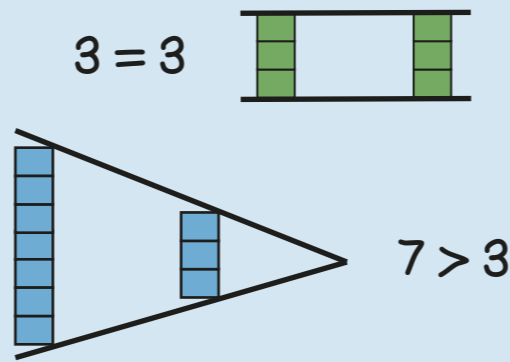


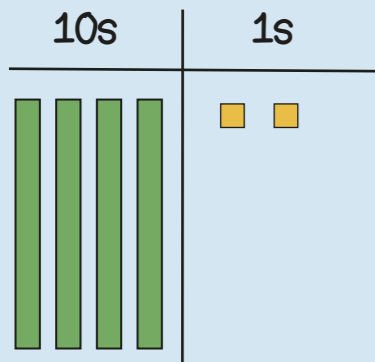
42
forty-two
4 tens and 2 ones

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

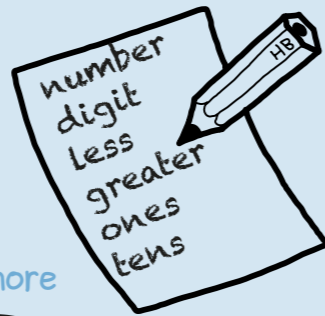


3 = 3
52 is more than 42
 $52 > 42$

42 is less than 52
 $42 < 52$

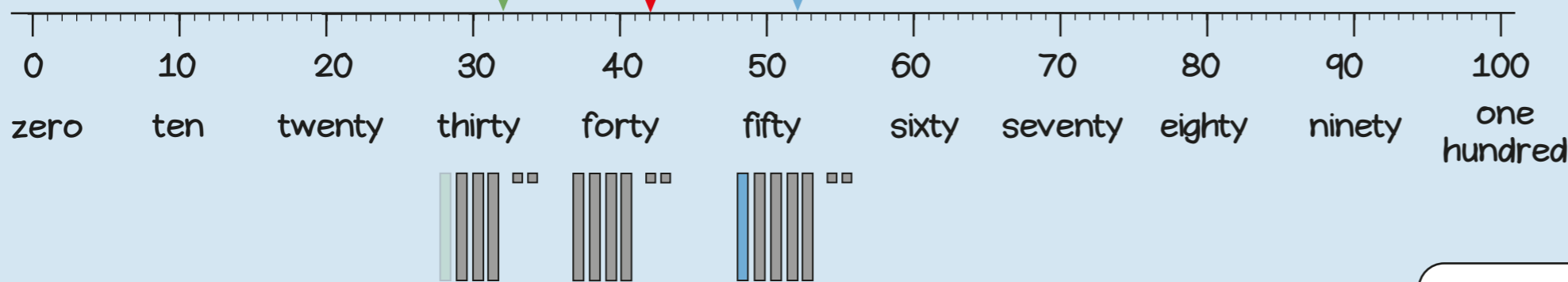


42 = 40 + 2
42 = 30 + 12
42 = 20 + 22
42 = 10 + 32



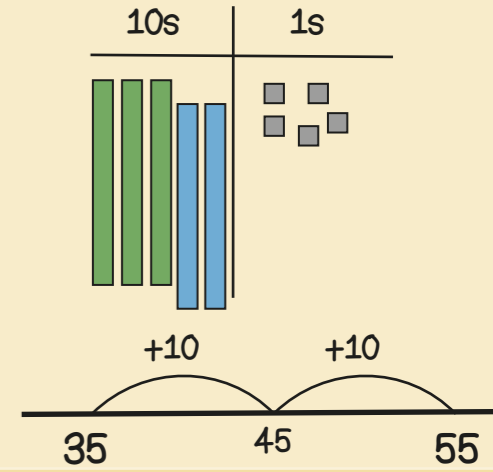
Stop and look.
What do you notice?

10 less than 42 is 32 10 more than 42 is 52



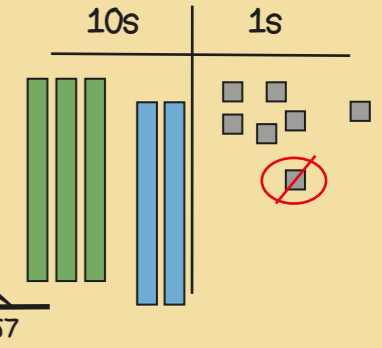
35 + 20
Add multiples of ten

If I know 3 + 2 then I also know...



