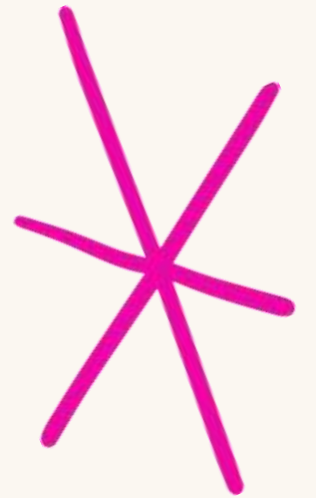




Year 2



PARENT WORKSHOP

By Mrs Hampshire



Welcome to year 2! It is lovely to see all the children back in school. They have settled in well and are getting used to our new routines.

I am eager to share lots of interesting and exciting lessons and learning with the children.

I hope you will find these slides useful, if you have any questions please do not hesitate to send an email to the office which will then be forwarded to myself.





# School day

Children can start coming in to school at 08:40 with all children in class by 08:50. At the end of the day, children can be collected between 15:20 and 15:25.

Our lunch time is between 12:05 and 13:00.



# Absences

Please inform school on the first day of absence that your child is not in school. We are required by law to log the reason for any absence. If we do not know why your child is not in school, the absence will be recorded as unauthorised and shown on your child's report at the end of the year.

If your child has a medical appointment, please email the school office with confirmation of this. This is a requirement of the local authority. Children are expected to return to school if possible.

Lateness into the classroom must be avoided as children who are late miss vital teaching points.

As you are aware, holidays cannot be authorised in school time.



## What to wear:

Pupils at St Thomas's are expected to wear school uniform every day except their PE days when they are to come in their sports kit.

Our full uniform list can be found on our website.

Please remember to label all clothing so that it can easily be identified and returned to you.

We ask that children use only the reading bags.

## Girls:

Royal blue sweat shirt or cardigan. Bright yellow polo shirt. Grey skirt, pinafore or trousers, White socks, grey or black tights. Black school shoes (no trainers)

Yellow/white gingham dress is optional for Summer

## Boys:

Royal blue sweat shirt. Grey trousers or shorts. Grey or black socks. Black school shoes (no trainers)

*Personal Property:  
Children are asked to leave valuable possessions at home as school cannot be held responsible for its safety.*

## PE Kit:

Indoor:  
Navy short, plain white T-shirt and black plimsles. Your child will need a named drawstring bag to be hung in the cloakroom.

Outdoor:  
Navy tracksuit and trainers.

# PLAYTIMES AND DINNER TIMES



- **PLAYTIMES:**

We have one playtime in the morning and one in the afternoon. The afternoon playtime will be a 10 minute exercise session.

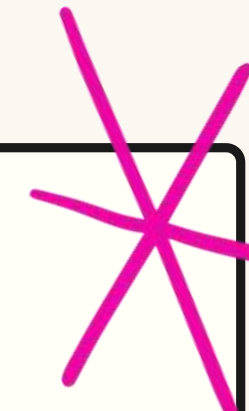
Children need to bring a coat to school every day and in warm weather, a sunhat and sun cream is recommended. Please name all of these items.

As a health promoting school, KS1 children are provided fruit for their snack.

We ask that you ensure that your child brings their water bottle to school each day.

- **DINNER TIMES:**

We strongly encourage children to choose a school dinner, as storing backed lunch boxes has to be in their classroom and are not kept refrigerated.





# HOME TIME:

For your child's safety, we ask that all infant children are collected by one responsible adult at their individual time. If a different adult than usual is to meet your child, please inform school via email or speak to your child's class teacher.

Children can meet their parents outside the school gate from Y4 onwards, once you have sent an email confirming this to the school office. Please remind your child to come back into school if they cannot see you.

If older children are to go home alone, please make sure they understand the importance of going straight home.



# Communication



**We hope to communicate with parents as effectively as possible at St Thomas through:**

- email
- regular Newsletters via email
- Dojos



**Please also check your child's reading bag to make sure that you do not miss information sent out.**

**If you have any concerns or information that you feel we need to know, please contact your child's class teacher by emailing the school office.**

**Our school website also contains key event information.**



# Physical activities



Your child will have a PE lesson twice each week. These will be on Tuesdays and Fridays. Please ensure your child comes to school in their kit on these days. Please note, no football shirts are to be worn for PE.

We ask that children's indoor PE kits are kept in school at all times in a named PE school drawstring bag. We will send these home each half term for you to check for size.

The authority's policy is that all watches and earrings must be removed before undertaking any physical activity. It would be helpful if these were not worn on the days that your child is involved in PE or games.

# Homework

Homework will be set on a Friday and is due in before the following Friday. There will be one English or Maths task (alternate weeks). These should take no more than 20 minutes per task. Homework will be a mixture of paper based tasks and online tasks e.g. Purple Mash. If there is a research task, the children will have 2 weeks to complete it. When appropriate, one other task related to any area of the curriculum may be set.

We expect children to read every day and for reading records to be signed, 5 minutes a day is adequate.

Spellings will also be handed out on Fridays and tested in school every Friday.

Homework and spellings will all be given out weekly via Dojos this year.

Children who do not complete homework will complete it in school during a lunch break.



# Reading



As class teacher, I will let you know when I have read with your child. Please can you do the same through their reading record.

We ask that you read daily with your child. Once your child has read their book, please sign in their reading record 'book finished'. Your child needs to change their reading book at least twice per week. This may vary a little due to the number of pages in different books.

**Moving Vehicles**

Design Technology

**Journeys, Explorers  
and Transport**

History

**Everyday Materials**

Science

**Me and My  
Relationships**

PSHE

**This term's  
topics are:**

**Sending and receiving  
and Fundamentals**

PE

**Who is a Muslim and  
how do they live?**

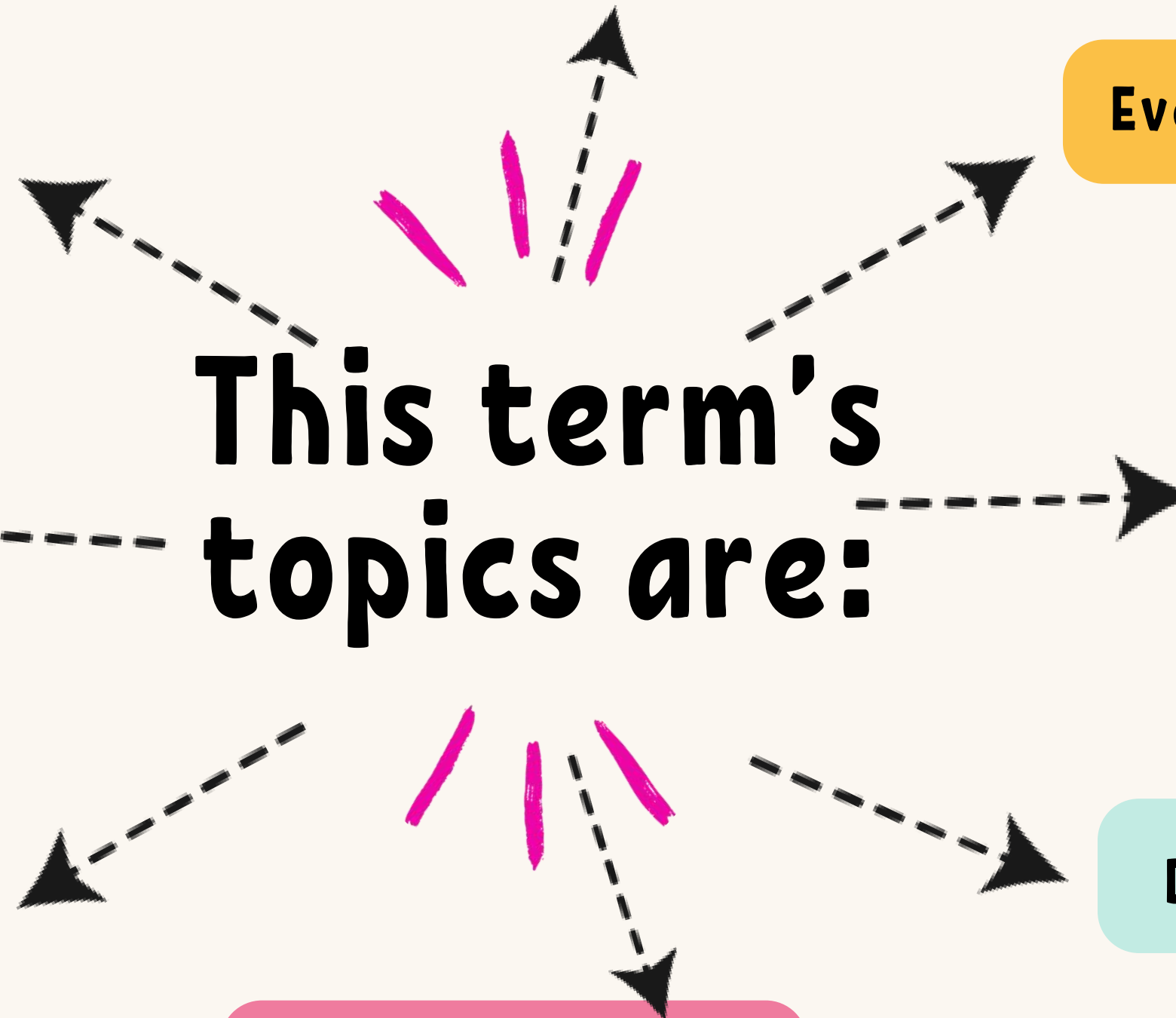
RE

**Digital Citizenship**

Computing

**Troll Swap -  
Narrative writing**

English



# Literacy Skills - Writing

Children have to be able to achieve this standard over a range of genres and on several occasions.

