

Year 2

Calculation policy

Updated September 2024

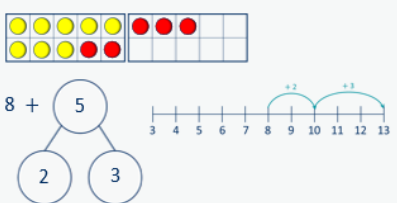
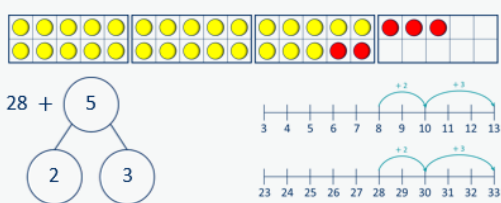
Guidance for teachers

The calculation policy is divided into four sections: addition, subtraction, multiplication and division. At the start of each section, you will find an overview of the progression of skills. Calculations involving decimal numbers and fractions are included.

The calculation policy follows the same concrete, pictorial, abstract approach as our main schemes of learning. Where appropriate, sentence stems and key questions are included alongside the key representations.

Where skills are divided into more than one section across the page, there is a progression in the level of difficulty from left to right.

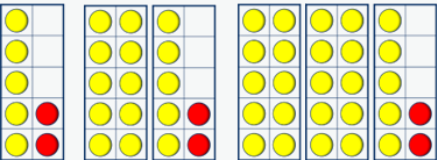
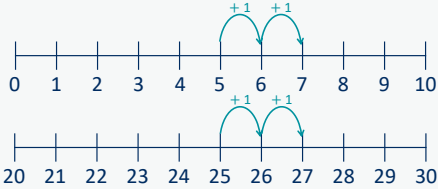
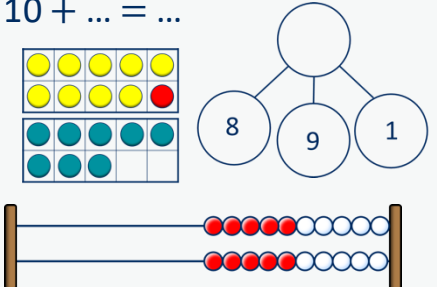
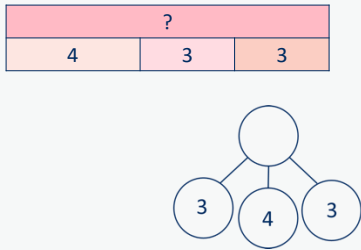
For example, when adding across a 10, children need to be able to add across 10 itself, before making links with related facts.

<p>Add across a 10</p> <p>Partition the number you are adding to make a full ten.</p>	<p>... can be partitioned into ... and ...</p>  <p>$8 + 5$</p>	<p>I add ... to get to ... then I add ...</p> <p>$8 + 5 = 13$ $28 + 5 = 33$</p>  <p>$28 + 5$</p>
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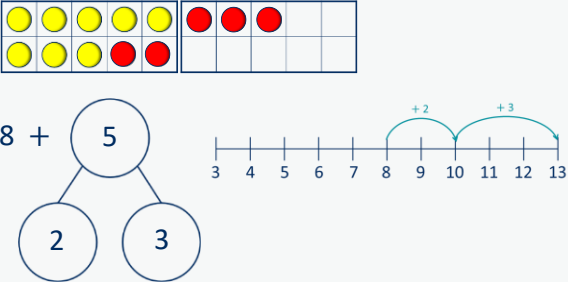
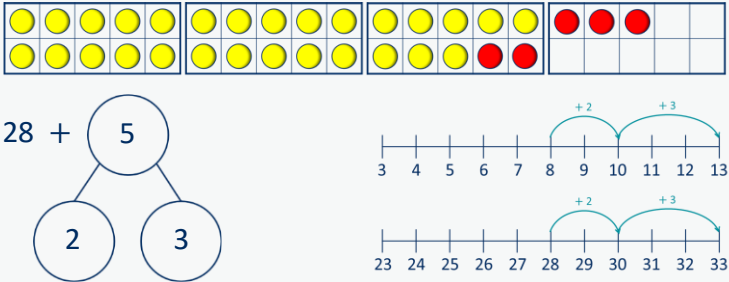
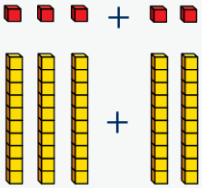
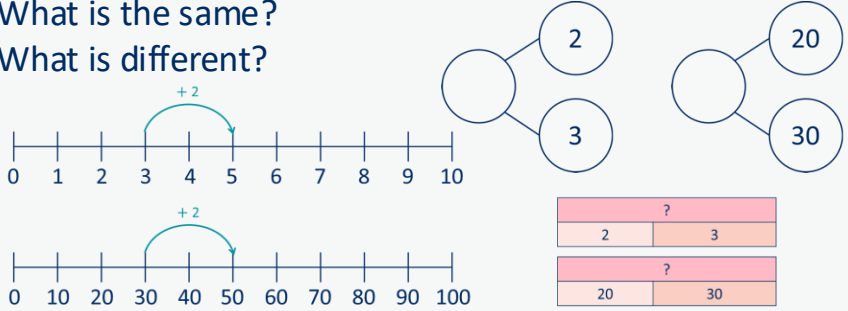
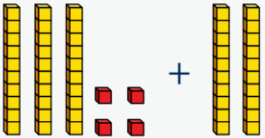
Progression of skills – Addition

Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Add together• Add more• Bonds within 10• Related facts within 20• Missing numbers	<ul style="list-style-type: none">• Add 1s to any number (related facts)• Add three 1-digit numbers• Add across a 10• Add multiples of 10• Add 10s to any number• Add two 2-digit numbers (not across a ten)• Add two 2-digit numbers (across a ten)• Missing numbers	<ul style="list-style-type: none">• Add 1s, 10s and 100s to a 3-digit number• Add two numbers (no exchange)• Add two numbers across a 10 or 100• Complements to 100• Add fractions with the same denominator within 1 whole• Calculate the duration of events


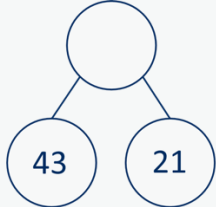
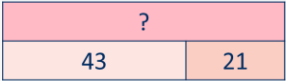
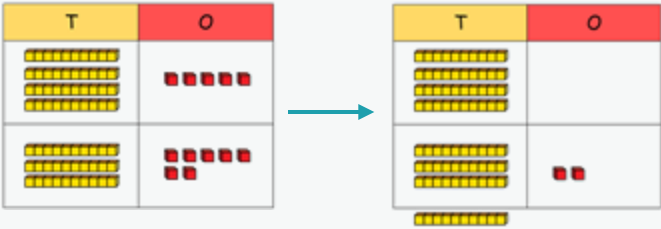
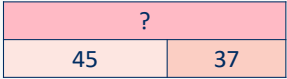
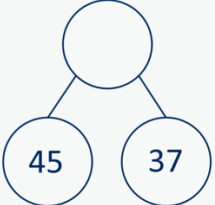
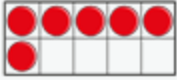
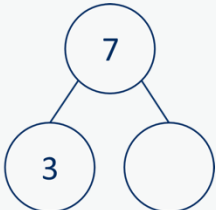
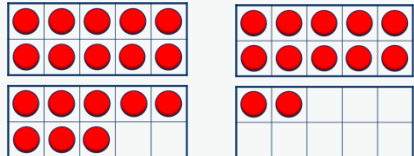
Addition

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use addition facts to 20 fluently, and derive and use related facts up to 100 Add numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 		
<p>Progression of skills</p>	<p>Key representations</p>		
<p>Add ones to any number (related facts)</p> <p>Make links to known facts.</p>	<p>I know that ... and ... = ... so ... and ... = ...</p> 	<p>... more than ... is ... so ... more than ... is ...</p> 	<p>What do you notice? Can you continue the pattern?</p> $5 + 2 = 7$ $15 + 2 = 17$ $25 + 2 = 27...$
<p>Add three 1-digit numbers</p> <p>Prompt children to understand that addition can be done in any order and to make links to known facts.</p>	<p>... and ... are a bond to 10 $10 + ... = ...$</p> 	<p>Double ... + ... = ...</p> 	<p>What do you notice? Which addition is the easiest to calculate?</p> $8 + 9 + 1 =$ $8 + 1 + 9 =$ $9 + 1 + 8 =$

