



Year 2

Maths Parent Workshop

Wednesday 28th January 2026



Maths Vision at Hazelwood

 **Our Vision and Values** 

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Our shared values are at the heart of all we do.

Believe and Achieve

AT HAZELWOOD SCHOOLS, WE BELIEVE THAT MATHS IS AN ESSENTIAL PART OF EVERYDAY LIFE. LEARNING IS, THEREFORE, FOCUSED ON CHILDREN SECURING A STRONG CONCEPTUAL UNDERSTANDING OF MATHS AND DEVELOPING THE SKILLS AND SELF-CONFIDENCE REQUIRED TO APPLY THEIR MATHEMATICAL KNOWLEDGE TO CREATIVELY SOLVE PROBLEMS.

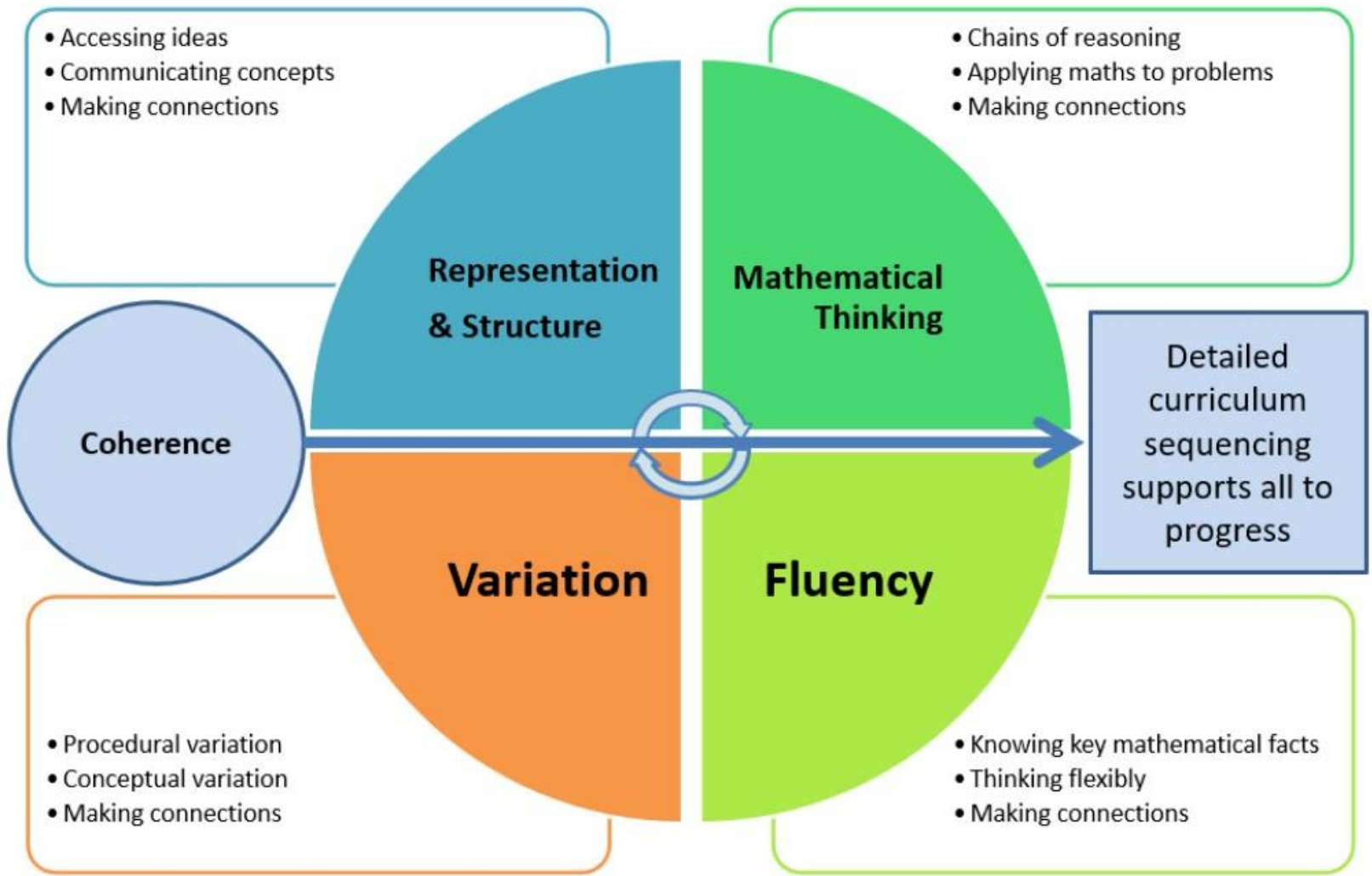


Maths Vision at Hazelwood

- **Fluent recall of mental maths facts.** For example, times tables, number bonds.
- To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- **Problem solving** – applying their skills to real-life contexts.