**Below is an example of towards the expected level:**

The balloons floated upwards, higher and higher, lifting the house above the clouds. Looking through their bedroom window, the children gasped in amazement as they sped over land and sea, wondering where this adventure might end. Suddenly, with a loud hissing noise, the floating house began to descend rapidly from the clear, blue sky.. They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there were two boys! One was Ali and another was Devin. Ali said “where are we?” and Devin said “Look out of the window. We’re in Africa! It was scorching, burning and hot. Devin was a bit nervous but Ali was excited! They were playing tag but suddenly we saw a strange looking button remote. Devin pressed the button but then we heard a lot angry and furious animals. They all surrounded us and we didn’t know what to do? We tried to press the button but that didn’t work so we tried to kill them with weapons and that didn’t work. What a nightmare it was! Now Ali and Devin were really scared. We felt as we were in a dragon’s cave with fire on top of it. Then we had a great idea. First Devin would do some karate while Ali will make a airoplane out of sticks, stones and of course leaves. Then Ali made the airoplane and they flew off.

# Literacy Skills - Writing

**Below is an example of working at greater depth within the expected level:**

Poppy and the Beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a rickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy). Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,

"Can you sell Daisy because she is too old and in return get some money?"

"Sure," replied Poppy and set off in the dusty allyway. On the dusty allyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy. "It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furious and she was so stubborn with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

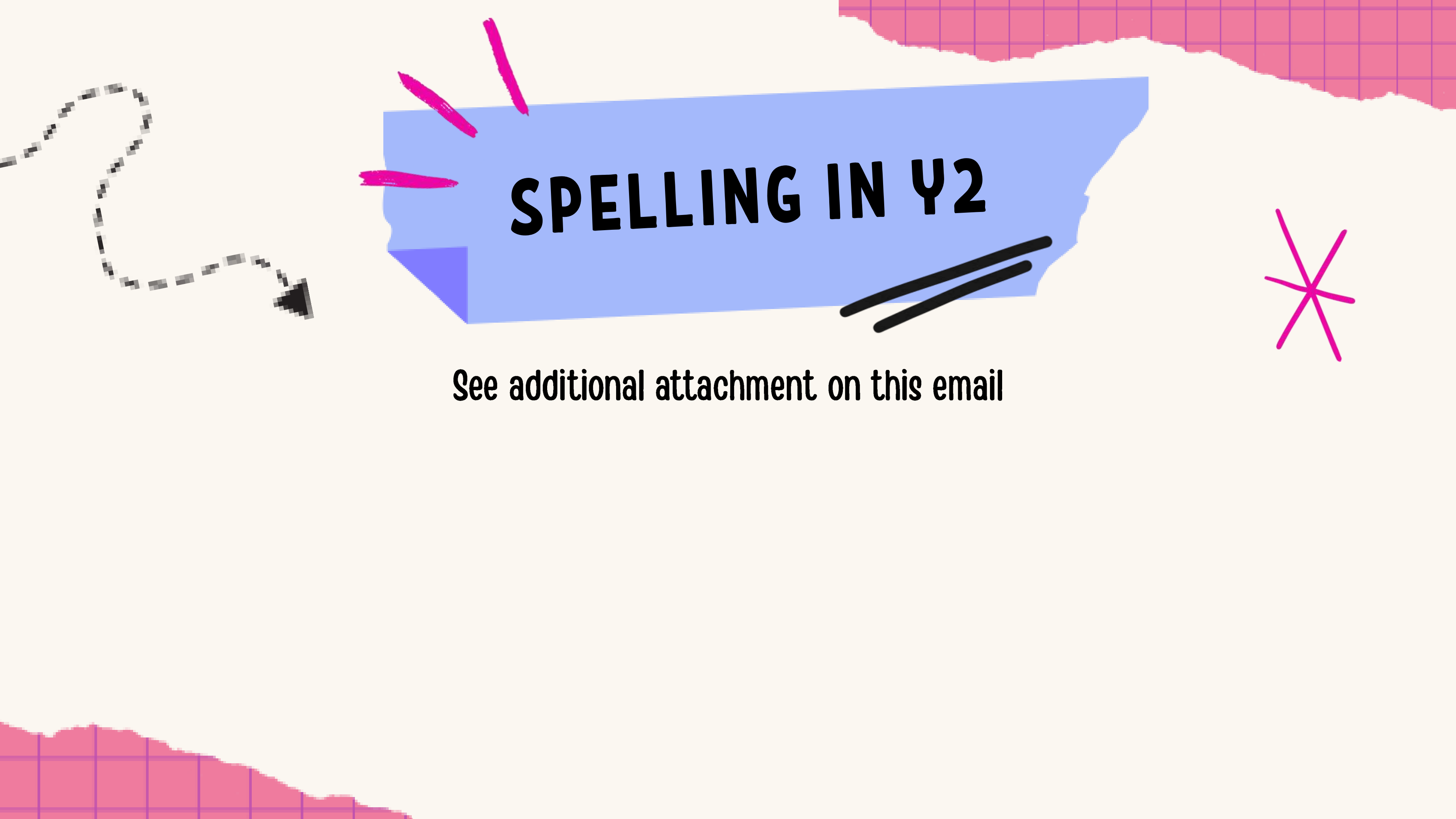
“Go to your room without any of your favourite scrumptious dinner!” Shouted Poppy’s mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptios dinner.

The next morning Poppy saw a massive beanstalk and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it. Up...up...up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn’t say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered. Creep...creep...creep.

Trembling, Poppy heard a booming voice. “FEE FI FO FUM!” roared the voice. “I SMELL THE BLOOD OF AN ENGLISHMAN!” As fast as Poppy’s legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum. “Oh my!” cried Poppy’s mum happily. “What a lucky escape that was!” thought Poppy.