Addition

Progression of skills	Key representations																																																													
<p>Add across a 10</p> <p>Partition the number being added to make a full ten.</p>	<p>... can be partitioned into ... and ...</p>  <p>$8 + 5 = 13$</p>	<p>I add ... to get to ... then I add ...</p> <p>$8 + 5 = 13$ $28 + 5 = 33$</p> 																																																												
<p>Add multiples of 10</p> <p>Make links to known facts within ten.</p>	<p>... ones + ... ones = ... ones so ... tens + ... tens = ... tens</p>  <p>$3 + 2 = 5$ $30 + 20 = 50$</p>	<p>What is the same? What is different?</p> 																																																												
<p>Add 10s to any number</p> <p>Make links to known facts.</p>	<p>... tens + ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To add ... I need to add 10 ... times.</p> <table border="1" data-bbox="1114 1136 1442 1325"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table> <p>I know that ... and ... = ... so ... and ... = ...</p> <p>$30 + 20 = 50$ $34 + 20 = 54$</p>	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
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Addition

Progression of skills	Key representations		
<p>Add 2-digit numbers (not across a ten)</p> <p>Lining up ones and tens in columns will support with later written methods.</p>	<p>... ones + ... ones = ... ones ... tens + ... tens = ... tens</p> <p>3 ones + 1 one = 4 ones 4 tens + 2 tens = 6 tens 6 tens + 4 ones = 64</p>   		
<p>Add 2-digit numbers (across a ten)</p> <p>Begin to exchange 10 ones for 1 ten.</p>	<p>There are ones, so I do/do not need to make an exchange.</p> <p>... ones = ... ten and ... ones</p>    <p>5 ones + 7 ones = 12 ones 12 ones = 1 ten and 2 ones 4 tens + 3 tens + 1 ten = 8 tens 8 tens and 2 ones = 82</p>		
<p>Missing numbers</p> <p>Solve missing number problems and use the inverse to check.</p>	<p>How many more do you need to make ...?</p>  $6 + \square = 10$ $10 - \square = 6$	<p>If ... is a whole and ... is a part, then ... is the other part.</p> $\square + 3 = 7$ $7 - 3 = \square$ 	<p>... can be partitioned into ... and ...</p> $10 + 8 = 12 + \square$ 

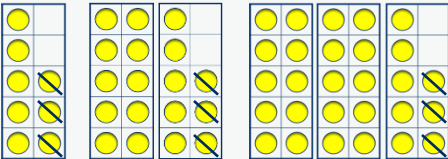
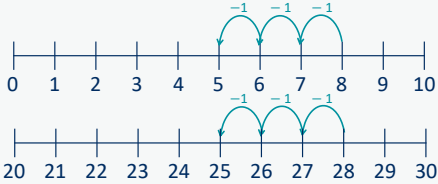
Progression of skills - Subtraction

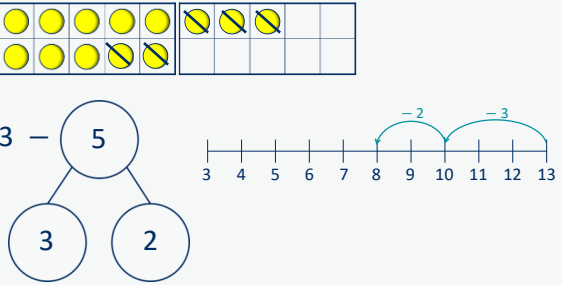
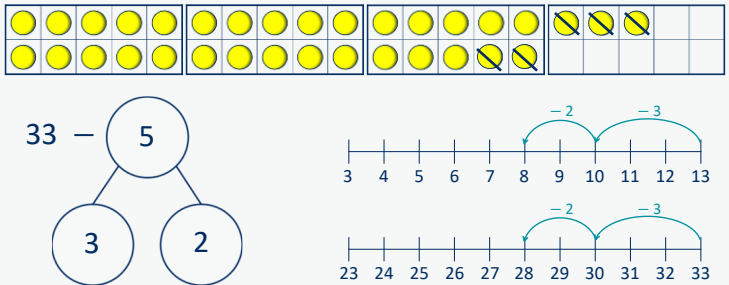
Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Find a part• Take away• Bonds within 10• Related facts within 20• Missing numbers	<ul style="list-style-type: none">• Subtract 1s from any number (related facts)• Subtract across a 10• Subtract multiples of 10• Subtract 10s from any number• Subtract two 2-digit numbers (not across a ten)• Subtract two 2-digit numbers (across a ten)• Missing numbers	<ul style="list-style-type: none">• Subtract 1s, 10s and 100s from a 3-digit number• Subtract two numbers (no exchange)• Subtract two numbers across a 10 or 100• Complements to 100• Subtract fractions with the same denominator within 1 whole

