|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 2ES | End of year expectations for mental calculation | End of year expectations for written methods and problem solving | Written strategies/ recordings/methods/images | Vocabulary& Links |
| * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including

• a 2 - digit number and ones• a 2 - digit number and tens• two 2 - digit numbers• adding three 1 - digit numbers* Jottings to support informal methods
 | **Written recording:**37 – 12 = 37 – 10 ‐ 2 = 27 – 2 = 25Fractions* Pupils should count in fractions up to 10, starting from any number and using the equivalence on the number line (for example, 1 ¼, 1 ½, 1 ¾, 2.)
 |  **Subtraction:** **Comparison Model** Peter has 5 pencils and 3 erasers. How  many more pencils than erasers does he  have?  5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

  3  | Pupils should combine and increase numbers, counting forwards and backwards.*(They should develop the concept of addition and subtraction and … use these operations flexibly*.*Problems should include the terms: put together, add, altogether, total, take away, distance between,**difference between, more than and less than, so that pupils develop the concept of addition and subtraction**and are enabled to use these operations flexibly.*(*Number - addition and subtraction, Non-statutory guidance.)*Pupils discuss and solve problems in familiar practical contexts . (*Non-statutory guidance.)*Pupils compare, describe and solve practical (measurement) problems .*(Measurement)* |