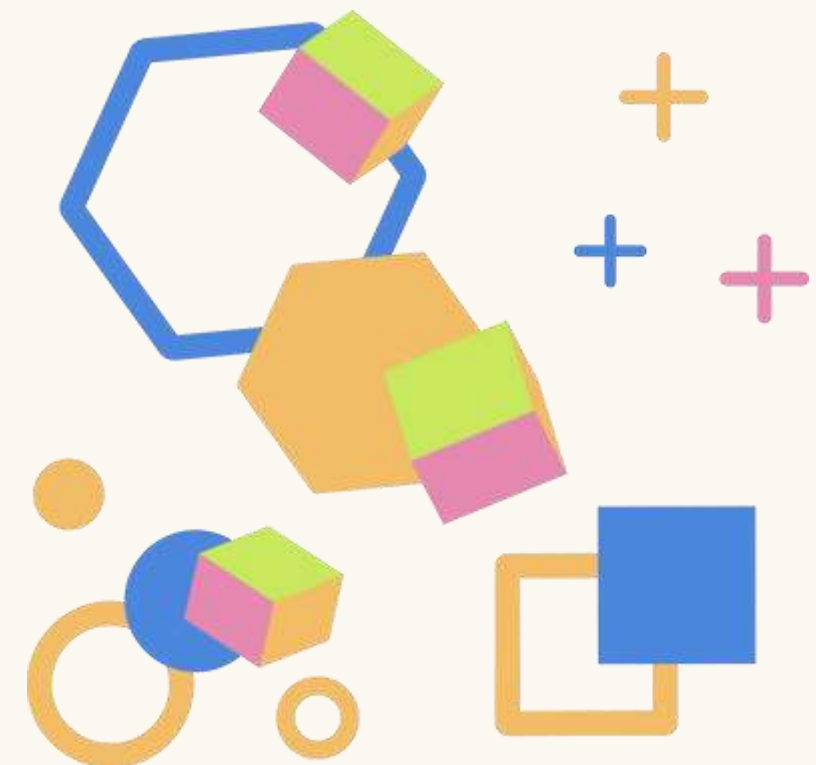


# **SPELLING IN Y2**

**See additional attachment on this email**

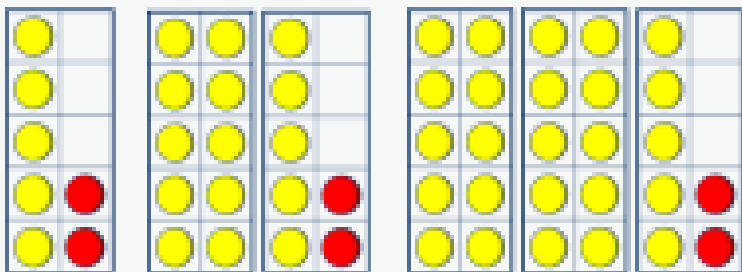
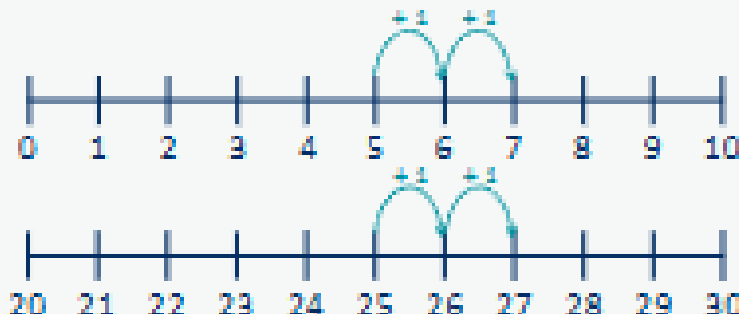
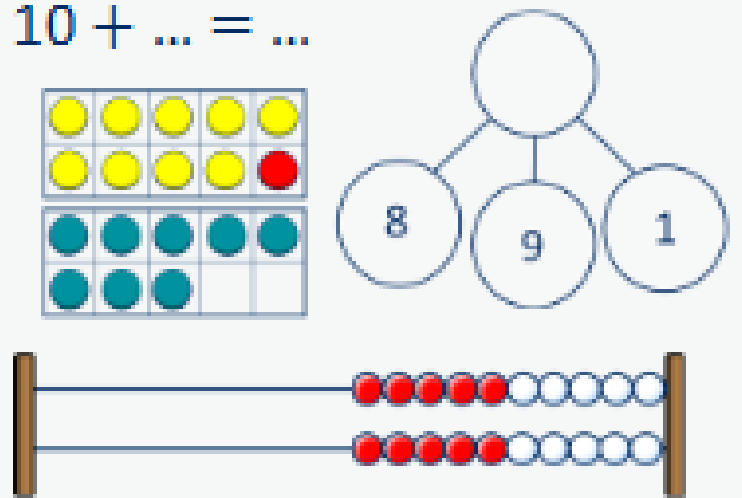
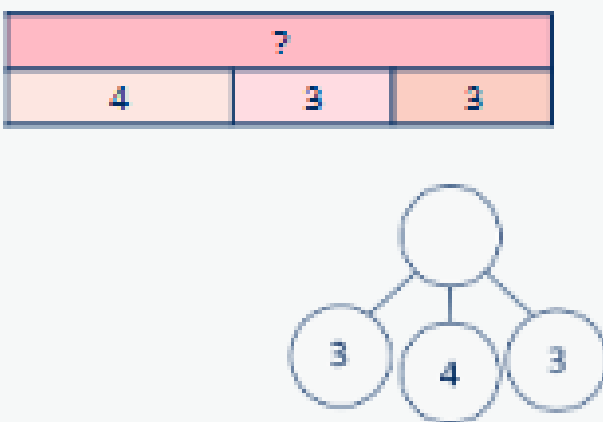
# Calculation skills - Mental Arithmetic

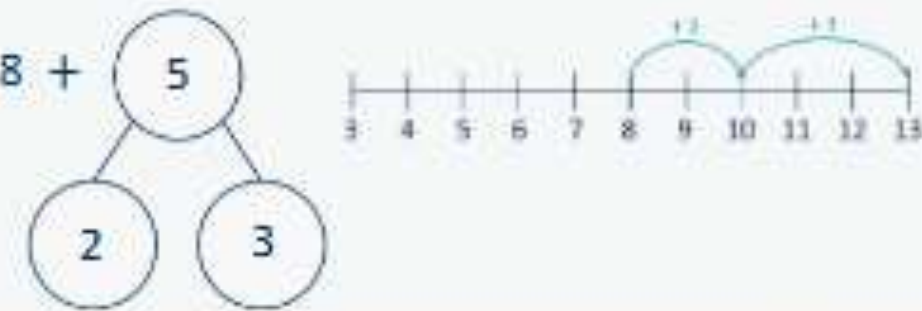
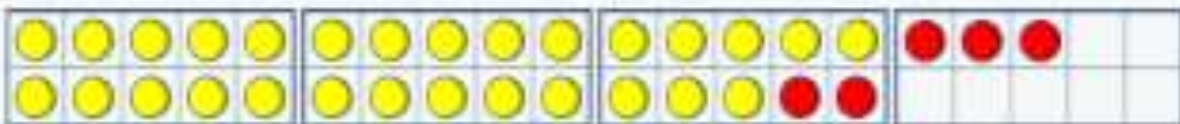
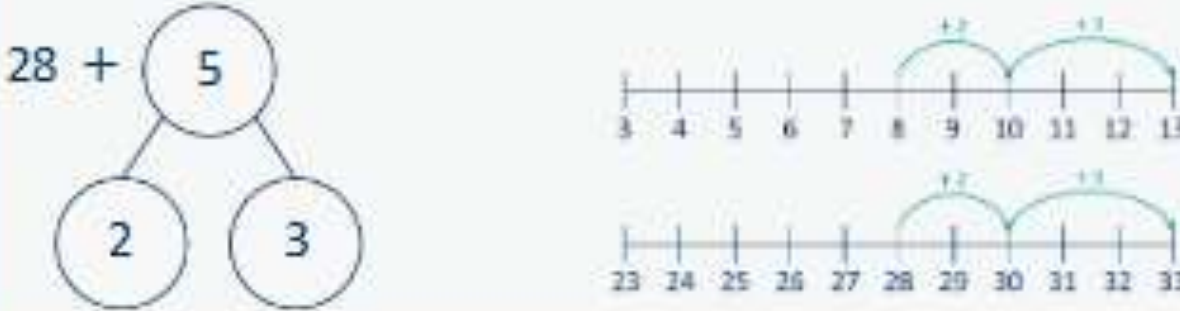
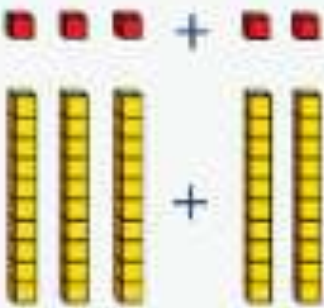
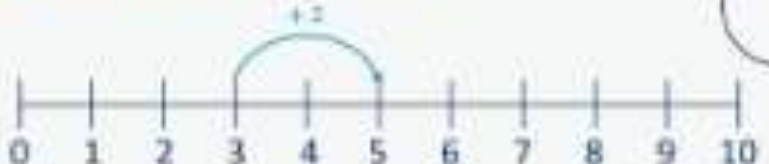
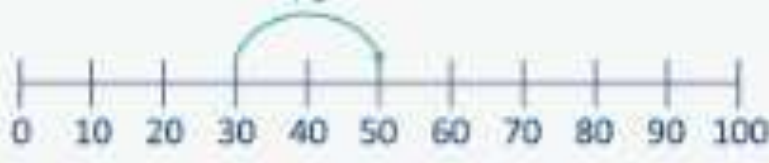
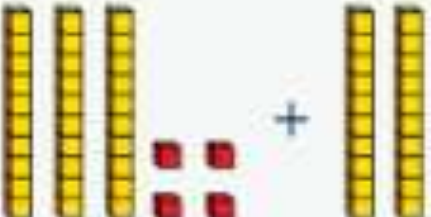
- Counting on and back up to 100 and 1000
- Count in steps of 2, 3, 5 and 10 (from any number)
- Number bonds to 20 and then to onwards to 100
- Can understand place value and partition numbers up to 100
- Can add and subtract any pair of 2 digit numbers mentally
- Know the inverse of add and subtract
- Can add and subtract in multiples of 10
- Know the table facts for 2s, 3s, 4s, 5s and 10s
- Understand 0 is a place holder
- Double and half 2 digit numbers