Subtraction

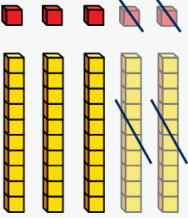
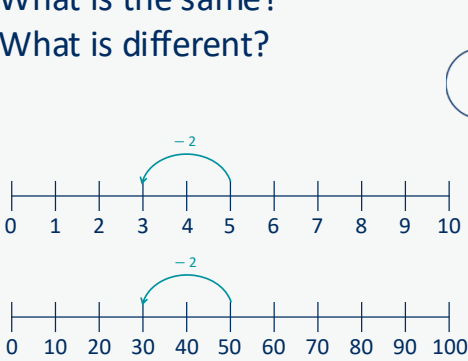
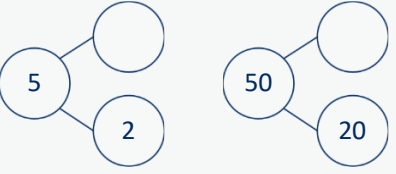
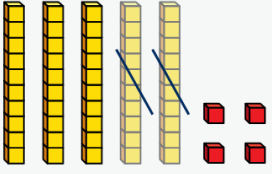
	<ul style="list-style-type: none"> Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100 Subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
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Progression of skills	Key representations
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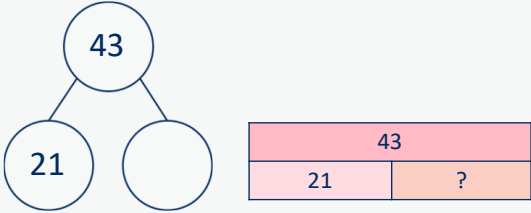
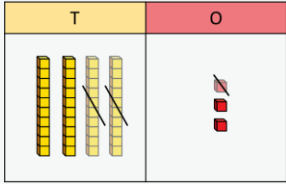
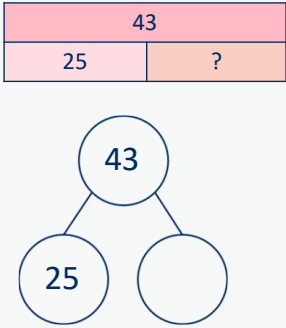
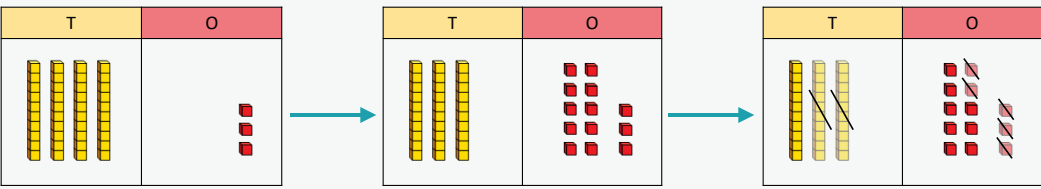
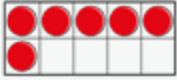
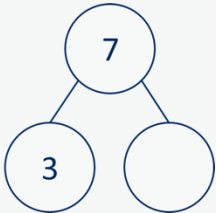
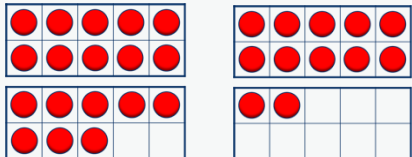
<p>Subtract ones from any number (related facts)</p> <p>Make links to known facts.</p>	<p>I know that ... minus ... = ... so ... minus ... = ...</p> 	<p>... less than ... is ... so ... less than ... is ...</p> 	<p>What do you notice? Can you continue the pattern?</p> $8 - 3 = 5$ $18 - 3 = 15$ $28 - 3 = 25...$
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<p>Subtract across a 10</p> <p>Partition the number being subtracted to bridge through a ten.</p>	<p>... can be partitioned into ... and ...</p> 	<p>Make links with related facts.</p> 
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Subtraction

