Rainow Primary School

- Caring - Learning - Achieving -

A Guide to the Year 2 Curriculum in English and Maths

Rainow Primary School
A Guide to the Year Two Curriculum
In English and Maths

INTRODUCTION

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or would like some support in knowing how best to help your child then please talk to your child's teacher.

Reading

First and foremost, reading should be pleasurable. Please encourage your child to read regularly with an adult at home; at least ten minutes every day. If your child is struggling to read a word, please be patient and allow them to have a go and encourage them to use the strategies they have learnt in school to decode (segmenting and blending). Children are more likely to remember the words they have struggled with previously if they have worked through it themselves rather than simply being told.

It is also important to make sure that children understand what they are reading. As children become more competent readers, they should be able to answer increasingly complex questions which involve more thinking. Please allow time to discuss the text and ask your child questions to encourage them to think more deeply about what they are reading. Below are a list of questions that you may like to ask your child whilst reading at home:

- Look at the front cover. What do you think this story might be about?
- What do you think will happen next?
- How do you think that character feels? How do you know?
- What does the word …… mean?
- Can you explain why…?
- Can you find one word in the book that describes a character in your book very well?
- Where and when did the story take place?
- Talk about the different parts of the book (eg. Front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks)
- If it is an information book; can you tell me which page will I find more information about nocturnal animals? (This is to ensure your child understands and knows how to use a contents and index page to find specific information).

Year 2 Reading Criteria:

Reading words

- I can read most familiar words quickly and accurately
- I can sound out longer unfamiliar words accurately without help from an adult
- I can accurately read words with two or more syllables
- I can read words containing common suffixes (-ed, -ing etc.)
- I can read Year 2 tricky words
- I can read books aloud fluently, occasionally slowing down to decode unfamiliar words

Understanding texts

- I can re-tell a story in the order that it happened and talk about events, in the text, that are connected
- I can recognise and explain the difference between fiction and non-fiction books (structure, layout etc.)
- I can make predictions about what will happen next using examples from the text to explain my answer
- I can explain how an event in a story has made me feel
- I can explain why a character does or says something using examples from the text to help me
- I can explain what 'new' words mean using clues from the text and my understanding of other vocabulary to help me
- I can **ask** and **answer** questions about what I have read

Talking about reading

- I can discuss the texts I have read and link key events to my own experiences
- I can talk about the vocabulary I like in books and why the author has chosen to use certain words and phrases
- I can work in a group to talk about and compare various stories, non-fiction texts and poems that we have read
- I can perform a poem aloud, fluently, by heart

Reading

Reading Stages

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	**Age 5-6 Year 1**
Green (5)	**Age 5-6 Year 1**
Orange (6)	**Age 5-6 Year 1**
Turquoise (7)	**Age 5-6 Year 1**
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
Lime (11)	Age 6-8 Year 2/3
Citron	Year 3
Ebony	Year 4
Sapphire	Year 5
Burgundy	Year 6
	Year 6+

This chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year.

Children should demonstrate a good understanding of the texts that they read through answering a variety of comprehension questions.

If the book is too easy, children can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

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Writing

During Year Two, children will write a range of fiction and non-fiction pieces whilst increasing the quantity and technical accuracy of their writing. Children are encouraged to write independently from the beginning of the year and have access to writing prompts, spelling banks and modelled examples to support them. It is essential that we reinforce the importance of using **capital letters, full stops, finger spaces and neat handwriting at all times.**

If your child struggles with their handwriting, please encourage the development of your child's fine motor skills by playing games, colouring, drawing, playing with beads etc. Children should also practise writing on the lines carefully and think about which letters are ascending and descending for both lower case and upper case letters. Children are expected to join (using a cursive script) by the end of Year Two.

Rainow Writing Criteria for Y2

Planning: I can plan what I am going to write by discussing and jotting down ideas.
I can write down key words and ideas to help me plan my writing.

Structuring: My ideas and events are clearly linked and sequenced.
My writing includes a sequence of events leading to an ending.

Joining sentences: I can use the present and past tense mostly correctly.
I can use '**and, or, but, because, when, if, and, that, to** ' to join ideas in my sentences.
I recognise, and sometimes use, different kinds of sentences i.e. statements, questions, exclamations or commands.

Giving detail: I can use a range of adjectives and adverbs to make my writing interesting.
I can use topic words and words I have heard in books to make my writing interesting.
I add 'wow' words to make my writing more exciting to read.
I can use some expanded noun phrases to describe and specify.