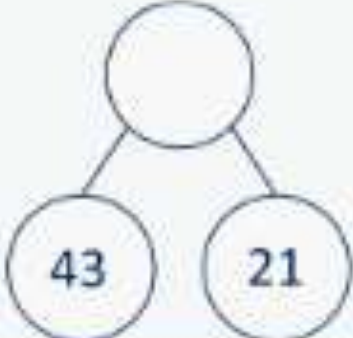
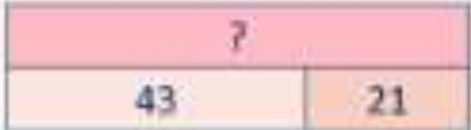
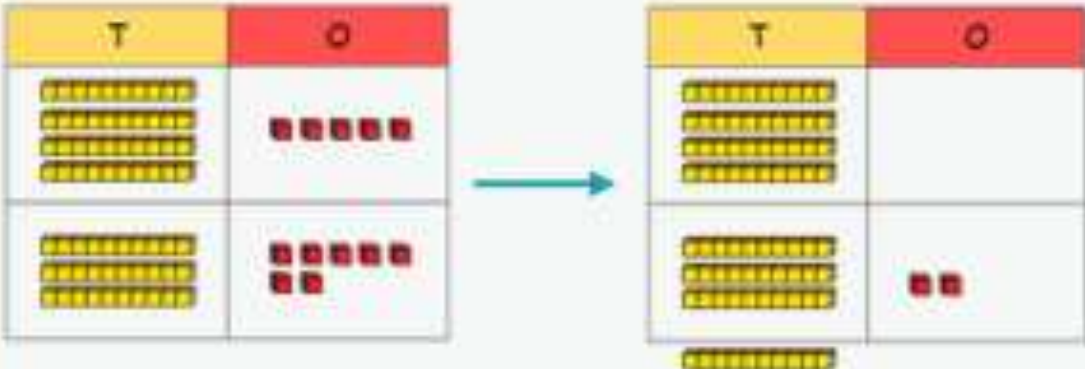
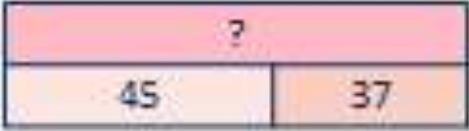
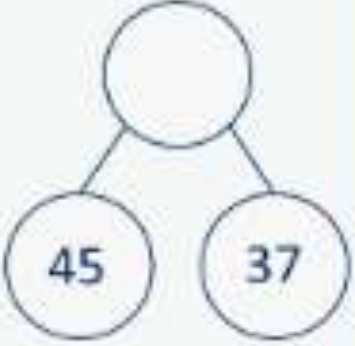
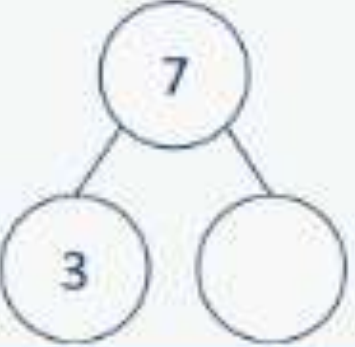
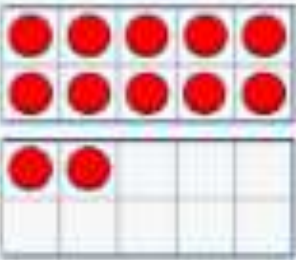


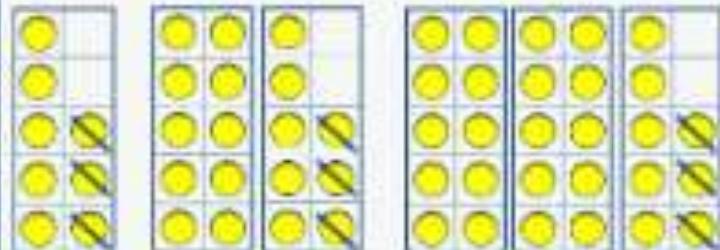
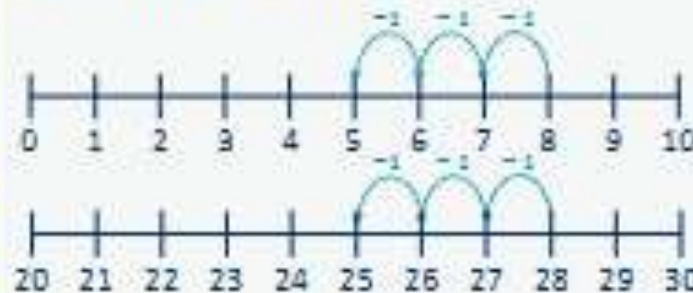
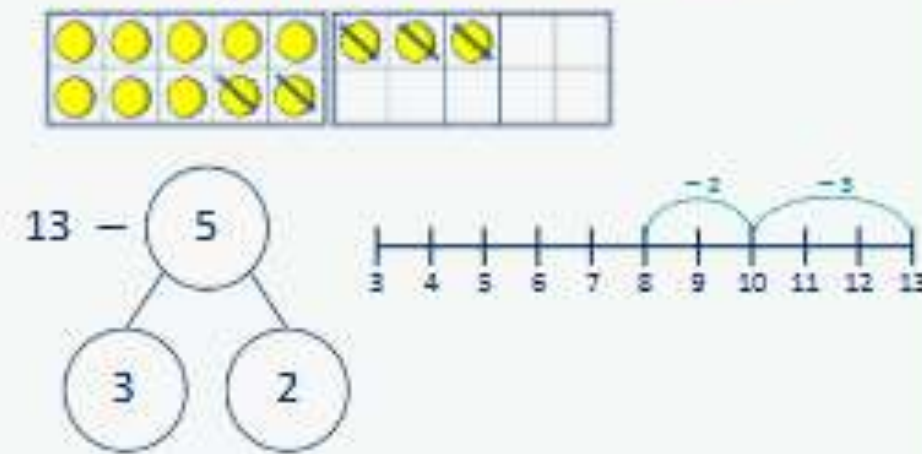
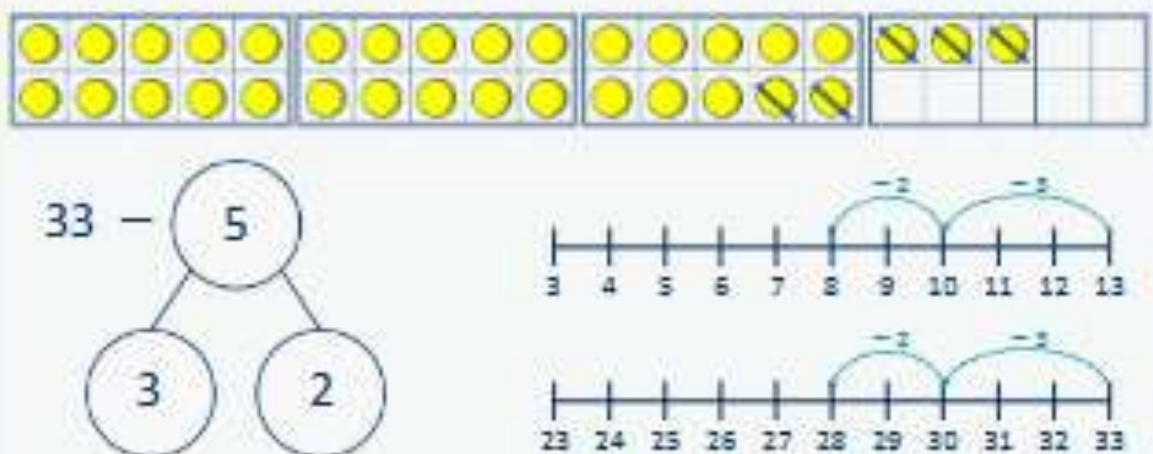
# Written Calculations

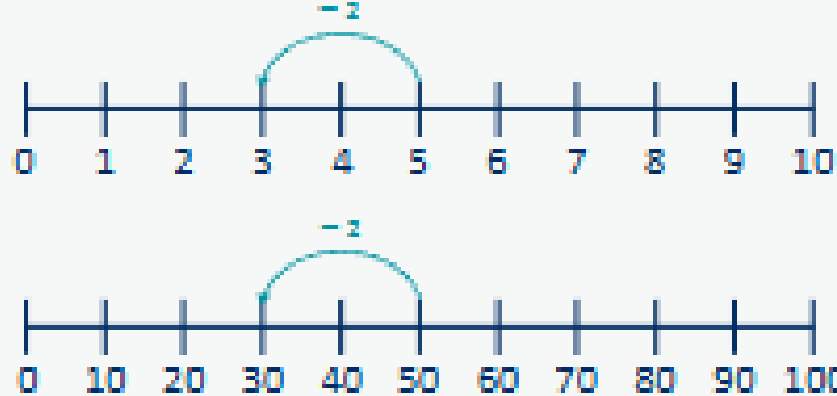
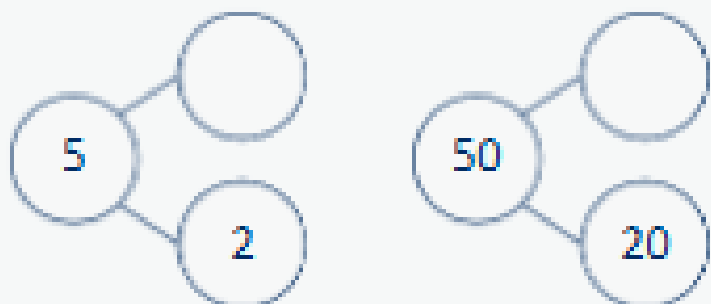
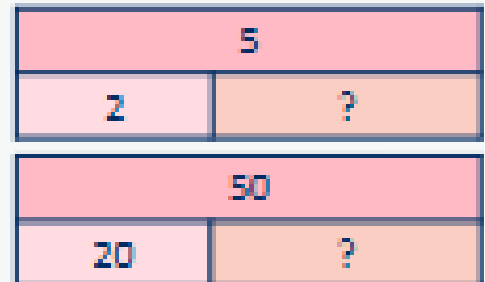
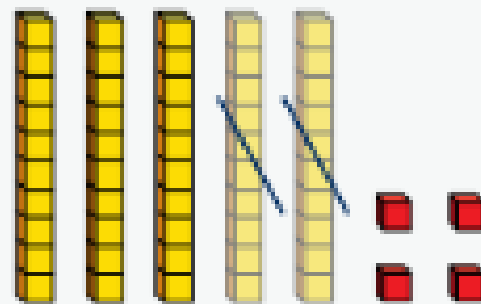
- Writing numbers to 1000 (in digits and words)
- Partition numbers  $352 = 300 + 50 + 2$
- Counting on and counting back using a number line
- Start to record single digit multiplication and division using correct symbols
- Arrays & sharing for division
- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  of length, shape, set of objects or quantity
- Addition and subtraction- methods- larger number in head counting on, blank number lines, partitioning and recombining (tens and units/ones)