Progression of skills	Key representations																																																														
<p>Subtract multiples of 10</p> <p>Make links to known facts within ten.</p>	<p>... ones – ... ones = ... ones so ... tens – ... tens = ... tens</p>  <p>$5 - 2 = 3$ $50 - 20 = 30$</p>	<p>What is the same? What is different?</p> 	 <table border="1" data-bbox="1632 496 1891 646"> <tr> <td colspan="2">5</td> </tr> <tr> <td>2</td> <td>?</td> </tr> </table> <table border="1" data-bbox="1632 575 1891 646"> <tr> <td colspan="2">50</td> </tr> <tr> <td>20</td> <td>?</td> </tr> </table>	5		2	?	50		20	?																																																				
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<p>Subtract 10s from any number</p> <p>Make links to known facts.</p>	<p>... tens – ... tens = ... tens ... tens and ... ones = ...</p> 	<p>To subtract ... I need to subtract 10 ... times.</p> <table border="1" data-bbox="1083 846 1477 1068"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> </table>	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	<p>I know that ... minus ... = ... so ... minus ... = ...</p> <p>$50 - 20 = 30$ $54 - 20 = 34$</p>
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Subtraction

Progression of skills	Key representations		
<p>Subtract two 2-digit numbers (not across a ten)</p>	<p>... ones – ... ones = ... ones ... tens – ... tens = ... tens</p>   <p>3 ones – 1 one = 2 ones 4 tens – 2 tens = 2 tens 2 tens and 2 ones = 22</p>		
<p>Subtract two 2-digit numbers (across a ten)</p> <p>Begin to exchange 1 ten for 10 ones.</p>	<p>I need to make an exchange because I do not have enough ones to subtract ... ones.</p>   <p>3 ones – 5 ones (I need to exchange 1 ten for 10 ones)</p> <p>13 ones – 5 ones = 8 ones 3 tens – 2 tens = 1 ten 1 ten and 8 ones = 18</p>		
<p>Missing numbers</p> <p>Solve missing number problems and use the inverse to check.</p>	<p>How many do you need to subtract to make ...?</p>  <p>$10 - \square = 6$ $6 + \square = 10$</p>	<p>If ... is a whole and ... is a part, then ... is the other part.</p> <p>$7 - 3 = \square$ $\square + 3 = 7$</p> 	<p>... can be partitioned into ... and ...</p> <p>$18 - \square = 12 + 2$</p> 

