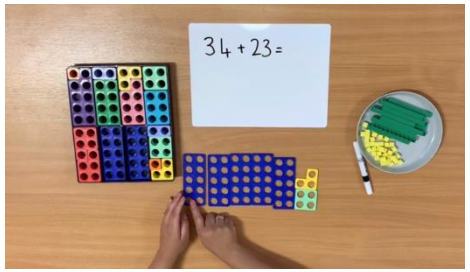
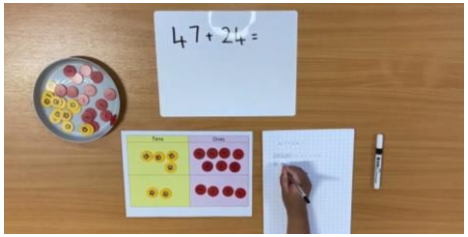
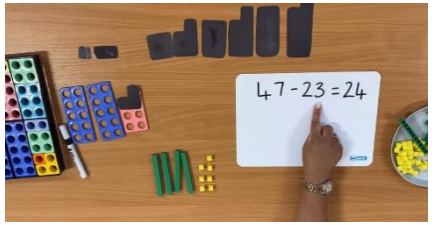
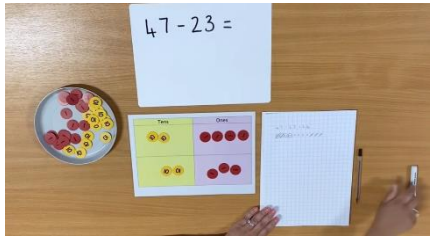
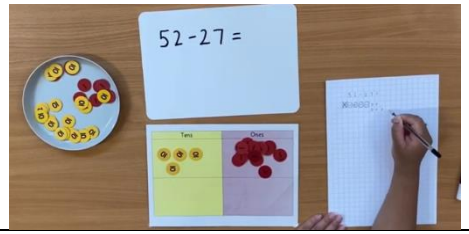
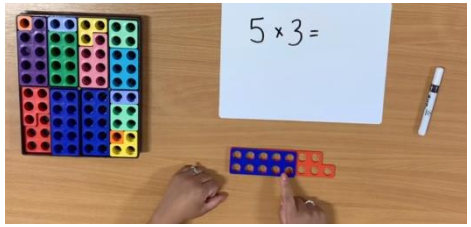
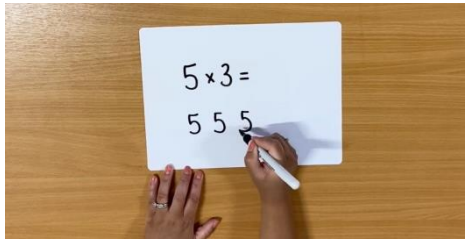
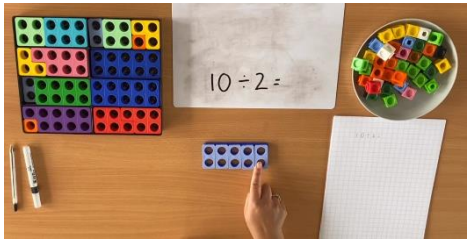
2	• Add numbers, including:
	  ▪ a **two-digit number and ones**
	  ▪ a **two-digit number and tens**
	  ▪ **two two-digit numbers**
	  ▪ adding **three one-digit numbers**
	• Show that addition of two numbers can be done in any order (**commutative**).
		• Subtract numbers, including:
		  ▪ a **two-digit number and ones**
		  ▪ a **two-digit number and tens**
		  ▪ **two two-digit numbers**
		• Show that subtraction of two numbers cannot be done in any order.
			• **Calculate** multiplication statements within the **2, 5 and 10 multiplication tables** and write them using the multiplication (×) and equals (=) signs.
			• Show that multiplication of two numbers can be done in any order (**commutative**).
				• **Calculate** division statements within the **2, 5 and 10 multiplication tables** and write them using the division (÷) and equals (=) signs.
				• Show that division of numbers cannot be done in any order.

	Addition of two two-digit numbers (no exchange): 34 + 23 = 57 *(Numicon and dienes)*  Addition of two two-digit numbers (exchange) 47 + 24 = 71 *(Place value counters)* 	Subtraction two two-digit numbers (no exchange) 47 – 23 = 24 *(Numicon and dienes)*  *(Place value counters)*  Subtraction of two two-digit numbers (exchange) 52 – 27 = 25 *(Place value counters)* 	Multiplication of two numbers within the 2, **3**, 5, 10 multiplication tables. Introduce x sign to mean 'how many times'' and model recording calculations 5 x 3 = 15 or 5, 3 times = 15 *(Numicon)*  *(Arrays, ten frames and counters)*  *(Counters – one to many correspondence)* 	Division of numbers within known multiplication tables *Consolidate understanding of 'sharing' and 'grouping' as outlined within Year 1.* Grouping How many 2s are in 10? What is 10 grouped into twos? *(Cubes, Numicon and counters)*  *(Counters – one to many correspondence)*