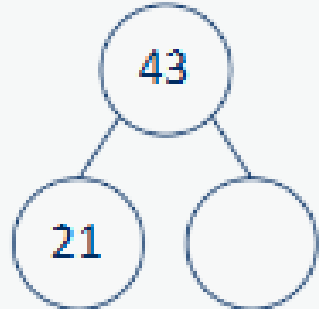
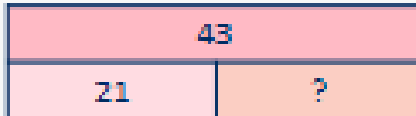
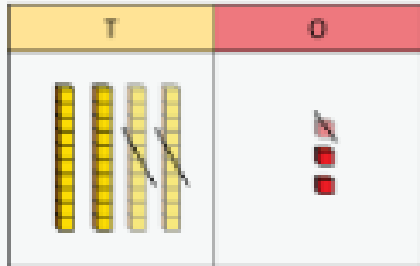
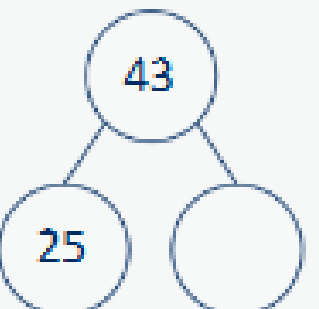
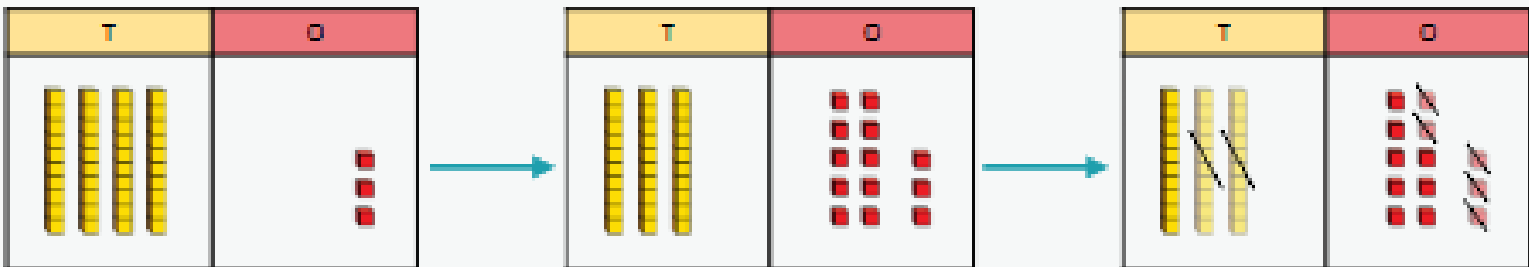
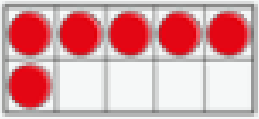
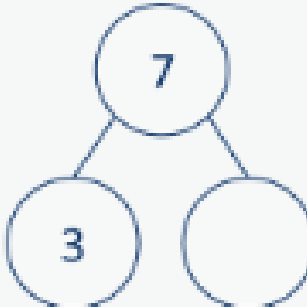
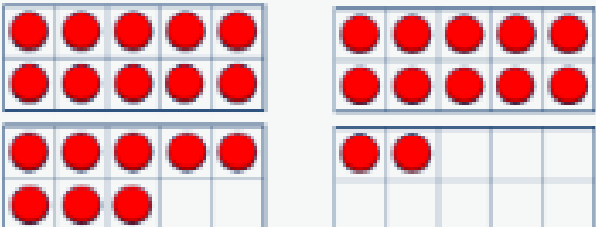
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| <p><b>Year 2</b></p>                                                                                                                                  | <ul style="list-style-type: none"> <li>Recall and use addition facts to 20 fluently, and derive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

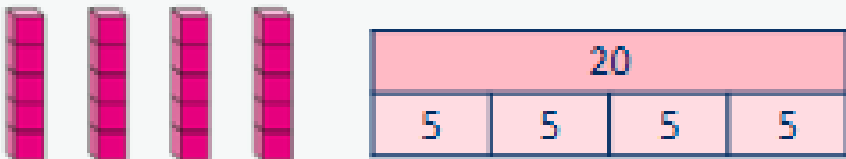
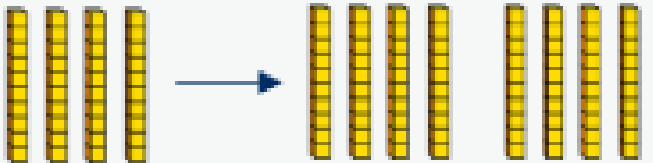
| Progression of skills                                                              | Key representations                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                             |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Add across a 10</b><br><br>Partition the number being added to make a full ten. | <p>... can be partitioned into ... and ...</p>   | <p>I add ... to get to ... then I add ...</p> $8 + 5 = 13$ $28 + 5 = 33$                                                                                                                                                        |                                                                                             |
| <b>Add multiples of 10</b><br><br>Make links to known facts within ten.            | <p>... ones + ... ones = ... ones<br/>so ... tens + ... tens = ... tens</p>  $3 + 2 = 5$ $30 + 20 = 50$                            | <p>What is the same?<br/>What is different?</p>     |                                                                                             |
| <b>Add 10s to any number</b><br><br>Make links to known facts.                     | <p>... tens + ... tens = ... tens<br/>... tens and ... ones = ...</p>                                                             | <p>To add ... I need to add 10 ... times.</p>                                                                                                                                                                                                                                                                    | <p>I know that ... and ... = ...<br/>so ... and ... = ...</p> $30 + 20 = 50$ $34 + 20 = 54$ |

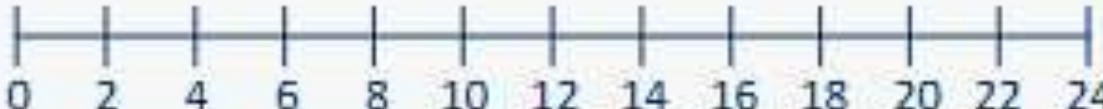
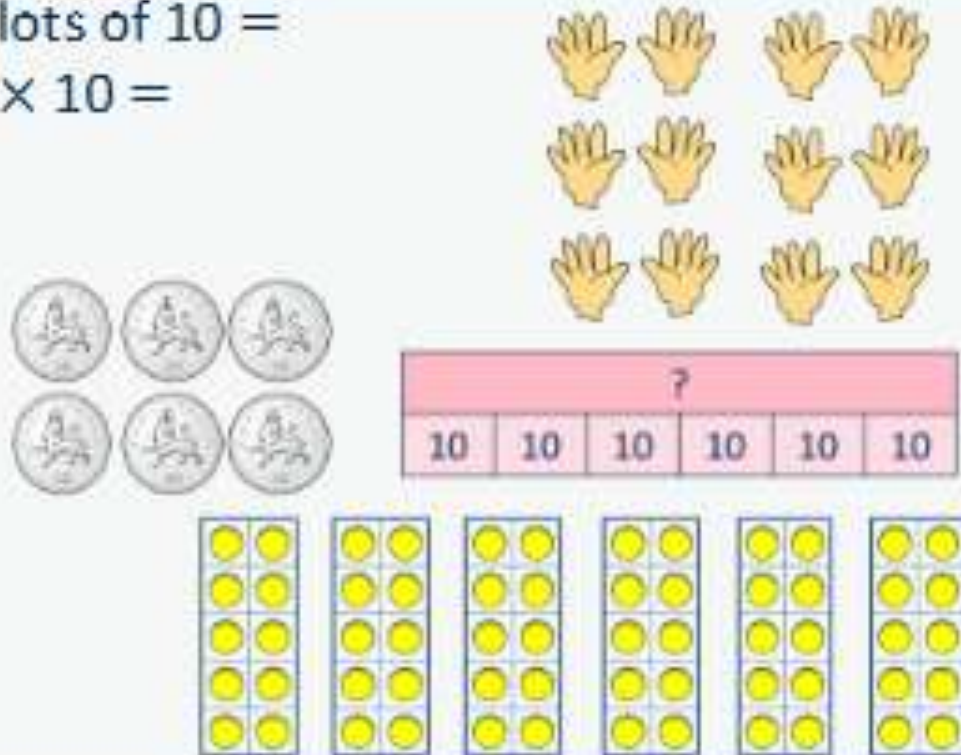
| Progression of skills                                                                                                               | Key representations                                                                                                                                                 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