37 + 19
Round then adjust

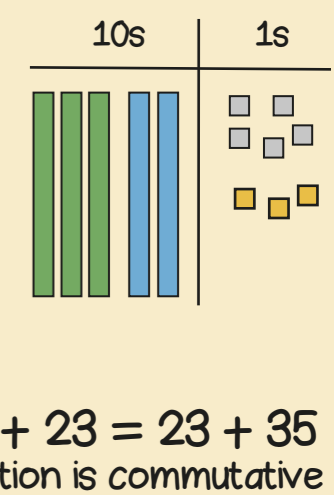
Add 20 then subtract 1



35 + 23
Partition and recombine

30 + 5 + 20 + 3 = 50 + 8 = 58

addend sum plus total



Year 2 Term 1

Pentagons - 5 straight sides

Hexagons - 6 straight sides

Octagons - 8 straight sides

A vertex is the corner of a 3D shape. This cube has 8 vertices.

An edge joins 2 vertices. This cube has 12 edges.

The flat surface is a face. This cube has 6 faces.

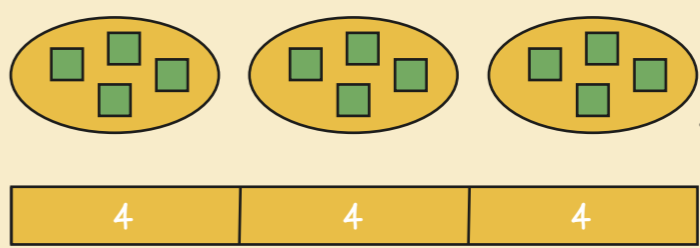
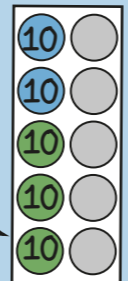
pentagon
hexagon
octagon
vertex
edge
face

10	10-0									
9	10-1	9-0								
8	10-2	9-1	8-0							
7	10-3	9-2	8-1	7-0						
6	10-4	9-3	8-2	7-1	6-0					
5	10-5	9-4	8-3	7-2	6-1	5-0				
4	10-6	9-5	8-4	7-3	6-2	5-1	4-0			
3	10-7	9-6	8-5	7-4	6-3	5-2	4-1	3-0		
2	10-8	9-7	8-6	7-5	6-4	5-3	4-2	3-1	2-0	
1	10-9	9-8	8-7	7-6	6-5	5-4	4-3	3-2	2-1	
0	10-10	9-9	8-8	7-7	6-6	5-5	4-4	3-3	2-2	