Punctuation: **I can use a capital letter for I, the days of the week, months, people, places and at the beginning of a sentence.**
I use commas to separate items in a list **and finish my sentences with full stops,** question marks or exclamation marks.

Spelling: **I can spell all of these words:**
the I to no go a be he me she we my was are said they come you look like do today says were his has your so by here there where love someone once ask friend school push pull full house our

I can spell many of these words: door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas everybody even

Cont.

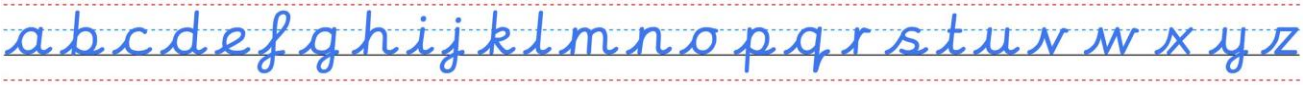
Y2 Writing Criteria continued…

Spelling continued… I apply what I have learnt in phonics to my independent writing and spell many of them correctly (Phases 2, 3,4,5 and 6)
I can use suffixes to spell some words (e.g. *ment, ness, ful, less, ly*).
I can spell some contractions correctly (*don't, isn't etc*.)

Editing: I re read my writing to check for full stops and capital letters and finger spaces.
I re read my writing out loud to check for mistakes (particularly tense and punctuation).
I can read my writing out loud and use expression and intonation to make it interesting for the listener.

Handwriting: I can join my handwriting using a neat, cursive script.

Below is an example of the correct letter formation your child should master by the end of the year.



Composing written work is an extremely complicated skill and focuses not only on applying spelling knowledge and grammatical accuracy but also the ability to construct fluent, engaging and well-structured pieces of work. Where possible, a high quality text will underpin all of our 'writing' units in Year Two in order to allow the children opportunities to write for different contexts and purposes.

Please encourage your child to write as much as possible at home (a diary entry, a recount of an exciting day out, a fact-file about something that interests them etc.) and please **always** check that capital letters and full stops have been used accurately, especially for proper nouns ('names').