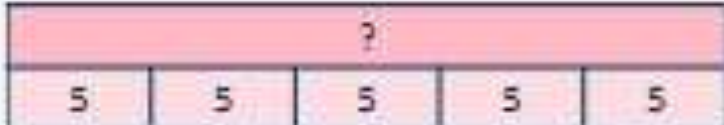
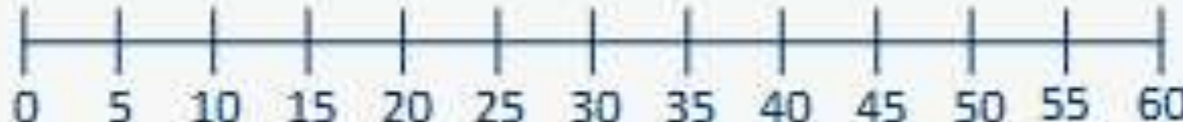
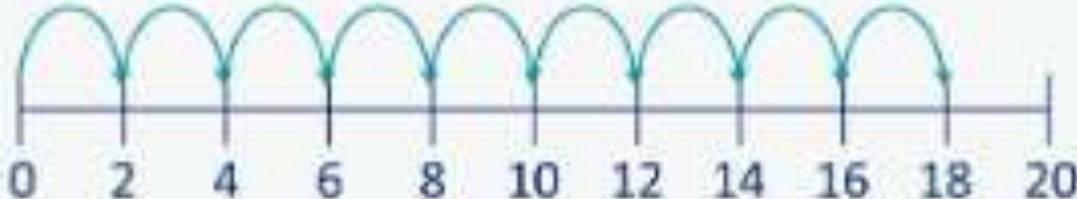
|                                                                                                   |                                                                                                                                                                                                       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

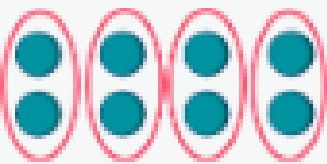
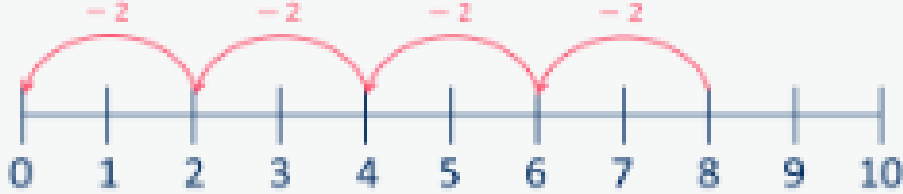
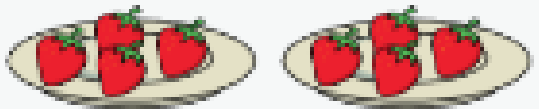
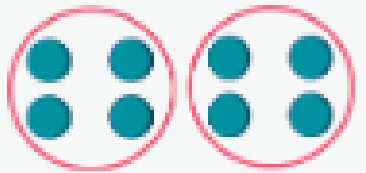
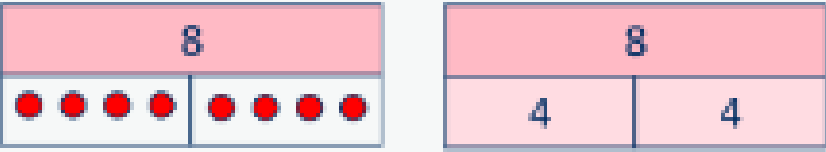
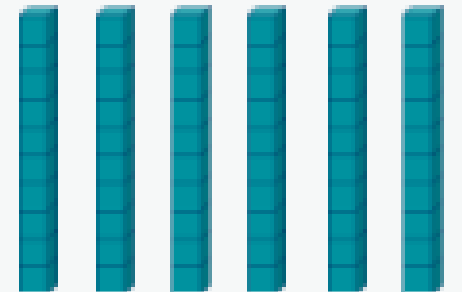
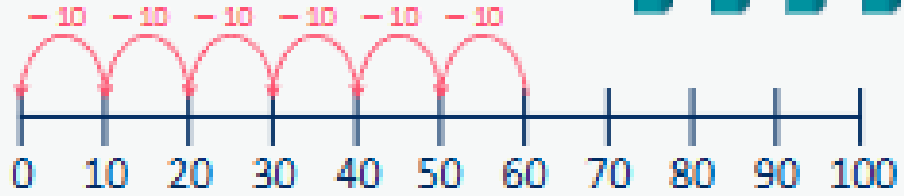
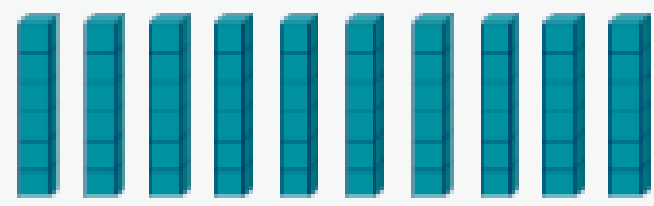
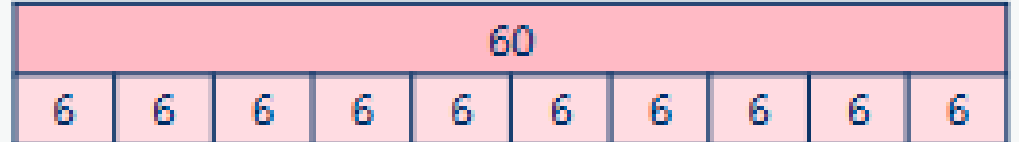
| Progression of skills                                                               | Key representations                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |    |    |    |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                                                                                                                                  |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Subtract multiples of 10</b></p> <p>Make links to known facts within ten.</p> | <p>... ones – ... ones = ... ones<br/>so ... tens – ... tens = ... tens</p>  <p><math>5 - 2 = 3</math><br/><math>50 - 20 = 30</math></p> | <p>What is the same?<br/>What is different?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |    |    |    |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                                                                                                                                  |
| <p><b>Subtract 10s from any number</b></p> <p>Make links to known facts.</p>        | <p>... tens – ... tens = ... tens<br/>... tens and ... ones = ...</p>                                                                  | <p>To subtract ... I need to subtract 10 ... times.</p> <table border="1" data-bbox="1732 1256 2349 1613"><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 ... = ...<br/>so ... minus ... = ...</p> <p><math>50 - 20 = 30</math><br/><math>54 - 20 = 34</math></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 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                                                                                                                                  |