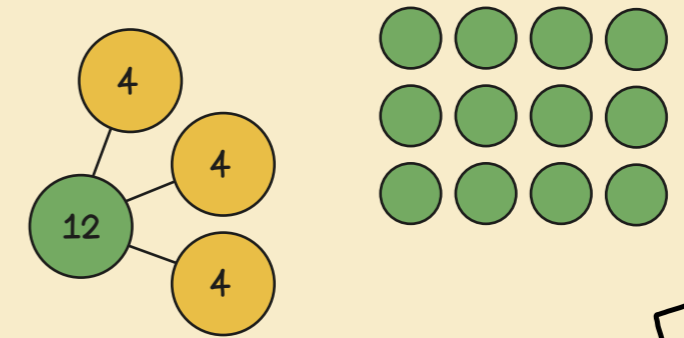
Subtraction Facts



If I know $5 - 2 = 3$
then I also know
 $50 - 20 = 30$

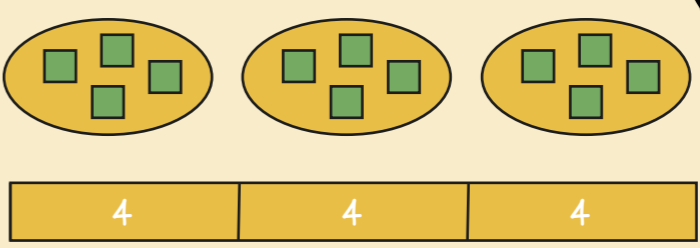


Three groups of four
 $4 + 4 + 4 = 12$

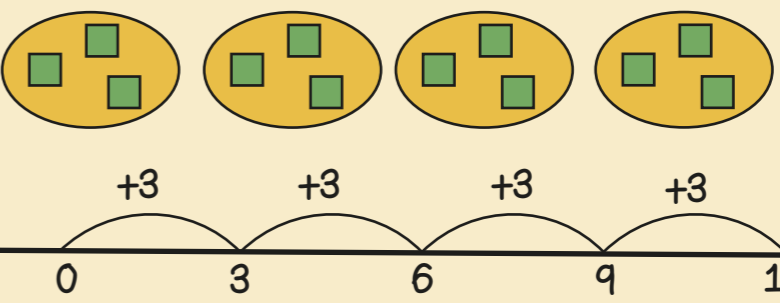


4 multiplied by 3
 $4 \times 3 = 12$
3 groups of 4
 $3 \times 4 = 12$

multiply
equal
share
group
divide



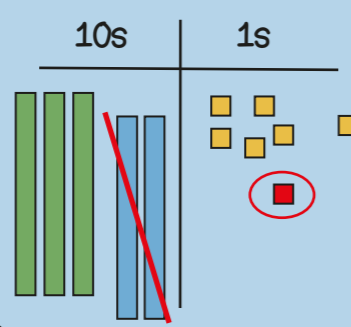
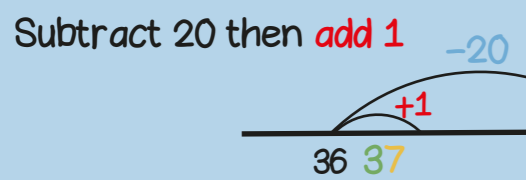
$12 \div 3 = 4$
12 divided equally
into 3 groups



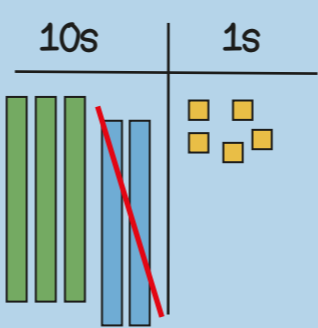
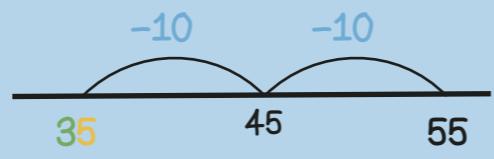
$12 \div 3 = 4$
12 divided equally
into groups of 3

How many 3s
in twelve?

$56 - 19$
Round then adjust

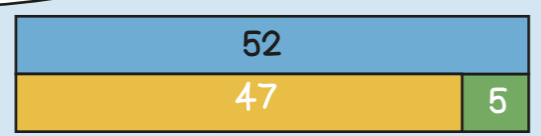


$55 - 20$
Subtract multiples of ten



$52 - 47$
Find the difference between
two numbers

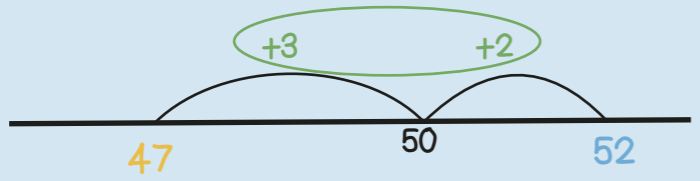
$52 - 47 = \bigcirc$
 $47 + \bigcirc = 52$



Stop and look.
What do you notice?

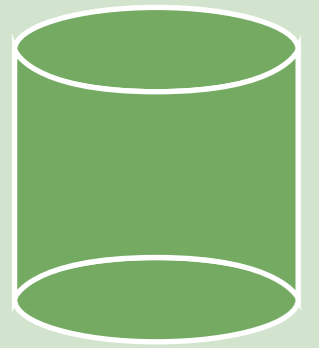
subtract
difference
commutative

$52 - 47$ is not equal to $47 - 52$
Subtraction is not commutative



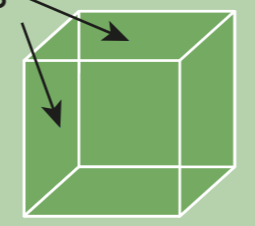
Year 2 Term 2

A cylinder is a 3-D shape
with circles at both ends

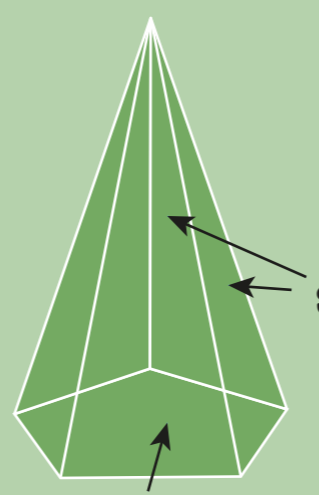


A cone is a 3-D shape with a
circular base and a curved
surface that meets at a
point