Mastery for all

Teaching for Mastery



Maths at Hazelwood

Concrete - Use of manipulatives to understand the concept.

Pictorial - A visual representation which cements understanding from the concrete phase.

Abstract - Written understanding of concepts.



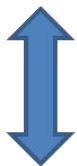
Concrete, Pictorial and Abstract

Although we've presented CPA as three distinct stages, it is important to go back and forth between each stage to reinforce concepts.



$$13 - 8$$

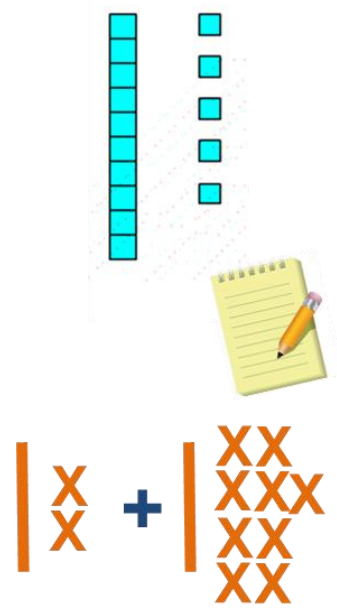
Active / Concrete



Building visual images



Abstract



$$12 + 19$$



Metacognition

Examples of questions to promote metacognitive thinking include:

- How did you find out?
- Why do you think that?
- How do you know this?
- Can you show me?
- How do you prove this?
- Is there another way to solve this problem?

Metacognition is an important factor of mathematical problem solving. Metacognition is **the ability to monitor and control our own thoughts, how we approach the problem, how we choose the strategies to find a solution, or ask ourselves about the problem.**



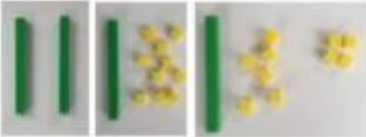

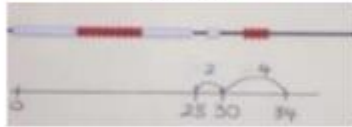
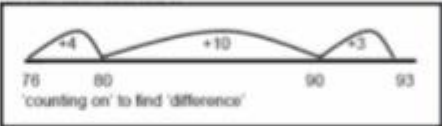
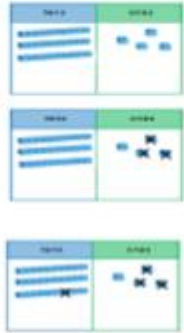



Year 2 Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <h2>Place value</h2> <p>FREE TRIAL</p> <p>VIEW</p>				<p>Number</p> <h2>Addition and subtraction</h2> <p>VIEW</p>				<p>Geometry</p> <h2>Shape</h2> <p>VIEW</p>			
Spring term	<p>Measurement</p> <h2>Money</h2> <p>VIEW</p>	<p>Number</p> <h2>Multiplication and division</h2> <p>VIEW</p>				<p>Measurement</p> <h2>Length and height</h2> <p>VIEW</p>	<p>Measurement</p> <h2>Mass, capacity and temperature</h2> <p>VIEW</p>					
Summer term	<p>Number</p> <h2>Fractions</h2> <p>VIEW</p>			<p>Measurement</p> <h2>Time</h2> <p>VIEW</p>		<h2>Statistics</h2> <p>VIEW</p>		<p>Geometry</p> <h2>Position and direction</h2> <p>VIEW</p>		<p>Consolidation</p>		

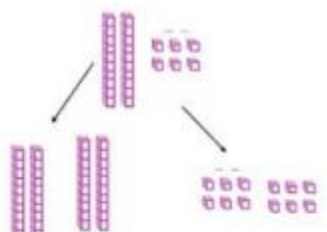
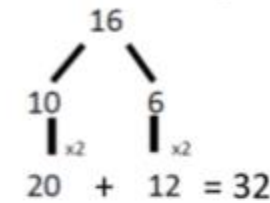
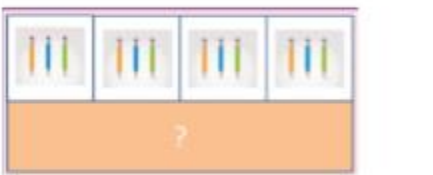
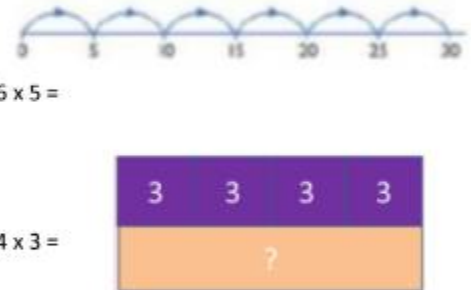
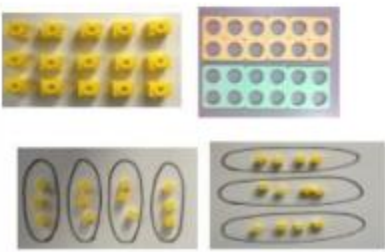
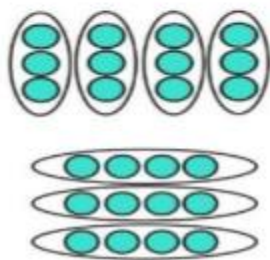
Calculation Policy – Year 2

