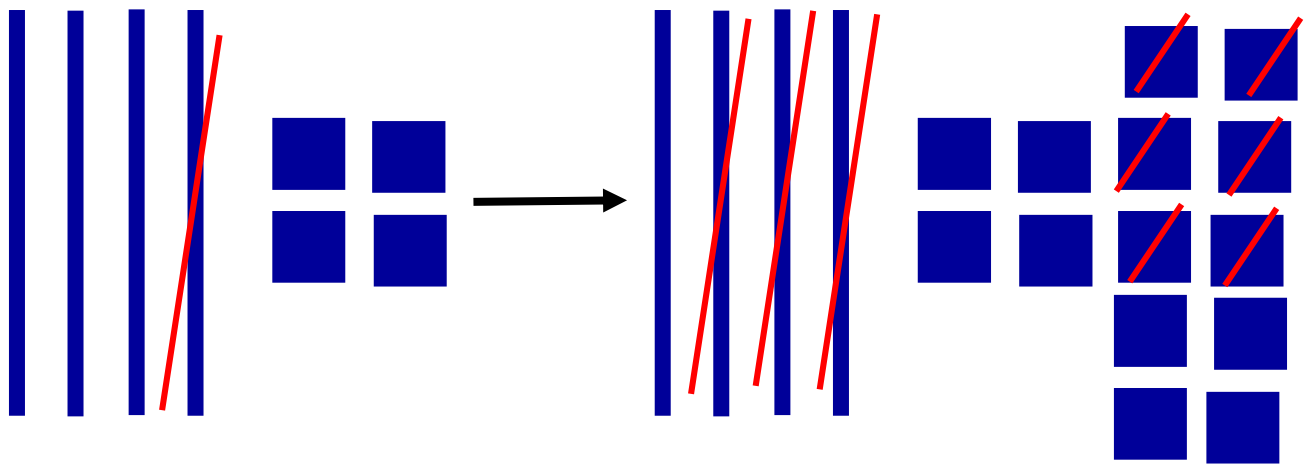
26 - 14 = 12



We then partition a number into tens and ones before subtracting the tens and the ones separately before adding the two numbers to find the answer.

26 - 14 = 12
20 - 10 = 10
6 - 4 = 2

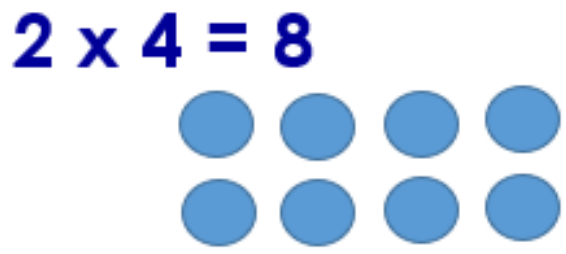
We then move onto subtracting when we need to exchange a ten.

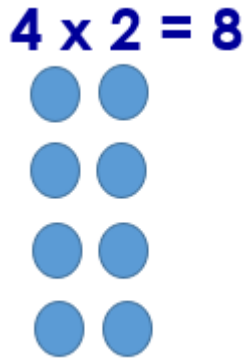


44 – 26 = 18
44 - 20 = 24
24 – 6 = 18

Multiplication and Division

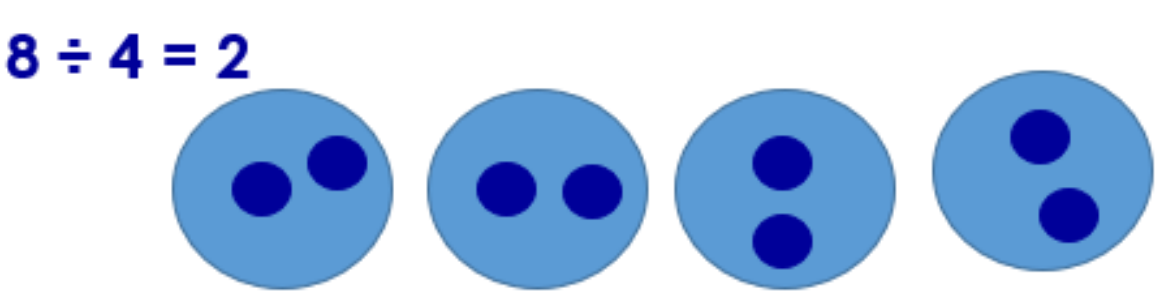
We use our times tables knowledge and children become more fluent with solving questions which involve multiplication. Like addition and subtraction we use lots of resources before written methods. We then draw arrays to solve multiplication calculations.





The first number tells us how many rows we need and the second number tells us how many we need in each row. We look at how multiplication is commutative and can be done in any order

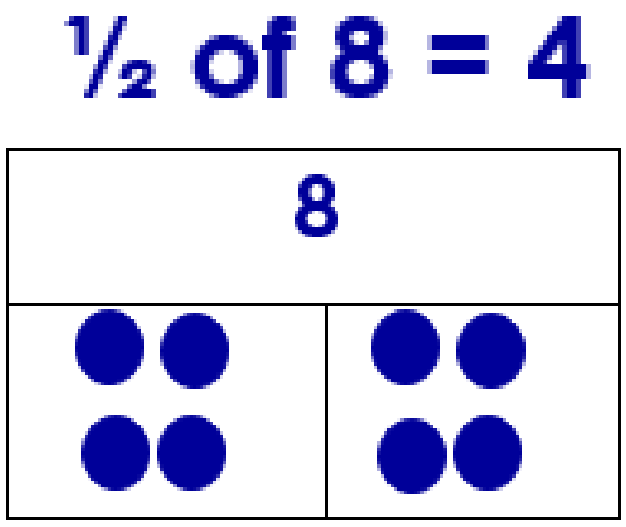
For division we use the opposite of multiplication again we use lots of resources before written methods. We then draw 'sharing circles' to solve division calculations.



The first number tells us how many we need to share. The second number tells us how many groups we need to share into.

Fractions

We link fractions to division and we use a bar model to find different fractions



The bottom number in the fraction tells us how many parts we need to split our bar model into.

The top number tells us how many of those parts we need.

The whole number tells us how many we need to share into those parts