Strategies for Year 2

Addition and Subtraction.

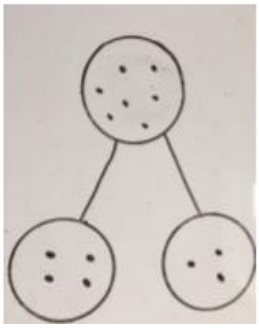
Use objects and pictorial representations

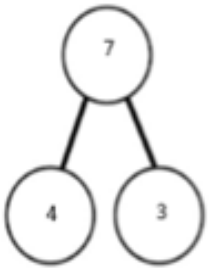
I buy 2 cakes and my friend buys 3 cakes. How many cakes did we buy altogether?

I have 5 cakes and eat 2. How many do I have left?

Use the part-part whole model

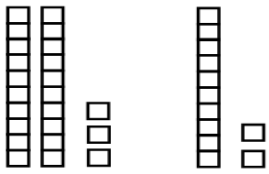
3+4=7 7-3+4





Use practical equipment (including fingers. Remember to start at the bigger number)

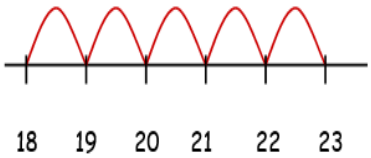
23+12=35



8 people are on the bus. 5 more get on at the next stop. How many people are on the bus now?

13 people are on the bus. 5 people get off. How many are on the bus now?

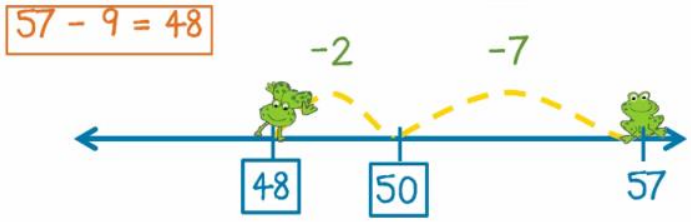
Number lines and Hundred Squares



18 + 5 = 23

23 - 5 = 18

Use of jottings to support mental methods



Recall of maths facts

Strategies for Year 2

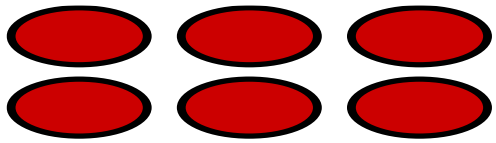
Multiplication and Division.

I have two cakes on three plates. How many cakes do I have altogether? Three people share 6 cakes. How many cakes do they have each?

Use concrete objects

Pictures

Arrays



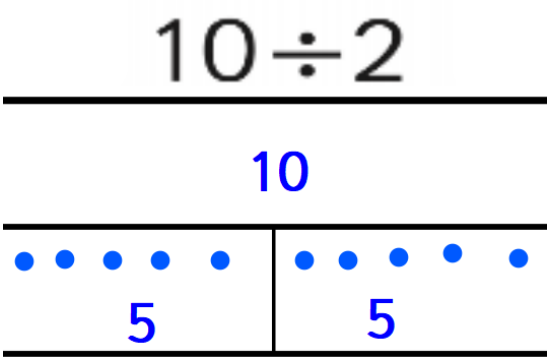
Repeated Addition

5 x 2 = 10
2 + 2 + 2 + 2 + 2 = 10

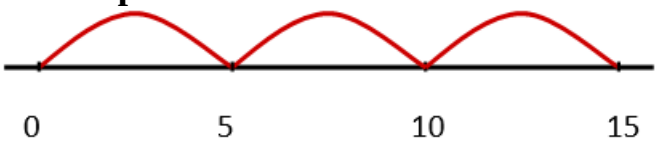
Using inverse relationship between multiplication and division

3 x 5 = 15 (3 lots of 5 is 15)
5 x 3 = 15
15 ÷ 3 = 5
15 ÷ 5 = 3

Bar model to divide



Count up on number line



3 x 5= 15

You could also count on your hands.
