

Useful websites and links

<http://www.whizz.com/>

<http://www.mathszone.co.uk/>

<http://www.bbc.co.uk/bitesize/ks1/maths/>

http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

<https://www.mathsisfun.com/>

<http://www.topmarks.co.uk/Interactive.aspx?cat=8>

<http://www.crickweb.co.uk/ks1numeracy.html>

<http://resources.woodlands-junior.kent.sch.uk/teacher/maths.html>

<http://www.amblesideprimary.com/ambleweb/maths.htm>

<http://games.e4education.co.uk/groupone/>



Year 2

Mathematics

Parent Booklet



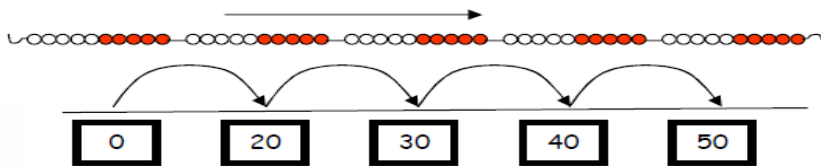
**Supporting your child at
home.**

Learning

Counting

Counting with your child on a daily basis can dramatically support their understanding of the number system and place value. By the end of year 2, most children are expected to count in 2's and 5's from zero and 10's from any given number. E.g. count in 10's starting from 4, 14, 24....

Counting everyday whilst undertaking daily activities at home, can help develop your child's fluency of numbers and become familiarised with counting in different steps but not always starting at 0 or.



Shapes and measure

By the end of year 2, most children should be able to recognise 2D and 3D shapes and use their properties to sort shapes. They will be able to use more technical mathematical language when describing the properties. At home, using the correct language when talking about household objects or when going shopping can develop their language and understanding.

By the end of year 2, most will be able to recognise different ways of measuring length, mass, capacity, time and distance. They will use language that compares different units of measure and begin to measure accurately.



Learning

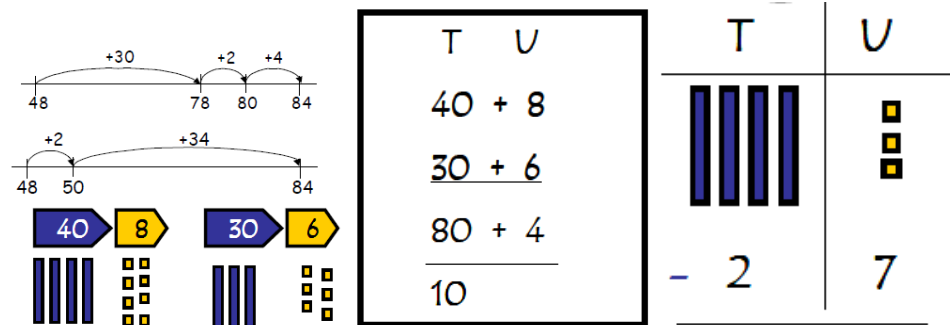
Addition and Subtraction

By the end of year 2, most children will be adding and subtracting numbers up to 100, showing a secure knowledge of their number bonds and number properties.

Your child will be using more formal methods for addition and subtraction, using the number line and column method to add and subtract, up to 2 digits. The idea of 'regrouping' will be introduced to your child, which is required to subtract using the column method. The formal methods will be recorded using objects, pictures and slowly developing to a written method. (Please see the example below).

At home, practising the number bonds to 20 and 100 will significantly support your child, reinforcing the learning from school. When your child is ready, practising using the formal column method for addition and subtraction will reinforce learning.

Each week, your child will be given a few 'Learn it' facts to learn and memorise at home. Saying these facts, chanting or even singing will encourage your child to memorise and recall the facts.



Learning

Multiplication and Division

By the end of year 2, most children will be able to count in multiples of 2, 5, and 10. Using the arrays model, most children will be able to represent simple multiplication facts and calculations. Repeated addition will also be used to show children the link between adding and multiplying.