All faces are
squares



Some faces are
triangles



This face is a
pentagon

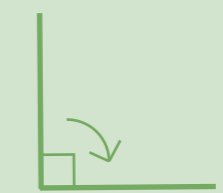
Clockwise



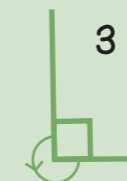
Anti-clockwise



1 right angle turn
or 1 quarter turn
clockwise



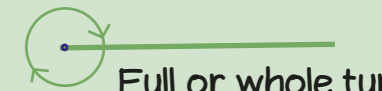
3 right angle turns or
3 quarter turns
anti-clockwise



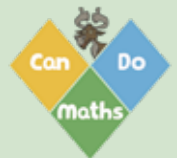
2 right angle turns
or 1 half turn
anti-clockwise



Full or whole turn
clockwise



cylinder
face
cone
clockwise
anti-
clockwise



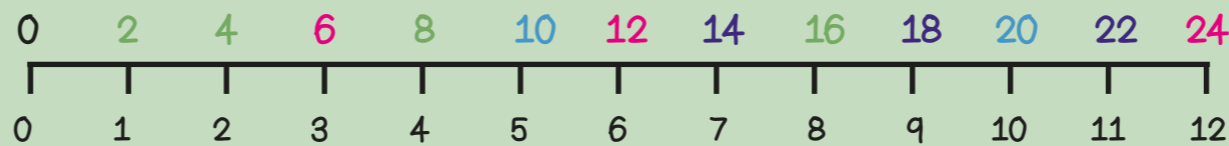
You CanDo all the multiplication facts of 2.

0	x 2	= 0	= 2 x 0
1	x 2	= 2	= 2 x 1
2	x 2	= 4	= 2 x 2
3	x 2	= 6	= 2 x 3
4	x 2	= 8	= 2 x 4
5	x 2	= 10	= 2 x 5
6	x 2	= 12	= 2 x 6
7	x 2	= 14	= 2 x 7
8	x 2	= 16	= 2 x 8
9	x 2	= 18	= 2 x 9
10	x 2	= 20	= 2 x 10
11	x 2	= 22	= 2 x 11
12	x 2	= 24	= 2 x 12

Can Do Tables

Factor, factor, product

- | | | | | |
|----------|-----------|-----------|-----------|--|
| 2, 1, 2 | 2, 10, 20 | 2, 3, 6 | 2, 11, 22 | |
| 2, 2, 4 | 2, 5, 10 | 2, 6, 12 | 2, 9, 18 | |
| 2, 4, 8 | | 2, 12, 24 | 2, 7, 14 | |
| 2, 8, 16 | | | | |



There is a repeating pattern of 0, 2, 4, 6, 8

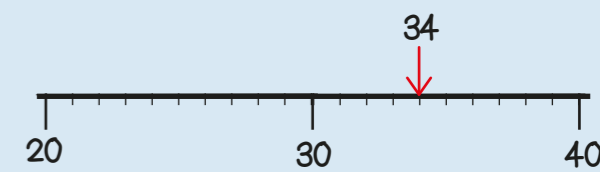
Even numbers are divisible by 2



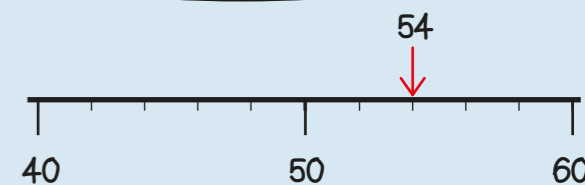
$2 \times 5 = 10$	$5 \times 2 = 10$
$10 = 2 \times 5$	$10 = 5 \times 2$
$10 \div 2 = 5$	$10 \div 5 = 2$
$5 = 10 \div 2$	$2 = 10 \div 5$

If I know... then I also know...

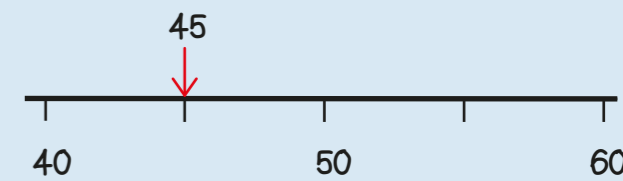
If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



If there are 2 steps to increase by 10 then the scale goes up in 5s.