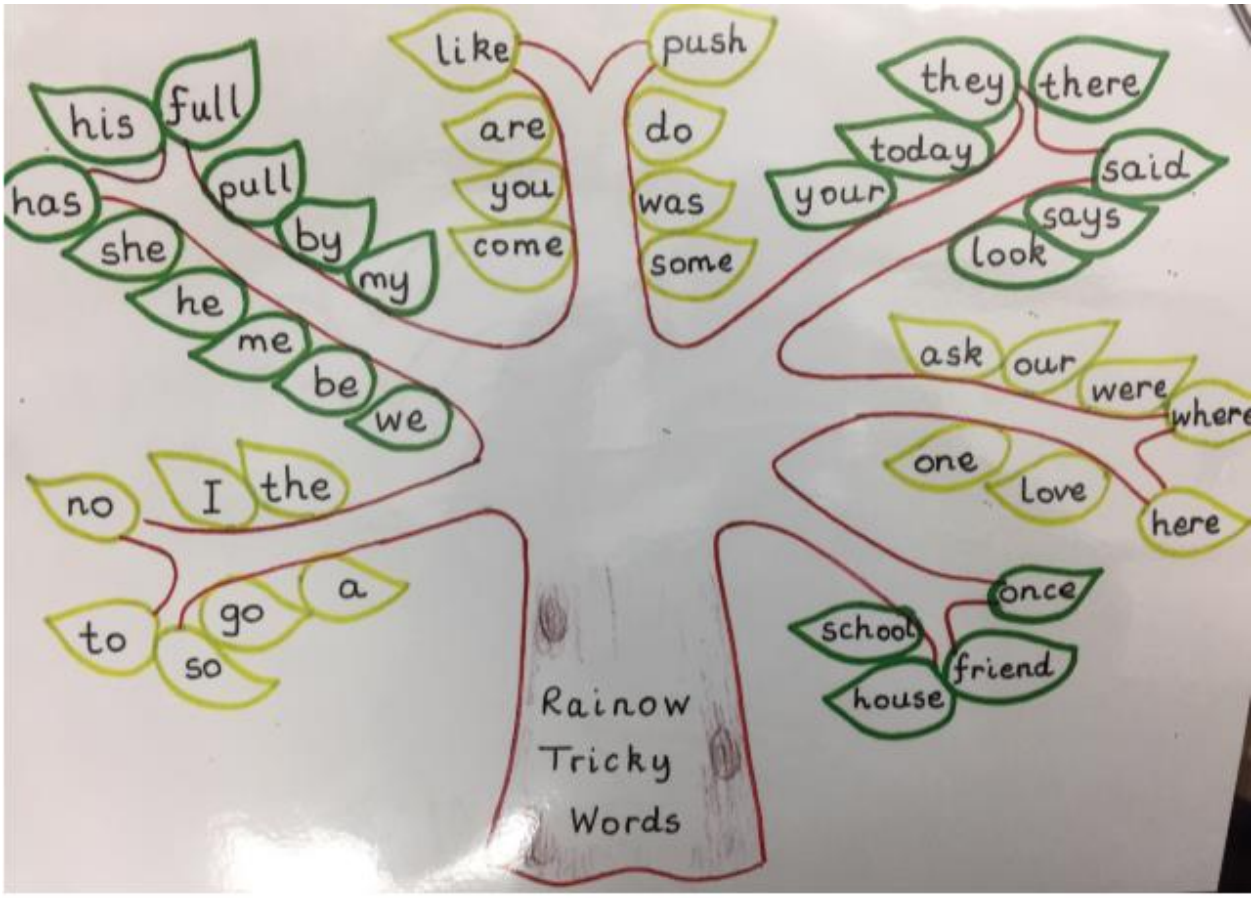
Spelling

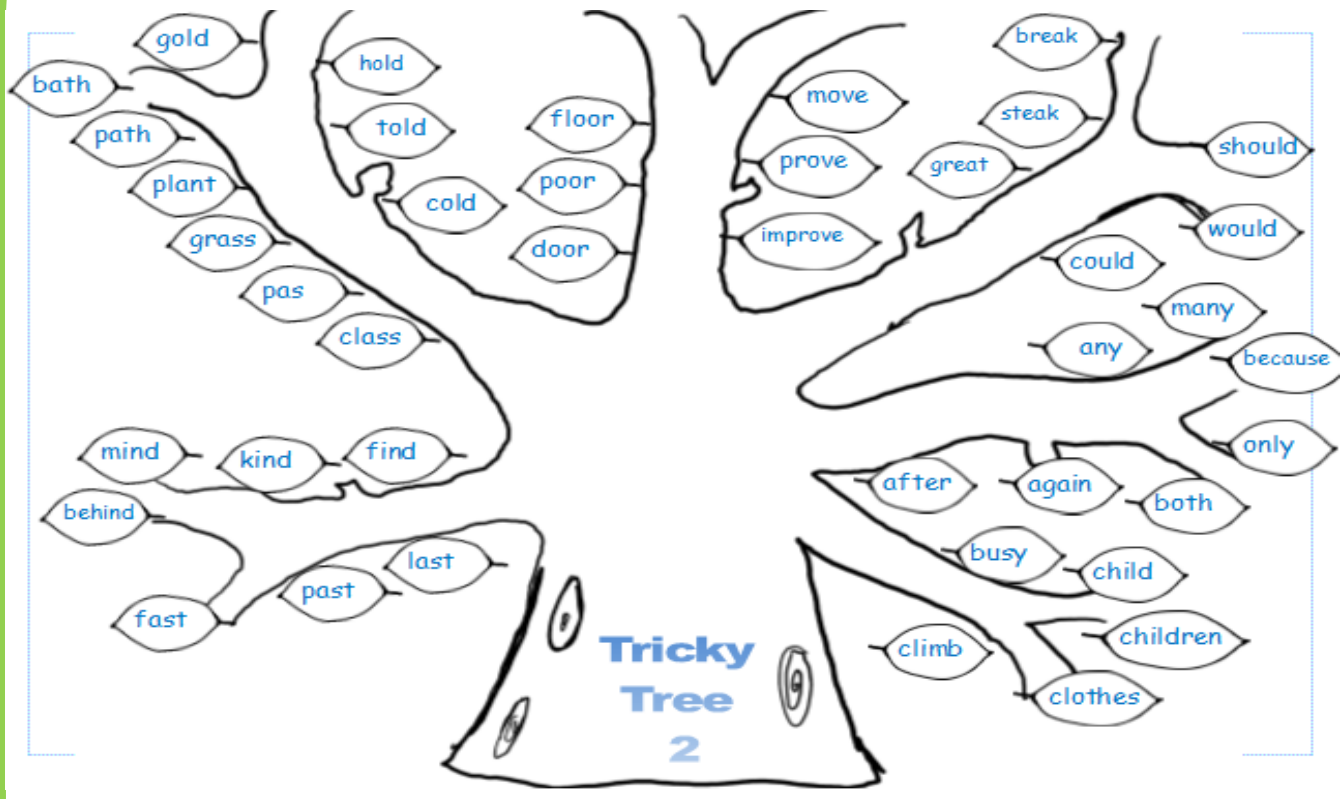
In Year Two, children need to be able to read and spell unfamiliar words with increasing accuracy. We begin the year by revising **Phase 5** of the phonics programme which has been previously taught in Year One. We then move on to look at alternative vowel sounds, regular and irregular past tense endings, homophones (eg: *there, their, they're*) as well as more complex spelling rules.

