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| Year 2  ES | 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  = 25  Fractions   * 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)* |