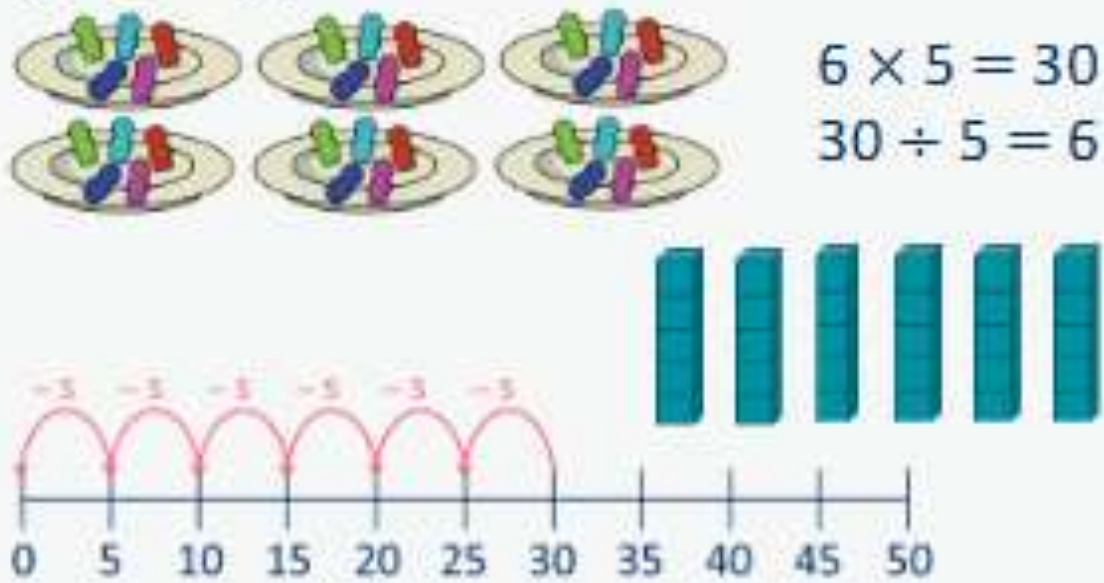
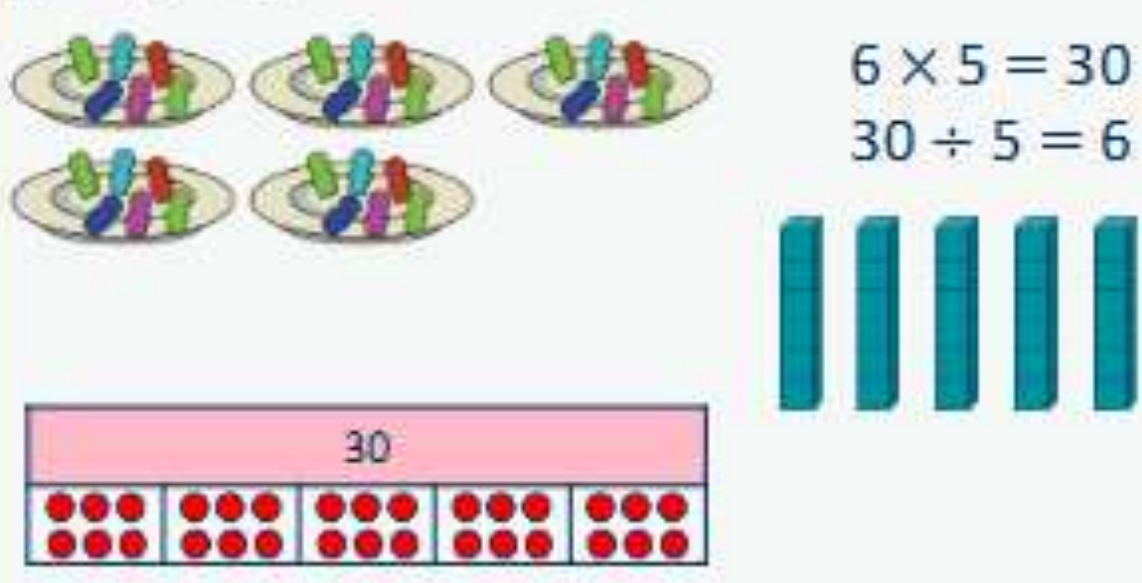
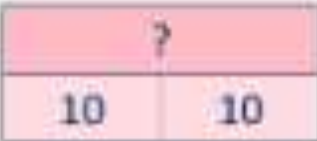
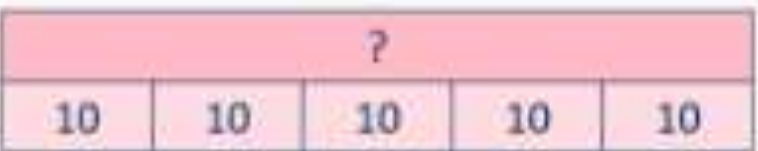
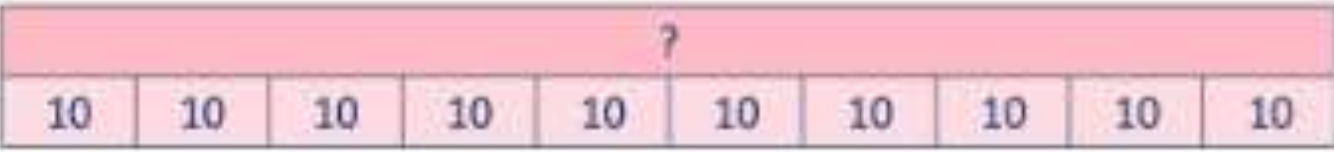
| Progression of skills                                                                                     | Key representations                                                                                                                                                                                                                              |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Subtract two 2-digit numbers</b><br/>(not across a ten)</p>                                         | <p>... ones – ... ones = ... ones<br/>... tens – ... tens = ... tens</p>   |                                                                                                                                                                                                                                    |  <p>3 ones – 1 one = 2 ones<br/>4 tens – 2 tens = 2 tens<br/>2 tens and 2 ones = 22</p>                                                                    |
| <p><b>Subtract two 2-digit numbers</b><br/>(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<br/>(I need to exchange 1 ten for 10 ones)</p> <p>13 ones – 5 ones = 8 ones<br/>3 tens – 2 tens = 1 ten<br/>1 ten and 8 ones = 18</p> |
| <p><b>Missing numbers</b></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><math>10 - \square = 6</math><br/><math>6 + \square = 10</math></p>                                | <p>If ... is a whole and ... is a part, then ... is the other part.</p> <p><math>7 - 3 = \square</math><br/><math>\square + 3 = 7</math></p>  | <p>... can be partitioned into ... and ...</p> <p><math>18 - \square = 12 + 2</math></p>                                                                 |

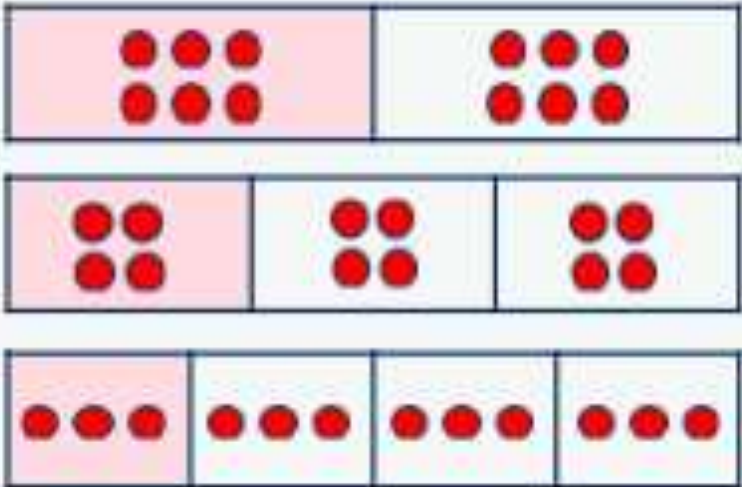
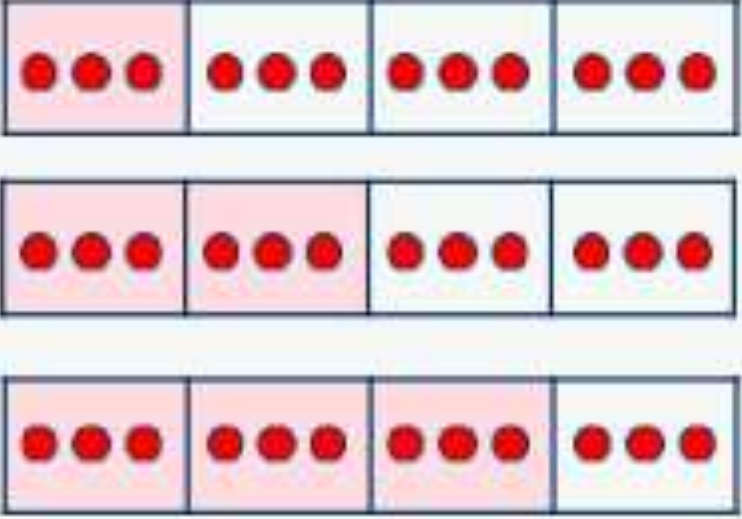
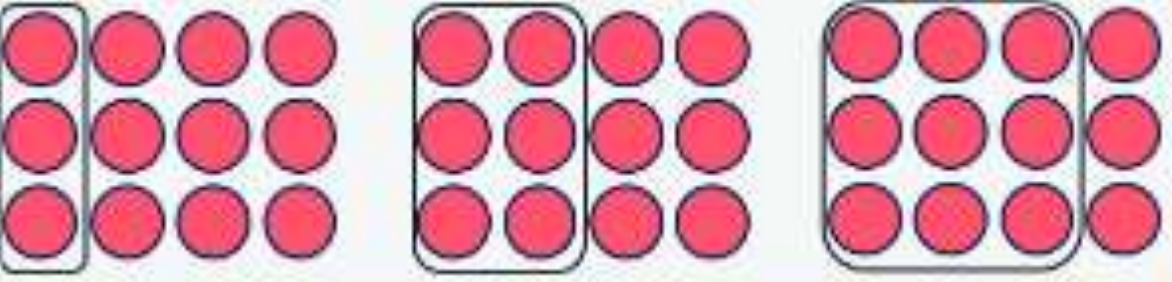
|                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 2</b>                                                                                                                             | <ul style="list-style-type: none"> <li>Recall and use multiplication facts for the 2, 5 and 10 multiplication tables.</li> <li>Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs.</li> <li>Show that multiplication of two numbers can be done in any order (commutative).</li> </ul>                          |                                                                                                                                                                                                                                                                           |
| <b>Progression of skills</b>                                                                                                              | <b>Key representations</b>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                           |
| <b>Link repeated addition and multiplication</b><br><br>Encourage children to make the link between repeated addition and multiplication. | <p>There are ... equal groups with ... in each group.<br/>There are ... altogether.</p> <div>  <math>3 + 3 = 6</math><br/> <math>2 \times 3 = 6</math> </div> <div>  <math>5 + 5 + 5 + 5 = 20</math><br/> <math>4 \times 5 = 20</math> </div> |                                                                                                                                                                                                                                                                           |
| <b>Use arrays</b><br><br>Encourage children to see that multiplication is commutative.                                                    | <p>There are ... rows with ... in each row.<br/>There are ... columns with ... in each column.</p> <div>  <math>3 \text{ lots of } 5 = 15</math><br/> <math>5 + 5 + 5 = 15</math><br/> <math>5 \text{ lots of } 3 = 15</math><br/> <math>3 + 3 + 3 + 3 + 3 = 15</math> </div>                                                  | <p>I can see ... × ... and ... × ...</p> $3 \times 5 = 15$<br>$5 \times 3 = 15$<br>$3 \times 5 = 5 \times 3$                                                                                                                                                              |
| <b>Double</b><br><br>Encourage children to make links with related facts.                                                                 | <p>Double ... is ...</p> <div>  <math>\text{Double } 4 = 4 + 4</math><br/> Double 4 is 8 </div>                                                                                                                                                                                                                                | <p>Double ... is ... so double ... is ...</p> <div>  Double 4 is 8<br/>  Double 40 is 80 </div> |