In addition to words which are phonetically plausible to spell, children must also have a good understanding of common exception words. These words are non-decodable and do not follow specific rules; making them harder to read and spell. These 'Tricky Tree' words are the words that children must be able to both read and write by learning them and not by using their phonic knowledge.

It is an expectation that children in Year Two can spell the vast majority of these words correctly by the end of the year in order to be classed as **working at their age-expected level.**

Rainow Tricky Tree 1




gold
bath
path
plant
grass
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class
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cold
floor
poor
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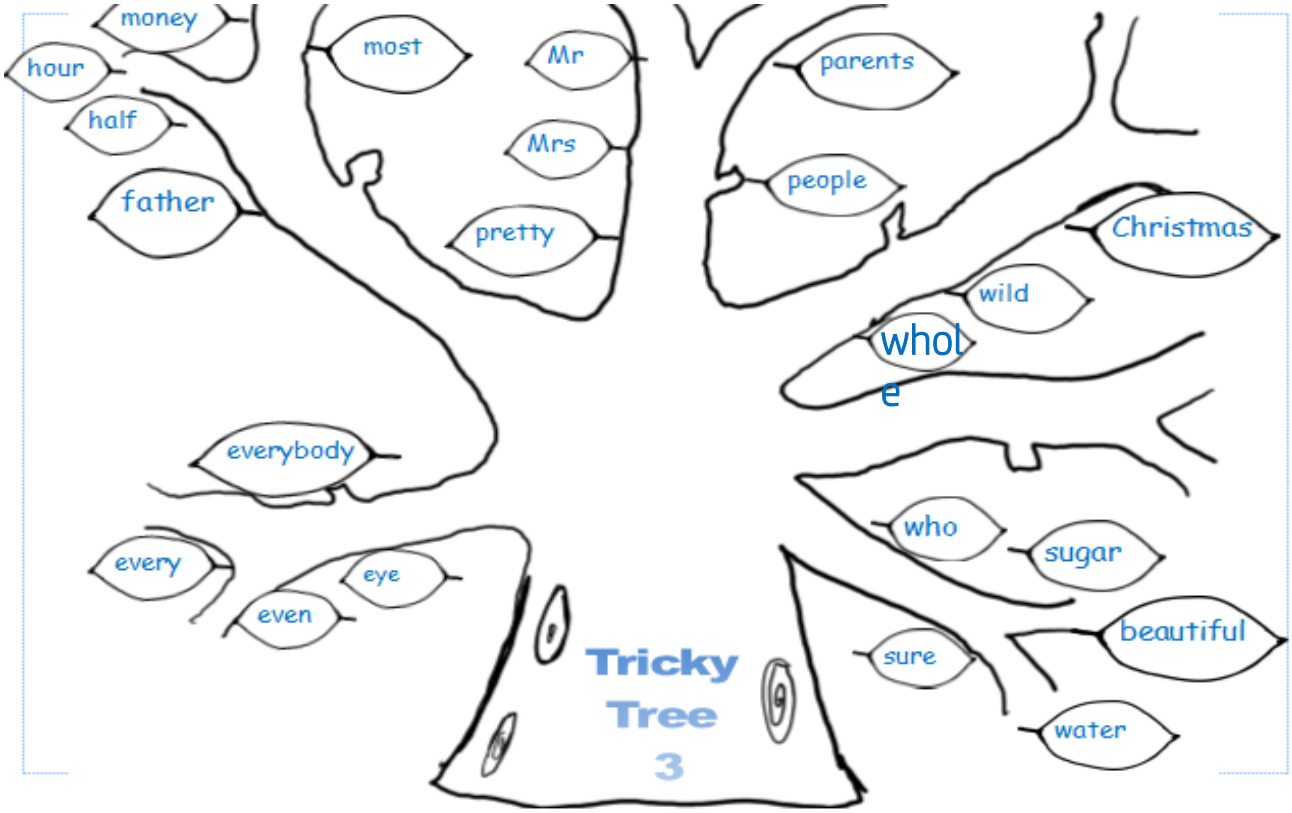
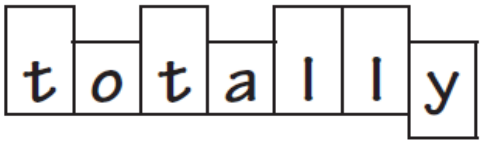
improve
would
could
many
any
because
only
mind
kind
find
behind
last
past
fast
after
again
both
busy
child
climb
children
clothes
Tricky
Tree
2


