



**Westbury Park
School**

Year 2

**Methods and
Representations**

At Westbury Park School, we follow the White Rose scheme of learning. This scheme allows us to ensure total coverage of the curriculum, appropriate knowledge and skills progression and offers a range of methods and representations to support arithmetic and problem solving.

This booklet offers you an example of how they are taught and used within your child's year group.

For videos showing the maths in action, please click on the links throughout the booklet.

COMING SOON

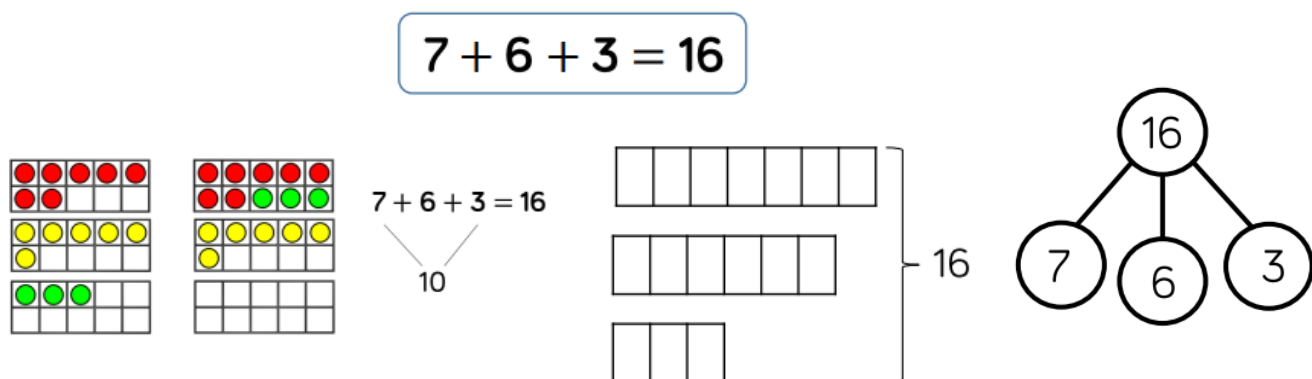
Addition

Children are encouraged to use bar models, part whole models and number sentences to represent their understanding of the calculation.

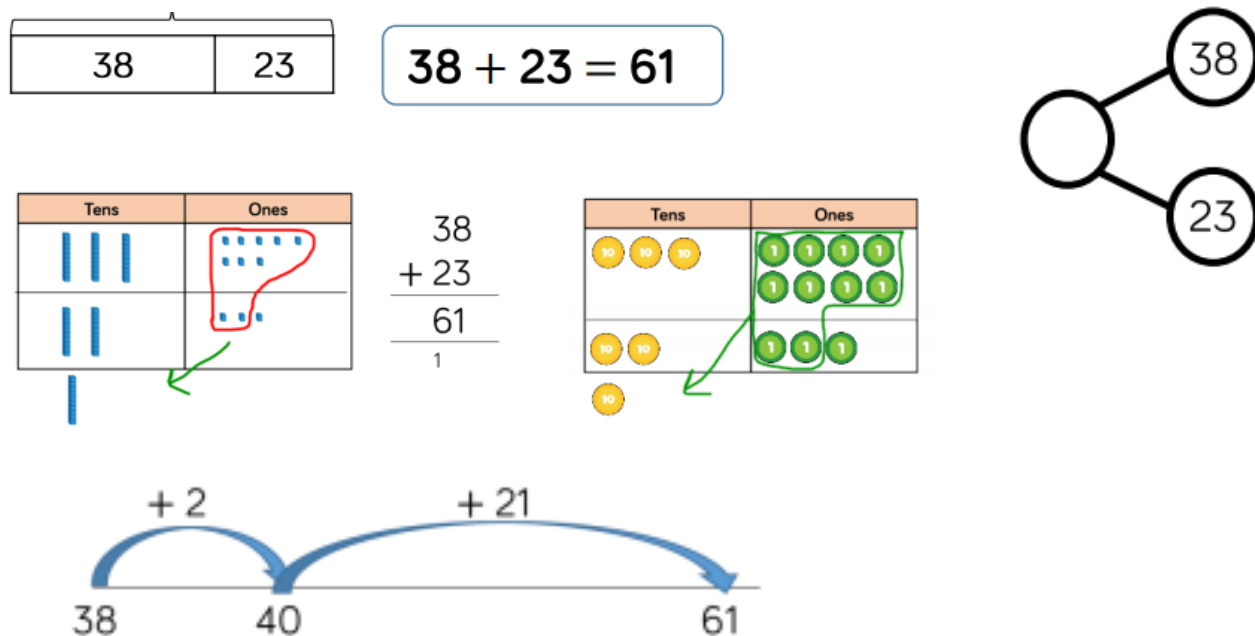
Year 2 children may use a tens frame (as can be seen in the images below) to help them to solve the calculation.

Children will also use the expanded method of addition with dienes. They will often do this practically in the classroom- a visual representation of this can be seen below. When the children are ready, the formal written method of column addition is then used to solve the calculation.