Year 2 – Subtraction

<p>Regroup a ten into ten ones</p>	<p>Use a PV chart to show how to change a ten into ten ones</p> 	 <p>$20 - 4 =$</p>	<p>$20 - 4 = 16$</p> <p>Use knowledge of number bonds to 10 $16 + 4 = 20$</p>
<p>Make ten strategy</p>	<p>Use a bead bar or bead strings to get the biggest number. Then start at the smaller number and model counting to next ten and the rest.</p> <p>$34 - 28$</p> 	<p>Use a number line to count on to next ten and then the rest.</p> 	<p>$93 - 76 = 17$</p> <p>$76 + 4 = 80$ $80 + 10 = 90$ $90 + 3 = 93$</p>
<p>Partitioning to subtract without regrouping</p>	<p>$34 - 13 = 21$</p>  <p>Use Dienes to show how to partition the number when subtracting without regrouping.</p>	<p>Children to draw representations of deines</p>  <p>$43 - 21 = 22$</p>	<p>$43 - 21 = 22$</p>

Calculation Policy – Year 2

Year 2 – Multiplication

<p>Doubling</p>	 <p>$40 + 12 = 52$</p>	<p>Draw pictures and representations.</p>	<p>Partition a number and then double each part before recombining it back together</p>  <p>$20 + 12 = 32$</p>
<p>Counting in multiples of 2, 3, 4, 5, 10 from 0</p>	 <p>$4 \times 3 =$</p> <p>$8 \times 5 =$</p>	 <p>$6 \times 5 =$</p> <p>$4 \times 3 =$</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25, 30</p>
<p>Multiplication is commutative</p>			<p>$12 = 3 \times 4$</p> <p>$12 = 4 \times 3$</p>


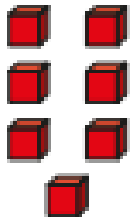

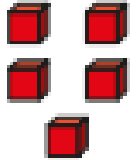
Calculation Policy – Year 1

Year 2 – Division

<p>Division as sharing</p>			$12 \div 3 = 4$
<p>Division as grouping</p>	<p>$10 \div 2 =$ Divide quantities into equal groups.</p> <p>Use cubes, counters, objects or place value counters to aid understanding.</p>	<p>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p>	$28 \div 7 = 4$ Divide 28 into 7 groups. How many are in each group?
<p>Division within arrays</p>	<p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p>	<p>Find the inverse of multiplication and division sentences by creating four linking number sentences.</p> <p>$7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$</p>

Year 2 – Example Questions



	Tens	Ones
		
+		

Add the ones.

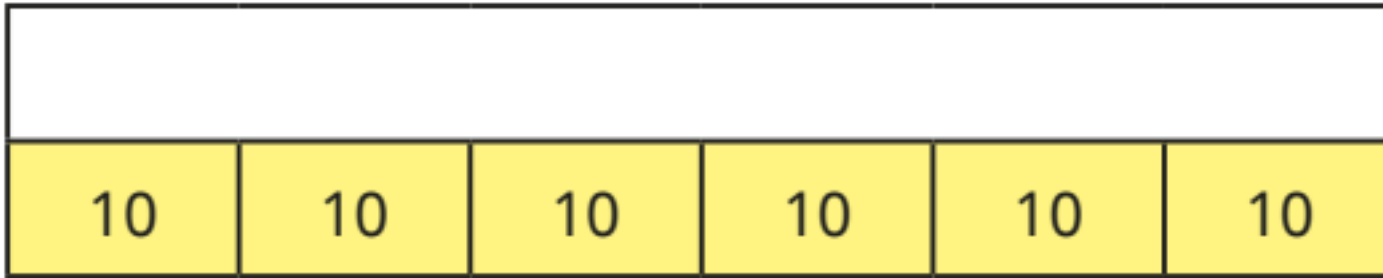
Add the tens.

Complete the addition.

$$\square + \square = \square$$

Year 2 – Example Questions

Use the bar model to help you complete the multiplication.



$$6 \times 10 = \square$$

Year 2 – Example Questions

Here are a quarter of Ron's sweets.



How many sweets does Ron have altogether?

Parent in Class Sessions

- You will now go and visit your child's classroom.
- They will be working on a whole class maths investigation working on reasoning & problem solving skills
- Children will be working in groups so please do support the whole group/table your child is working with.
- Please do remain in the classroom until you are collected by a member of Hazelwood Staff.
- We hope you enjoy the session!