money
hour
half
father
most
Mr
Mrs
pretty
parents
people
Christmas
wild
whole
everybody
every
eye
even
who
sugar
beautiful
sure
water
Tricky
Tree
3

Spelling Strategies

The learning strategies on the next two pages are introduced incrementally throughout the Year Two spelling curriculum and can be used to support learning spellings at home.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. **Look**: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. **Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover**: cover the word. **Write**: write the word from memory, saying the word as you do so. **Check**: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.

Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 

Spelling Strategies

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*: f_____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Grammar

In Year Two there is a greater emphasis on introducing your child to, and expecting them to use, more sophisticated grammar. The glossary below highlights the key terms that your child will be expected to understand and apply throughout the year.

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lilly wore a beautiful red dress. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word; they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.

Grammar continued…

adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction: I am – I'm, you are – you're.

Mathematics

When introducing new concepts, concrete materials (hands-on resources) and pictorial representations (models and images) will be used to aid understanding before expecting children to work in an abstract way.

--- CONCRETE ---– PICTORIAL –-- ABSTRACT ---

Tips for helping with maths development:

+ Listen to your child – ask them to explain how they found an answer. Expect your child to use different strategies to solve problems – ask "Is there another way you could solve this?"

They truly understand what they are doing if they can explain or teach a concept to you.

+ Ask your child what they are doing in maths at school and try to use it in everyday life (e.g. fractions – what fraction of people in our family are children? What fraction of pizza is left/did you eat?) This gives them practise and shows them that maths relates to the 'real' world.

+ Give them opportunities to do maths – maths is everywhere!

Some great contexts for maths are:

- *Money – counting and calculating – pocket money, banking, shopping*
- *Measuring – length, area, volume, cooking ingredients*
- *Travelling – reading numbers on signs, calculating distances & speeds, giving directions, timetables*
- *Games – Monopoly, Bingo, board games such as Snakes and Ladders*

Mathematics

SOME USEFUL FACTS (ready for when you're in KS2)

TIME
1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 week = 7 days
1 leap year = 366 days
1 year = 365 days or 52 weeks or 12 months
1 century = 100 years
1 millennium = 1000 years

30 days has September, April, June and dark November.
All the rest have 31 days clear, except for February which has 28 and 29 in each leap year.

MEASURES

Length:
10 millimetres (mm) = 1 centimetre (cm)
100 centimetres = 1 metre (m)
1000 millimetres = 1 metre
1000 metres = 1 kilometre (km)

Mass:
1000 grams (g) = 1 kilogram (kg)
1000 kilograms = 1 tonne

Capacity:
1000 millilitres (ml) = 1 litre (l)

WORD ORIGINS/MEANING

mono- = one
uni- = one
bi- = two
tri- = three
quad- = four
pent- = five
hex- = six
hept- = seven
sept- = seven
oct- = eight
nona- = nine
dec- = ten
cent- = hundred
mille- = thousand
kilo- = thousand

Year Two Maths Objectives

Number – number and place value Pupils should be taught to:
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
recognise the place value of each digit in a two-digit number (tens, ones)
identify, represent and estimate numbers using different representations, including the number line
compare and order numbers from 0 up to 100; use <, > and = signs
read and write numbers to at least 100 in numerals and in words
use place value and number facts to solve problems.

Number – addition and subtraction Pupils should be taught to:
solve one-step problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
add and subtract numbers using concrete objects, pictorial representations, and mentally, 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) and subtraction of one number from another cannot
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Year Two Maths Objectives

Number – multiplication and division Pupils should be taught to:
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Measurement Pupils should be taught to:
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
compare and order lengths, mass, volume/capacity and record the results using >, < and =
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
find different combinations of coins that equal the same amounts of money
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
compare and sequence intervals of time
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
know the number of minutes in an hour and the number of hours in a day

Year Two Maths Objectives

Geometry – properties of shapes Pupils should be taught to:
identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid
compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction Pupils should be taught to:
order and arrange combinations of mathematical objects in patterns
use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.