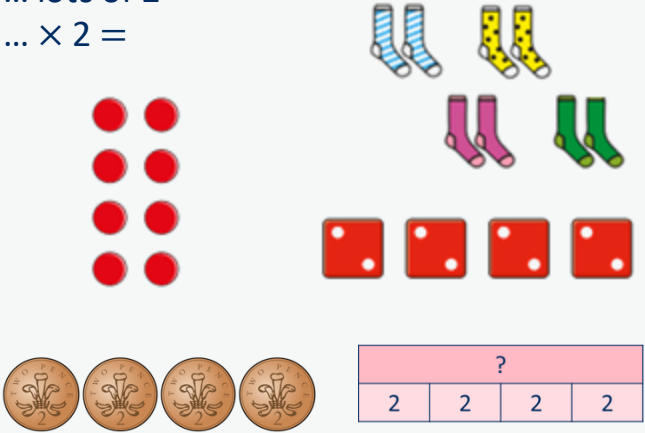

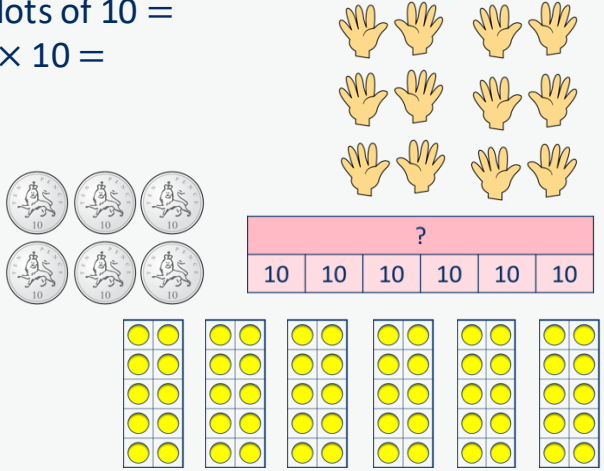

Progression of skills – Multiplication

Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Count in 2s, 5s and 10s• Add equal groups• Make arrays• Make doubles	<ul style="list-style-type: none">• Link repeated addition and multiplication• Use arrays• Double• The 2 times-table• The 10 times-table• The 5 times-table• Missing numbers	<ul style="list-style-type: none">• The 3 times-table• The 4 times-table• The 8 times-table• Related facts• Multiply a 2-digit number by a 1-digit number - no exchange• Multiply a 2-digit number by a 1-digit number - with exchange• Scaling• Correspondence problems




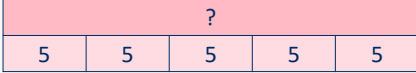


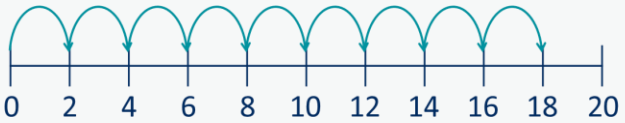
Multiplication

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use multiplication facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (\times) and equals ($=$) signs. Show that multiplication of two numbers can be done in any order (commutative). 													
<p>Progression of skills</p>	<p>Key representations</p>													
<p>Link repeated addition and multiplication</p> <p>Encourage children to make the link between repeated addition and multiplication.</p>	<p>There are ... equal groups with ... in each group. There are ... altogether.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td colspan="2" style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">3</td></tr> </table> </div> <div style="text-align: left;"> <p>$3 + 3 = 6$ $2 \times 3 = 6$</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td colspan="4" style="text-align: center;">20</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td></tr> </table> </div> <div style="text-align: left;"> <p>$5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$</p> </div> </div>		6		3	3	20				5	5	5	5
6														
3	3													
20														
5	5	5	5											
<p>Use arrays</p> <p>Encourage children to see that multiplication is commutative.</p>	<p>There are ... rows with ... in each row. There are ... columns with ... in each column.</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>3 lots of 5 = 15 $5 + 5 + 5 = 15$</p> </div> <div style="text-align: center;">  <p>5 lots of 3 = 15 $3 + 3 + 3 + 3 + 3 = 15$</p> </div> </div>	<p>I can see ... \times ... and ... \times ...</p> <p style="text-align: center;">$3 \times 5 = 15$ $5 \times 3 = 15$ $3 \times 5 = 5 \times 3$</p>												
<p>Double</p> <p>Encourage children to make links with related facts.</p>	<p>Double ... is ...</p> <div style="display: flex; align-items: center;">  →  </div> <p style="margin-left: 150px;">Double 4 = 4 + 4 Double 4 is 8</p>	<p>Double ... is ... so double ... is ...</p> <div style="display: flex; align-items: center;">  →  </div> <p style="margin-left: 150px;">Double 4 is 8</p> <div style="display: flex; align-items: center;">  →  </div> <p style="margin-left: 150px;">Double 40 is 80</p>												