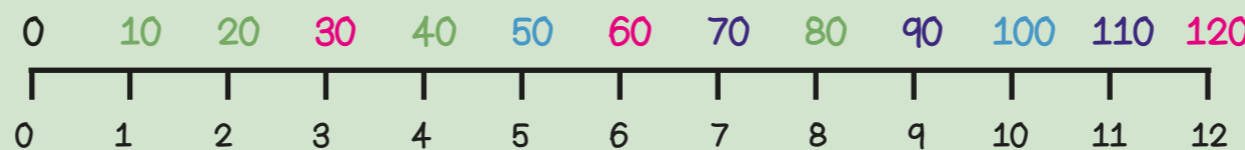
You CanDo all the multiplication facts of 10.

0	x 10	= 0	= 10 x 0
1	x 10	= 10	= 10 x 1
2	x 10	= 20	= 10 x 2
3	x 10	= 30	= 10 x 3
4	x 10	= 40	= 10 x 4
5	x 10	= 50	= 10 x 5
6	x 10	= 60	= 10 x 6
7	x 10	= 70	= 10 x 7
8	x 10	= 80	= 10 x 8
9	x 10	= 90	= 10 x 9
10	x 10	= 100	= 10 x 10
11	x 10	= 110	= 10 x 11
12	x 10	= 120	= 10 x 12

Can Do Tables

multiple factor product odd even

- | | | | | |
|-----------|-------------|-------------|-------------|--|
| 10, 1, 10 | 10, 10, 100 | 10, 3, 30 | 10, 11, 110 | |
| 10, 2, 20 | 10, 5, 50 | 10, 6, 60 | 10, 9, 90 | |
| 10, 4, 40 | | 10, 12, 120 | 10, 7, 70 | |
| 10, 8, 80 | | | | |



Multiples of 10 all have a zero in the ones column.

The products of 10 are even numbers.

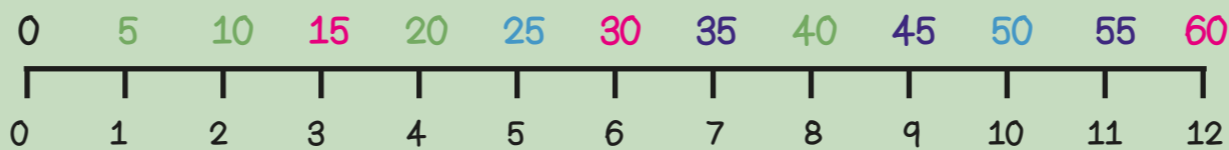
Year 2 Term 3

You CanDo all the multiplication facts of 5.

0	x 5	= 0	= 5 x 0
1	x 5	= 5	= 5 x 1
2	x 5	= 10	= 5 x 2
3	x 5	= 15	= 5 x 3
4	x 5	= 20	= 5 x 4
5	x 5	= 25	= 5 x 5
6	x 5	= 30	= 5 x 6
7	x 5	= 35	= 5 x 7
8	x 5	= 40	= 5 x 8
9	x 5	= 45	= 5 x 9
10	x 5	= 50	= 5 x 10
11	x 5	= 55	= 5 x 11
12	x 5	= 60	= 5 x 12

Can Do Tables

- | | | | | |
|----------|-----------|-----------|-----------|--|
| 5, 1, 5 | 5, 10, 50 | 5, 3, 15 | 5, 11, 55 | |
| 5, 2, 10 | 5, 5, 25 | 5, 6, 30 | 5, 9, 45 | |
| 5, 4, 20 | | 5, 12, 60 | 5, 7, 35 | |
| 5, 8, 40 | | | | |

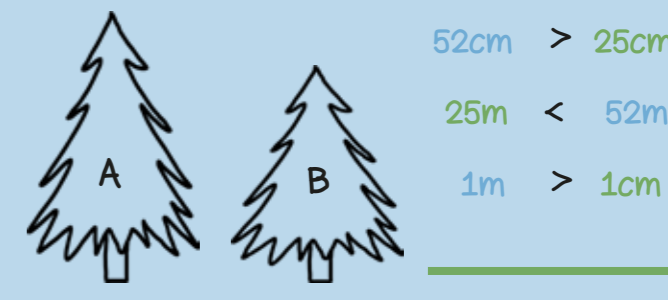


The product of an odd number and 5 is odd.

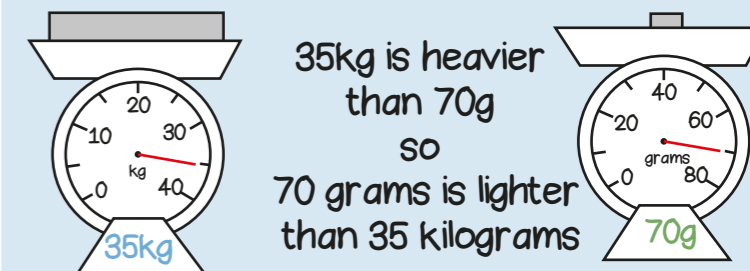
The product of an even number and 5 is even.