| Progression of skills                                                                                                                            | Key representations                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |    |    |    |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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| <h3>The 2 times-table</h3> <p>Encourage daily counting in multiples both forwards and back. Notice that all multiples of 2 are even numbers.</p> | <p>... lots of 2 =<br/>... <math>\times 2 =</math></p>      | <p>... times 2 is equal to ...</p> <table border="1"><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><math>1 \times 2 = 2</math>    <math>2 = 1 \times 2</math><br/><math>2 \times 2 = 4</math>    <math>4 = 2 \times 2</math><br/><math>3 \times 2 = 6</math>    <math>6 = 3 \times 2</math></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 |    |    |    |    |    |    |    |    |    |    |
| 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 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <h3>The 10 times-table</h3> <p>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.</p>              | <p>... lots of 10 =<br/>... <math>\times 10 =</math></p>  | <p>... times 10 is equal to ...</p> <table border="1"><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><math>1 \times 10 = 10</math>    <math>10 = 1 \times 10</math><br/><math>2 \times 10 = 20</math>    <math>20 = 2 \times 10</math><br/><math>3 \times 10 = 30</math>    <math>30 = 3 \times 10</math></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 |
| 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 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

| Progression of skills                                                                                                            | Key representations                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |    |    |    |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>The 5 times-table</b><br><br>Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers. | <p>... lots of 5 =<br/>... <math>\times 5 =</math></p> <br><br><br> | <p>... times 5 is equal to ...</p> <table border="1" data-bbox="2202 467 2842 714"><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><math>1 \times 5 = 5</math>      <math>5 = 1 \times 5</math><br/><math>2 \times 5 = 10</math>    <math>10 = 2 \times 5</math><br/><math>3 \times 5 = 15</math>    <math>15 = 3 \times 5</math></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 |
| 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 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Missing numbers</b><br><br>Make links to known facts.                                                                         | <p>... is equal to ... groups of ...</p> <p>18 socks, how many pairs? </p>                                                                                                                                                           | <p>... times ... is equal to ...</p> <p><math>\square \times 2 = 18</math><br/><math>18 = 2 \times \square</math></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |    |    |    |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

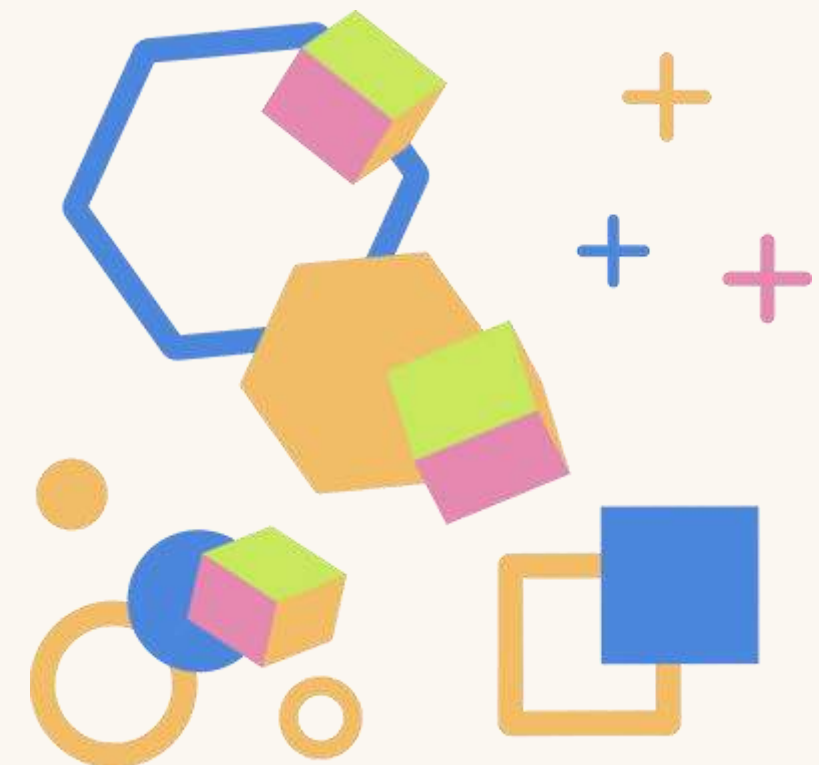
|                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 2</b></p>                                                                                                                                                 | <ul style="list-style-type: none"> <li>Recall and use division facts for the 2, 5 and 10 multiplication tables.</li> <li>Calculate mathematical statements for division within the multiplication tables and write them using the division (<math>\div</math>) and equals (<math>=</math>) signs.</li> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a quantity.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Progression of skills</b></p>                                                                                                                                  | <p><b>Key representations</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Divide by 2</b></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</p> <p>... <math>\div 2 = \dots</math></p>  <p><math>4 \times 2 = 8</math><br/><math>8 \div 2 = 4</math></p>                                                                                 | <p>... shared equally between 2 is ...</p> <p>Half of ... is ...</p> <p>... <math>\div 2 = \dots</math></p>  <p><math>4 \times 2 = 8</math><br/><math>8 \div 2 = 4</math></p>   |
| <p><b>Divide by 10</b></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</p> <p>... <math>\div 10 = \dots</math></p> <p><math>6 \times 10 = 60</math><br/><math>60 \div 10 = 6</math></p>                                                                                                                                                           | <p>... shared equally between 10 is ...</p> <p>... <math>\div 10 = \dots</math></p> <p><math>6 \times 10 = 60</math><br/><math>60 \div 10 = 6</math></p>                                                                                                        |

| Progression of skills                                                                                                                                    | Key representations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Divide by 5</b></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><math>\dots \div 5 = \dots</math></p>  <p><math>6 \times 5 = 30</math><br/> <math>30 \div 5 = 6</math></p>                                                                                                                                                                                                                                                                                                              | <p>... shared equally between 5 is ...</p> <p><math>\dots \div 5 = \dots</math></p>  <p><math>6 \times 5 = 30</math><br/> <math>30 \div 5 = 6</math></p> |
| <p><b>Missing numbers</b></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> <div data-bbox="992 1172 1649 1294">  <math>\square \div 2 = 10</math> </div> <div data-bbox="992 1322 1999 1453">  <math>\square \div 5 = 10</math> </div> <div data-bbox="992 1482 2532 1613">  <math>\square \div 10 = 10</math> </div> |                                                                                                                                                                                                                                             |

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

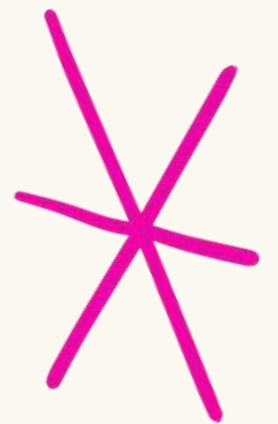
# Maths Skills

- Shape, space and measures
- Money- change up to £5, totals, p & £ conversions, problem solving
- Time- half past/ quarter to/ 5 min intervals- analogue and digital- Not 24h
- Non-standardised units moving to m/cm, kg/g, l/ml
- Regular, basic 3d and 2d shape names and properties- vertices (corners), edges (sides) & faces.
- Handling data- tally chart, bar chart, tables, collect and interpret data.





# THANK YOU!



I hope you have found the information useful.