|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
| * The relationship between multiplication and division must be continually considered. * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the   multiplication (×), division (÷) and equals (=) signs | * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. (*See below.)*   ½ of 26 = 13  26 ÷ 2 = 13   * Pupils decode a problem first, represent it using   manipulatives and jottings; and finally record it symbolically  **Fractions**  write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1 /2  • *Begin to relate multiplication and division models to fractions and measures* | “5, one time”, “5, two times” and so on.          ½ of 26 = 13  26 ÷ 2 = 13        Using Dienes: “*If 40 ÷ 10 = 4 and 30 ÷ 10 = 3,* *what do you think 70 ÷ 10 would be? Why?”* | • Solve problems  involving  multiplication and  division, using  materials, arrays,  repeated addition,  mental methods, and  multiplication and  division facts,  including problems in  contexts.  • Use commutativity  and inverse relations  to develop  multiplicative  reasoning (e.g. 4 x 5 =  20 and 20 ÷ 5 = 4)  • Statistics—interpret  and construct simple  pictograms, tally  charts and block  diagrams  • Measurement—  counting 5 minute  intervals on a clock  face  • Place value count in  steps of 2, 3 and 5  from 0 and in tens  from any number,  forwards and backwards |