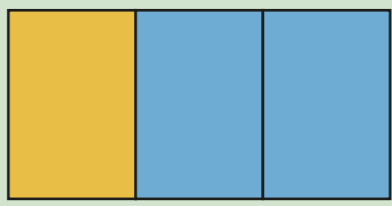
Tree A is taller than tree B so tree B is shorter than tree A.



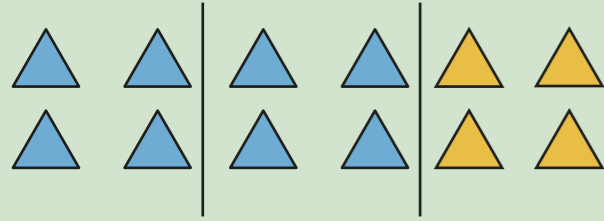
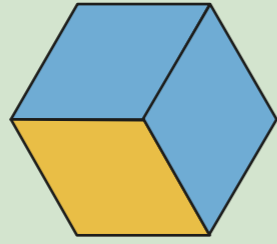
The yellow line is longer than the green line so the green line is shorter than the yellow line.



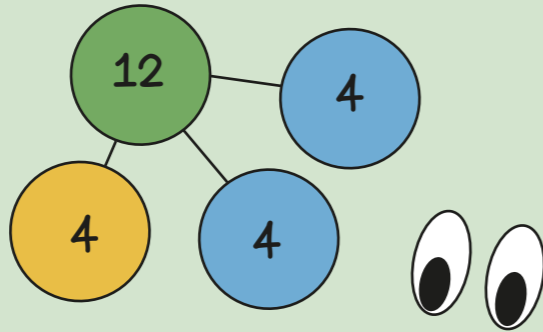
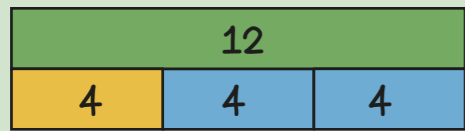
One third is one of three equal parts



$\frac{1}{3}$ of the whole is yellow



Share equally into 3 groups



60 minutes = 1 hour

24 hours = 1 day

5 minutes to 8

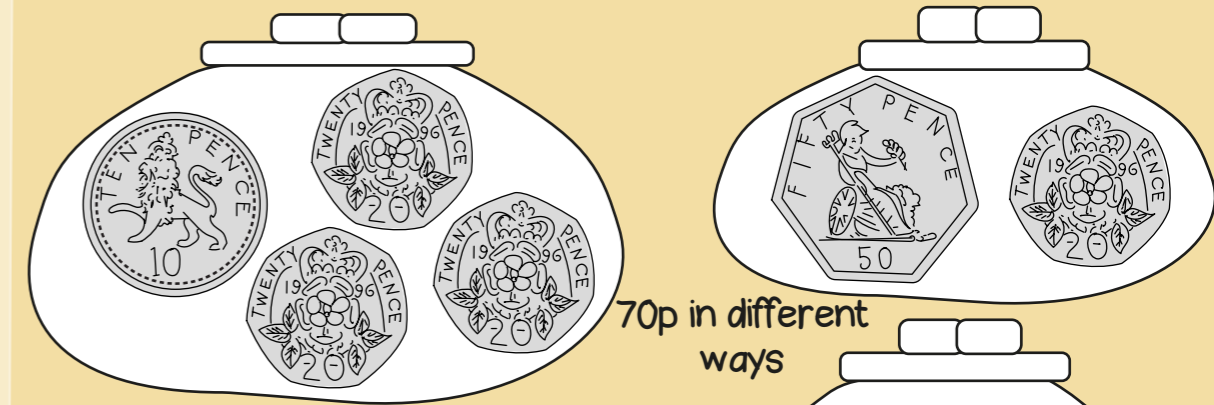
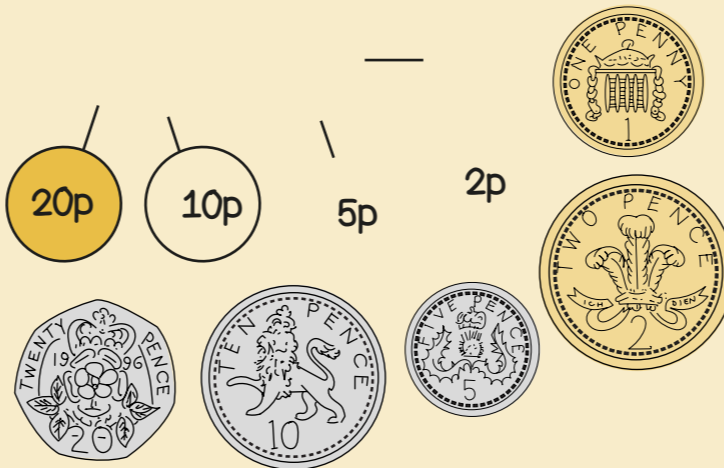
5 minutes past 7