Multiplication

Progression of skills	Key representations																																									
<p>The 2 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice that all multiples of 2 are even numbers.</p>	<p>... lots of 2 =</p> <p>... $\times 2 =$</p> 	<p>... times 2 is equal to ...</p> <table border="1" data-bbox="1384 344 1798 462"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p> $1 \times 2 = 2$ $2 = 1 \times 2$ $2 \times 2 = 4$ $4 = 2 \times 2$ $3 \times 2 = 6$ $6 = 3 \times 2$ </p> 	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										
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11	12	13	14	15	16	17	18	19	20																																	
21	22	23	24	25	26	27	28	29	30																																	
<p>The 10 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>	<p>... lots of 10 =</p> <p>... $\times 10 =$</p> 	<p>... times 10 is equal to ...</p> <table border="1" data-bbox="1384 825 1798 982"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> </table> <p> $1 \times 10 = 10$ $10 = 1 \times 10$ $2 \times 10 = 20$ $20 = 2 \times 10$ $3 \times 10 = 30$ $30 = 3 \times 10$ </p> 	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
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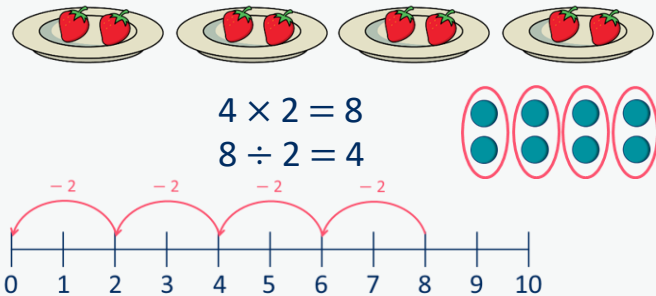
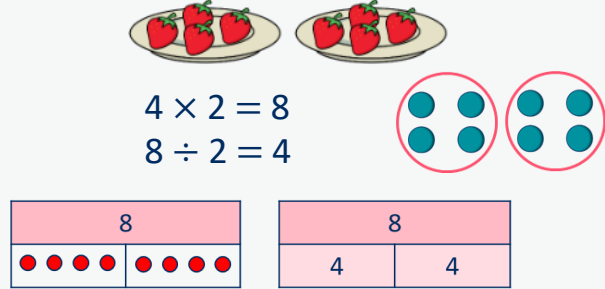
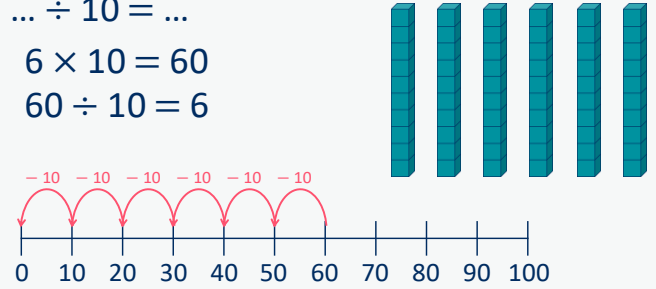
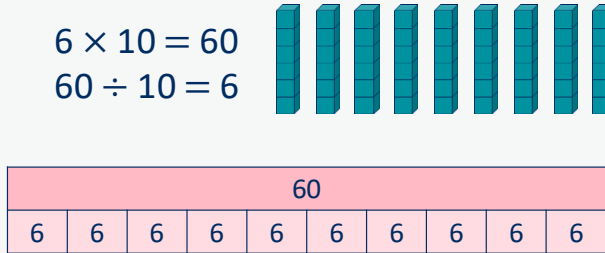
Multiplication

Progression of skills	Key representations																																									
<p>The 5 times-table</p> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>	<p>... lots of 5 =</p> <p>... $\times 5 =$</p>    	<p>... times 5 is equal to ...</p> <table border="1" data-bbox="1384 339 1810 499"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> </table> <p> $1 \times 5 = 5$ $5 = 1 \times 5$ $2 \times 5 = 10$ $10 = 2 \times 5$ $3 \times 5 = 15$ $15 = 3 \times 5$ </p> 	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
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31	32	33	34	35	36	37	38	39	40																																	
<p>Missing numbers</p> <p>Make links to known facts.</p>	<p>... is equal to ... groups of ...</p> <p>18 socks, how many pairs? </p> 	<p>... times ... is equal to ...</p> <p>$\square \times 2 = 18$</p> <p>$18 = 2 \times \square$</p>																																								


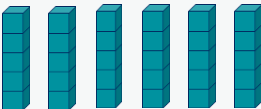
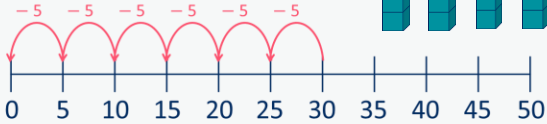

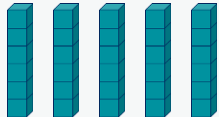
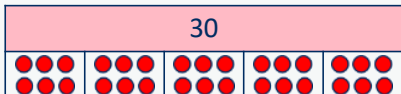
Progression of skills – Division