Statistics Pupils should be taught to:
interpret and construct simple pictograms, tally charts, block diagrams and simple tables
ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
ask and answer questions about totalling and compare categorical data.

Number – fractions (including decimals) Pupils should be taught to:
recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.

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MATHEMATICS – **ADDITION**

CALCULATION STRATEGIES

Year 1

+ = signs and missing numbers
Children need to understand the concept of equality before using the '=' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'.
2 = 1+ 1
2 + 3 = 4 + 1

Missing numbers need to be placed in all possible places.
3 + 4 = □ □ = 3 + 4
3 + □ = 7 7 = □ + 4

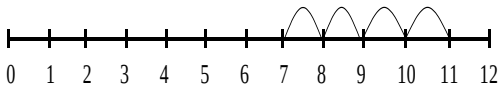
Counting and Combining sets of Objects
Combining two sets of objects (aggregation) which will progress onto adding on to a set (augmentation)

5 + 7 = 12

Understanding of counting on with a numbertrack.

Understanding of counting on with a numberline (supported by models and images).

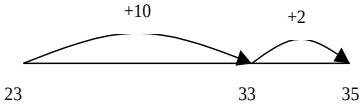
7 + 4



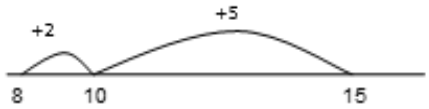
Year 2

Missing number problems e.g 14 + 5 = 10 + □ 32 + □ + □ = 100 35 = 1 + □ + 5

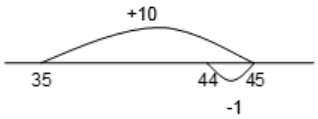
It is valuable to use a range of representations (also see Y1). Continue to use numberlines to develop understanding of:
Counting on in tens and ones
23 + 12 = 23 + 10 + 2
= 33 + 2
= 35



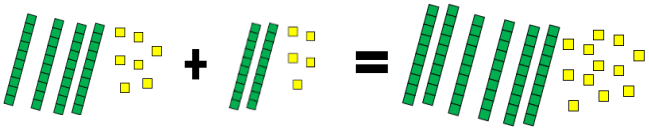
Partitioning and bridging through 10.
The steps in addition often bridge through a multiple of 10 e.g. Children should be able to partition the 7 to relate adding the 2 and then the 5.
8 + 7 = 15



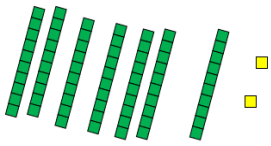
Adding 9 or 11 by adding 10 and adjusting by 1
e.g. Add 9 by adding 10 and adjusting by 1
35 + 9 = 44



Towards a Written Method
Partitioning in different ways and recombine
47+25
47 **25** **60 + 12**



Leading to exchanging:
72



Expanded written method
40 + 7 + 20 + 5 =
40+20 + 7 + 5 =
60 + 12 = 72

40 + 7
+ 20 + 5
60 + 12 = 72

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MATHEMATICS – **SUBTRACTION**

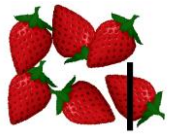
CALCULATION STRATEGIES

Year 1

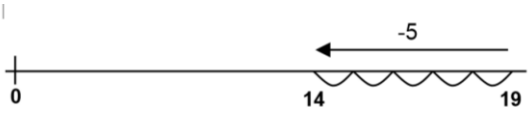
Missing number problems e.g. 7 = □ - 9; 20 - □ = 9; 15 – 9 = □; □ - □ = 11; 16 – 0 = □
Use concrete objects and pictorial representations. If appropriate, progress from using number lines with every number shown to number lines with significant numbers shown.