Year 2 Term 4

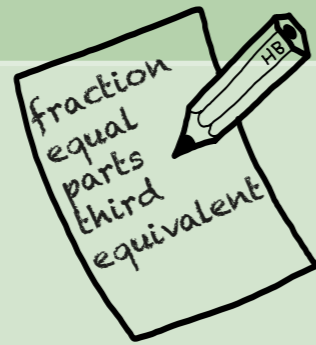
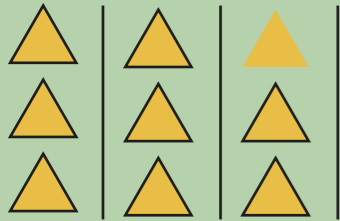


Make 38p

$£5 + £10 = £15$



3 of 4 equal parts

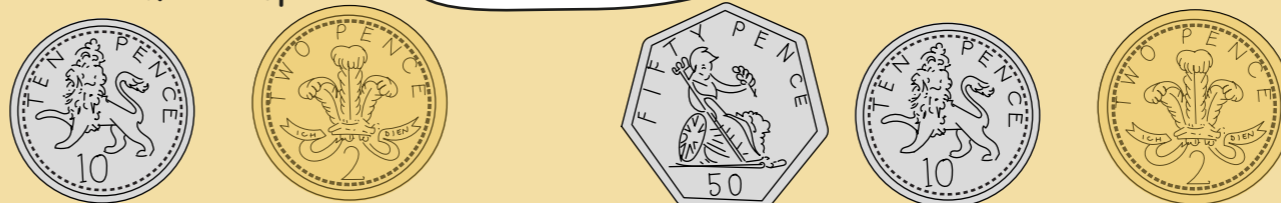


0 $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1
0 $\frac{1}{2}$ 1

12p change from 50p

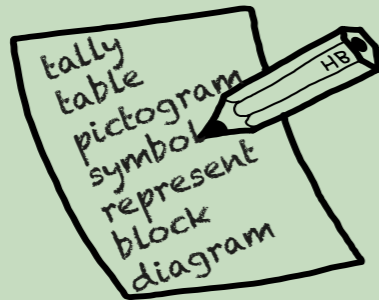
Spend 38p

62p change from £1



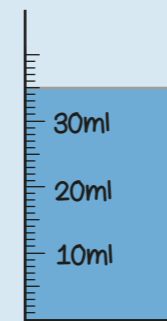
Pet	total
dogs	6
cats	4
mice	5
rabbits	1

6 people own dogs

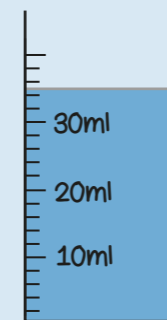


Pet	tally	total
cheese		10
egg		20
ham		15
salad		5

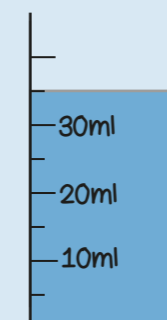
Year 2 Term 5



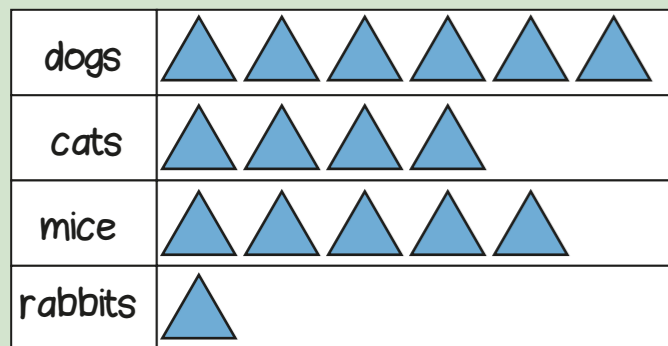
If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