Add three 1 digit numbers



Add two 2 digit numbers



Subtraction

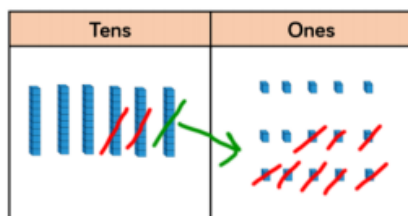
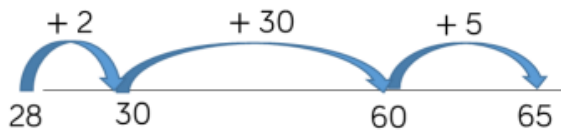
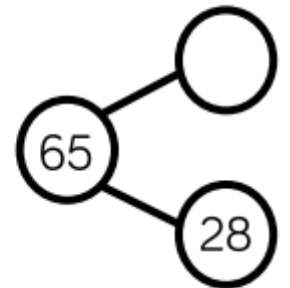
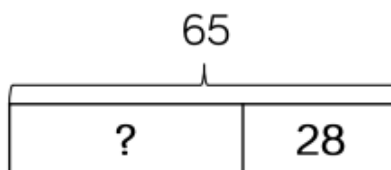
Children are encouraged to use bar models, part whole models and number sentences to represent their understanding of the calculation.

Year 2 children may use a number line (as can be seen in the images below) to help them to solve the calculation.

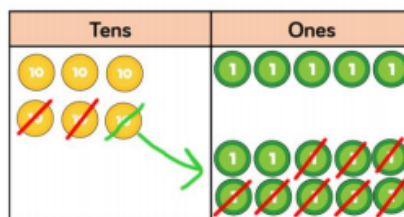
Children will also use the expanded method of addition with dienes. They will often do this practically in the classroom- a visual representation of this can be seen below. When the children are ready, the formal written method of column addition is then used to solve the calculation.

Subtract 1 and 2 digit numbers to 100

$$65 - 28 = 37$$



$$\begin{array}{r} 5 \ 1 \\ 65 \\ - 28 \\ \hline 37 \end{array}$$

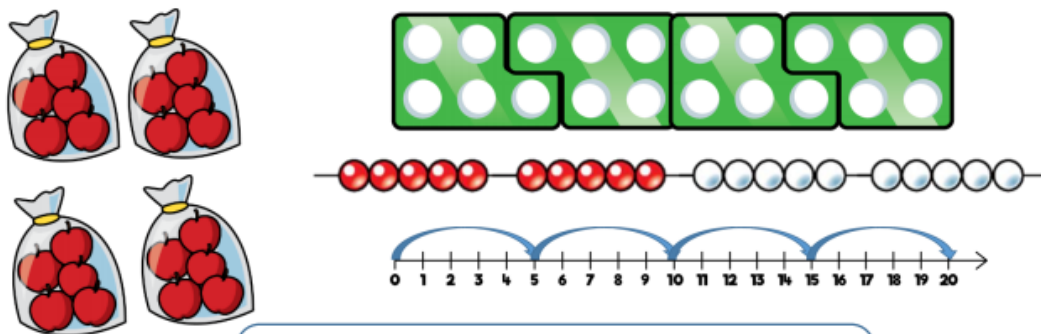


Multiplication

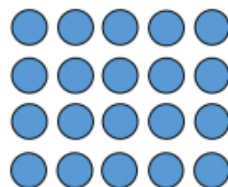
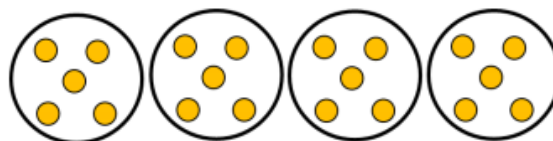
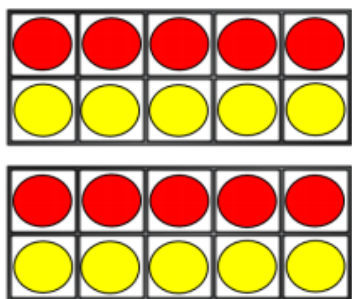
Children are introduced to the formal idea of being fluent in times tables in Year 2 and should be confident using their 2, 5 and 10 times table by the end of the year.

Multiplication problems are solved using the idea of repeated addition and grouping objects in order to count how many groups there are. They are also introduced to the multiplication symbol in this year. It is in Year 2 that children really start to see the relationship between multiplication and division.

Solving one step problems using multiplication



One bag holds 5 apples.
How many apples do 4 bags hold?



$$5 + 5 + 5 + 5 = 20$$

$$4 \times 5 = 20$$

$$5 \times 4 = 20$$

Division

Children are encouraged to use objects and the ideas of grouping and sharing to solve one step problems. Mathematical symbols that are associated with division are introduced in Year 2 and language and questioning is built upon from Year 1 to allow children to become familiar with the concept.

Solving one step problems using division and sharing

There are 20 apples altogether.
They are shared equally between 5 bags.
How many apples are in each bag?

$$20 \div 5 = 4$$

Solving one step problems using division and grouping

There are 20 apples altogether.
They are put in bags of 5.
How many bags are there?

$$20 \div 5 = 4$$

Dividing 2 digits by 1 digit

$$48 \div 2 = 24$$