Year 1	Year 2	Year 3
<ul style="list-style-type: none">• Make equal groups – grouping• Make equal groups – sharing• Find a half• Find a quarter	<ul style="list-style-type: none">• Divide by 2• Divide by 10• Divide by 5• Missing numbers• Unit fractions• Non-unit fractions	<ul style="list-style-type: none">• Divide by 3• Divide by 4• Divide by 8• Related facts• Divide a 2-digit number by a 1-digit number - no exchange• Divide a 2-digit number by a 1-digit number - with remainders• Unit fractions of a set of objects• Non-unit fractions of a set of objects

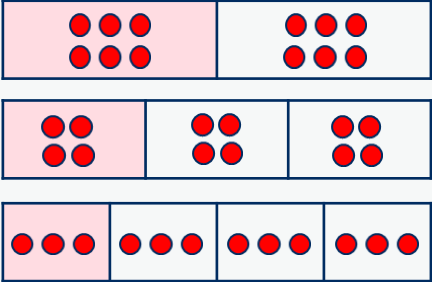

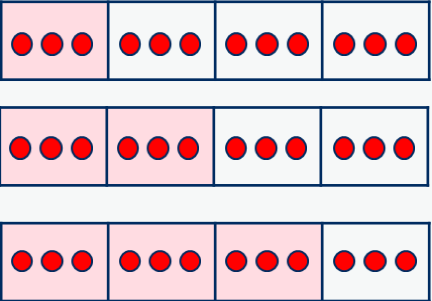
Division

<p>Year 2</p>	<ul style="list-style-type: none"> Recall and use division facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals (=) signs. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity. 	
<p>Progression of skills</p>	<p>Key representations</p>	
<p>Divide by 2</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts and halving.</p>	<p>There are ... equal groups of 2 ... $\div 2 = \dots$</p>  <p>$4 \times 2 = 8$ $8 \div 2 = 4$</p>	<p>... shared equally between 2 is ... Half of ... is $\div 2 = \dots$</p>  <p>$4 \times 2 = 8$ $8 \div 2 = 4$</p>
<p>Divide by 10</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... equal groups of 10 ... $\div 10 = \dots$</p>  <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>	<p>... shared equally between 10 is $\div 10 = \dots$</p>  <p>$6 \times 10 = 60$ $60 \div 10 = 6$</p>

Division

Progression of skills	Key representations																																			
<p>Divide by 5</p> <p>Encourage children to compare the grouping and sharing structures of division and to make links with times-table facts.</p>	<p>There are ... equal groups of 5</p> <p>... $\div 5 = \dots$</p>  <p>$6 \times 5 = 30$ $30 \div 5 = 6$</p>  	<p>... shared equally between 5 is ...</p> <p>... $\div 5 = \dots$</p>  <p>$6 \times 5 = 30$ $30 \div 5 = 6$</p>  																																		
<p>Missing numbers</p> <p>Bar models are useful to show the link between multiplication and division.</p>	<p>... divided by 2/5/10 is equal to ...</p> <table border="1" data-bbox="576 825 758 908"> <tr><td colspan="2">?</td></tr> <tr><td>10</td><td>10</td></tr> </table> $\square \div 2 = 10$ <table border="1" data-bbox="576 929 1011 1012"> <tr><td colspan="5">?</td></tr> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> </table> $\square \div 5 = 10$ <table border="1" data-bbox="576 1033 1353 1116"> <tr><td colspan="10">?</td></tr> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> </table> $\square \div 10 = 10$?		10	10	?					10	10	10	10	10	?										10	10	10	10	10	10	10	10	10	10
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Division

Progression of skills	Key representations	
<p>Unit fractions</p> <p>In Y2 the focus is on finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$</p> <p>Bar models are useful to show the link between division and finding a fraction.</p>	<p>The objects have been shared fairly into ... groups.</p> <p>$\frac{1}{\square}$ of ... is ...</p> 	<p>There are ... equal parts.</p> <p>There is ... part circled.</p> <p>$\frac{1}{\square}$ is circled.</p> 
<p>Non-unit fractions</p> <p>In Y2 the focus is on finding $\frac{2}{4}$ and $\frac{3}{4}$</p> <p>Prompt children to notice that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$</p>	<p>The objects have been shared fairly into ... groups.</p> <p>$\frac{\square}{\square}$ of ... is ...</p> 	<p>There are ... equal parts.</p> <p>There are ... parts circled.</p> <p>$\frac{\square}{\square}$ is circled.</p> 