Understand subtraction as take-away:

6 – 1 = 5



19 – 5 = 14



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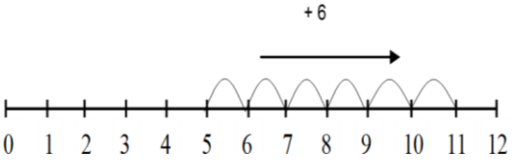
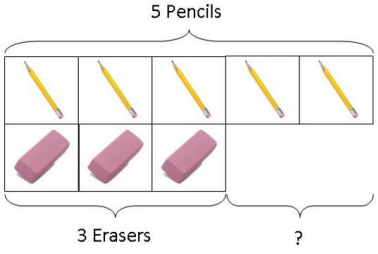


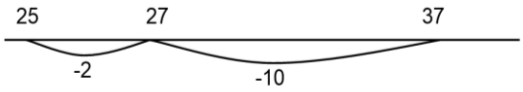


The above model would be introduced with concrete objects which children can move (including cards with pictures) before progressing to pictorial representation.
The use of other images is also valuable for modelling subtraction e.g. Numicon, bundles of straws, Dienes apparatus, multi-link cubes, bead strings

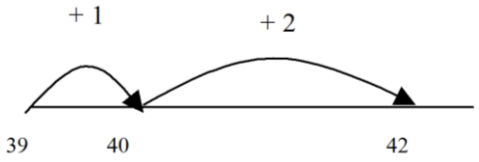
Year 2

Missing number problems e.g. 52 – 8 = □; □ – 20 = 25; 22 = □ – 21; 6 + □ + 3 = 11
It is valuable to use a range of representations (also see Y1). Continue to use number lines to model take-away and difference. E.g.

37 – 12 = 25

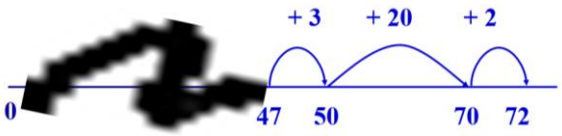


42 – 39 = 3



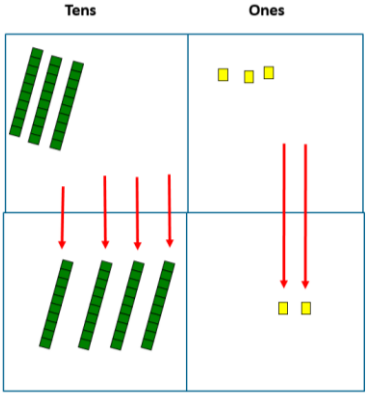
The link between the two may be supported by an image like this, with 47 being taken away from 72, leaving the difference, which is 25.

72- 47 = 25



The bar model should continue to be used, as well as images in the context of **measures**.

Towards written methods
Recording addition and subtraction in expanded columns can support understanding of the quantity aspect of place value and prepare for efficient written methods with larger numbers. The numbers may be represented with Dienes apparatus. E.g. 75 – 42



$$\begin{array}{rr} 70 & 5 \\ -\,40 & 2 \\ \hline 30 & 3 \end{array}$$

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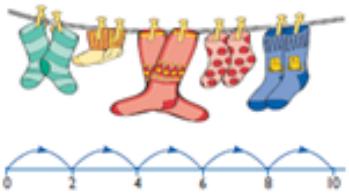
MATHEMATICS – **MULTIPLICATION**

CALCULATION STRATEGIES

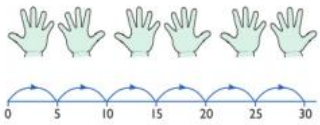
Year 1

Understand multiplication is related to doubling and combing groups of the same size (repeated addition)

Washing line, and other practical resources for counting. Concrete objects. Numicon; bundles of straws, bead strings



2 + 2 + 2 + 2 + 2 = 10
2 × 5 = 10
2 multiplied by 5
5 pairs
5 hops of 2

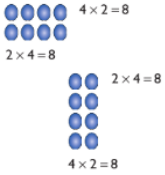


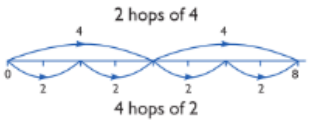
5 + 5 + 5 + 5 + 5 + 5 = 30
5 × 6 = 30
5 multiplied by 6
6 groups of 5
6 hops of 5

Problem solving with concrete objects (including money and measures

Use cuissenaire and bar method to develop the vocabulary relating to 'times' –
Pick up five, 4 times

Use arrays to understand multiplication can be done in any order (commutative)





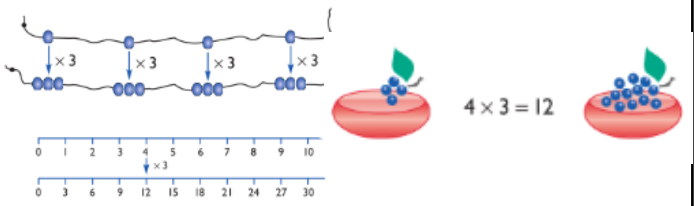
Year 2

Expressing multiplication as a number sentence using x
Using understanding of the inverse and practical resources to solve missing number problems.