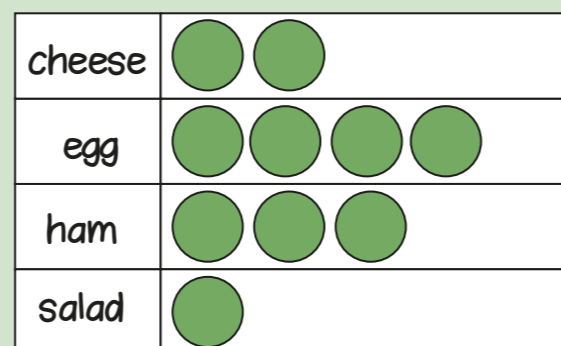
If there are 2 steps to increase by 10 then the scale goes up in 5s.



▲ = 1 person

6 people own dogs.

16 people were asked in total.



● = 5 people

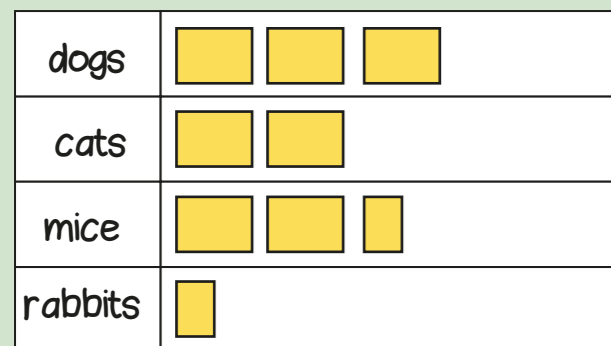
15 people like ham the best.

50 people were asked in total.

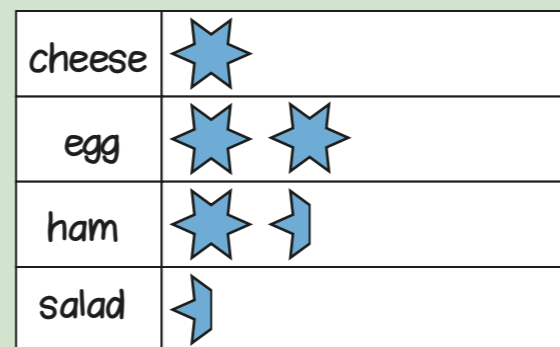


1 litre > 5 millilitres

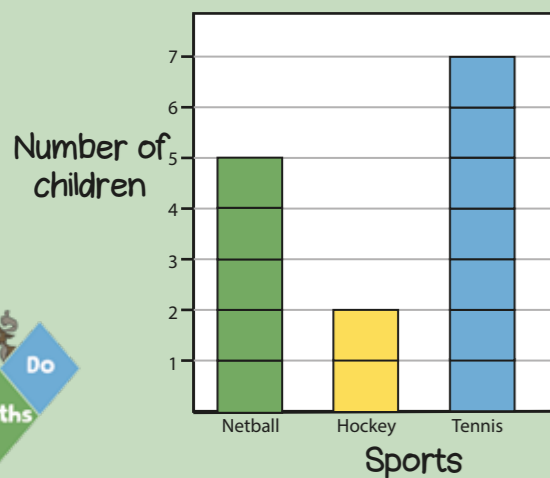
The bottle has a greater capacity than the teaspoon



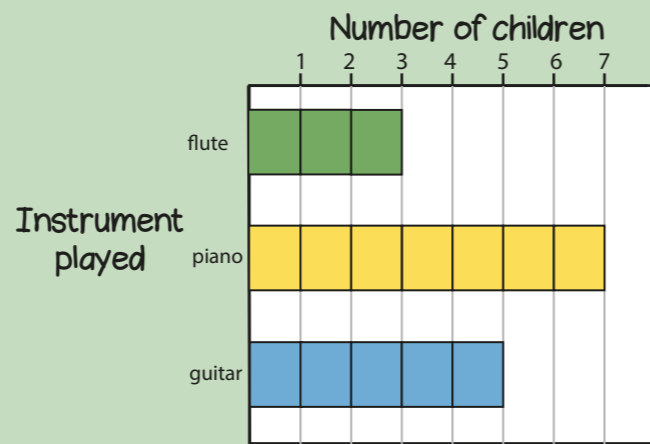
■ = 2 people



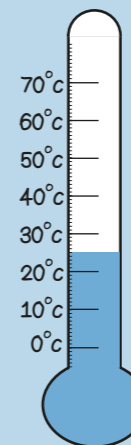
★ = 10 people



7 children play tennis



7 children play piano



25°C is hotter than 20°C
so
20°C is colder than 25°C