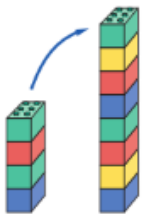
7 x 2 = □	□ = 2 x 7
7 x □ = 14	14 = □ x 7
□ x 2 = 14	14 = 2 x □
□ x ◯ = 14	14 = □ x ◯

Develop understanding of multiplication using array and number lines (see Year 1). Include multiplications not in the 2, 5 or 10 times tables.

Begin to develop understanding of multiplication as scaling (3 times bigger/taller)

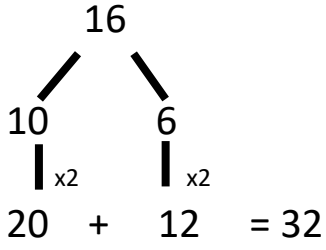


Doubling numbers up to 10 + 10
Link with understanding scaling
Using known doubles to work out double 2d numbers
(double 15 = double 10 + double 5)



Towards written methods

Use jottings to develop an understanding of doubling two digit numbers.
16 x 2 = 32



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MATHEMATICS – **DIVISION**

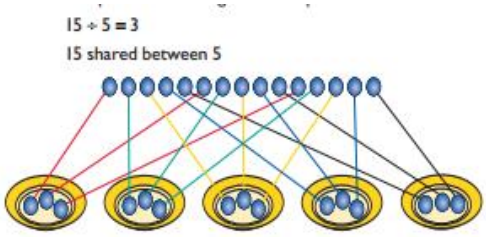
CALCULATION STRATEGIES

Year 1

Children must have secure counting skills- being able to confidently count in 2s, 5s and 10s.
Children should be given opportunities to reason about what they notice in number patterns.

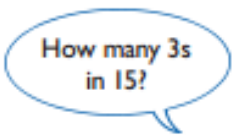
Group AND **share small quantities- understanding the difference between the two concepts.**
Sharing

Develops importance of one-to-one correspondence.



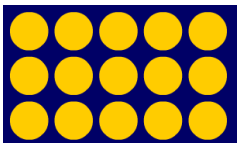
Children should be taught to share using concrete apparatus.

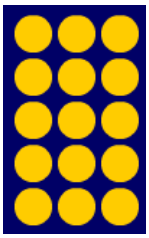
Grouping
Children should apply their counting skills to develop some understanding of grouping.



15 ÷ 3 = 5

Use of arrays as a pictorial representation for division. 15 ÷ 3 = 5 There are 5 groups of 3.
15 ÷ 5 = 3 There are 3 groups of 5.





Children should be able to find ½ and ¼ and simple fractions of objects, numbers and quantities.

Year 2

÷ = signs and missing numbers

6 ÷ 2 = □	□ = 6 ÷ 2
6 ÷ □ = 3	3 = 6 ÷ □
□ ÷ 2 = 3	3 = □ ÷ 2
□ ÷ ∇ = 3	3 = □ ÷ ∇

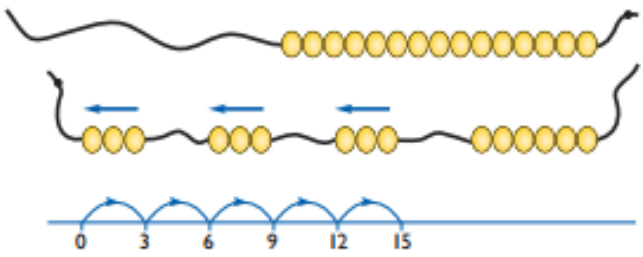
Know and understand sharing and grouping- introducing children to the ÷ sign.

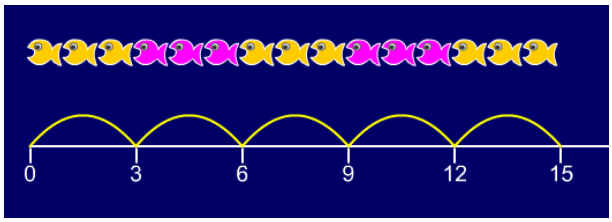
Children should continue to use grouping and sharing for division using practical apparatus, arrays and pictorial representations.

Grouping using a numberline

Group from zero in jumps of the divisor to find our 'how many groups of 3 are there in 15?'.

15 ÷ 3 = 5





Continue work on arrays. Support children to understand how multiplication and division are inverse. Look at an array – what do you see?