By the end of year 2, most children will be able to divide even numbers to 100 and begin to explore the 'groups of' using diagrams and objects. The concept of 'remainders' will also be introduced and demonstrated through the use of objects, pictures and sharing. At home, you can support your child by encouraging them to share food pieces or toys with yourself or other children.

At home, encourage your child to count each object, sharing them equally between the amount of people. Practising counting in multiples of 2, 5 and 10 will reinforce these multiplication tables.

$2 + 2 + 2 + 2 = 8$
 $4 \times 2 = 10$
2 multiplied by 4
4 lots of 2

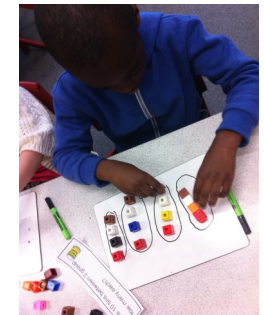
$2 \times 4 = 8$
 $4 \times 2 = 8$
 $2 \times 4 = 8$
 $4 \times 2 = 8$

Remainder
 $7 \div 2 = 3 \text{ R } 1$

Learning

Fractions

By the end of year 2, most children will be able to find half, quarter, 3/4, and 1/3 of shapes, objects or an amount. Children will be encouraged to link this learning with division and shape work. At home, asking children to show you half of objects or food, including cutting fruit or biscuits into half or quarters.



Problem solving

By the end of year 2, most children will be able to solve one step problems and puzzles. The problems will require children to use their knowledge of adding, subtracting or dividing to find the answer. Children will be able to use objects, pictures and number recording to present their answers.

At home, saying simple problems and encouraging your child to answer them or find a solution will develop their problem solving confidence and independence. Here are some examples of questions that could be posed:

'How many toes are there on two feet?'

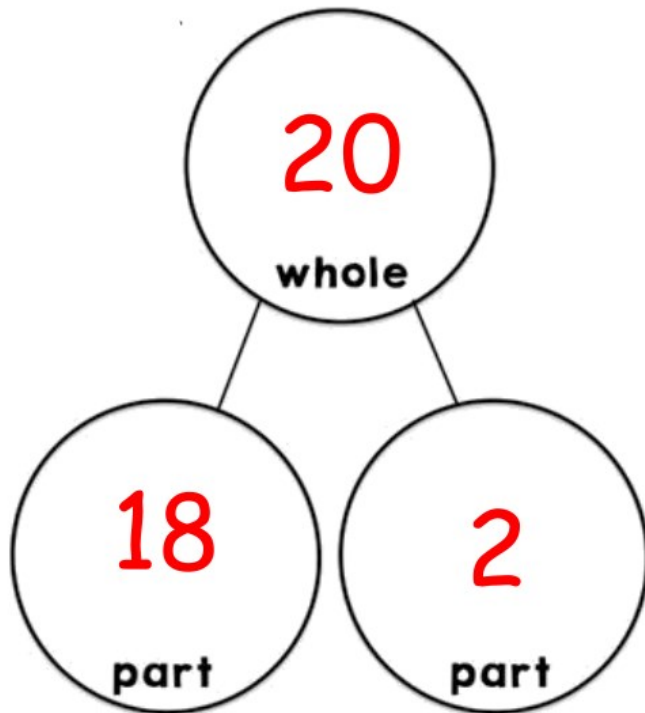
'Emma is two years older than Hamid. Hamid is 9. How old is Emma?'

'A toy box had 6 dinosaurs in it. Half of them were green. How many were not green?'

Magic Ten

We use 'Magic Ten' every day to develop and secure our number facts and knowledge. We count, chant, sing and play games. We focus on number bonds, multiplication and division facts, using these to solve 'It's nothing new' questions.

You can help your child by consolidating these number facts; learning and practising them at home using the 'part, part, whole' model.



Fact family:

$$18 + 2 = 20$$

$$2 + 18 = 20$$

$$20 - 2 = 18$$

$$20 - 18 = 2$$

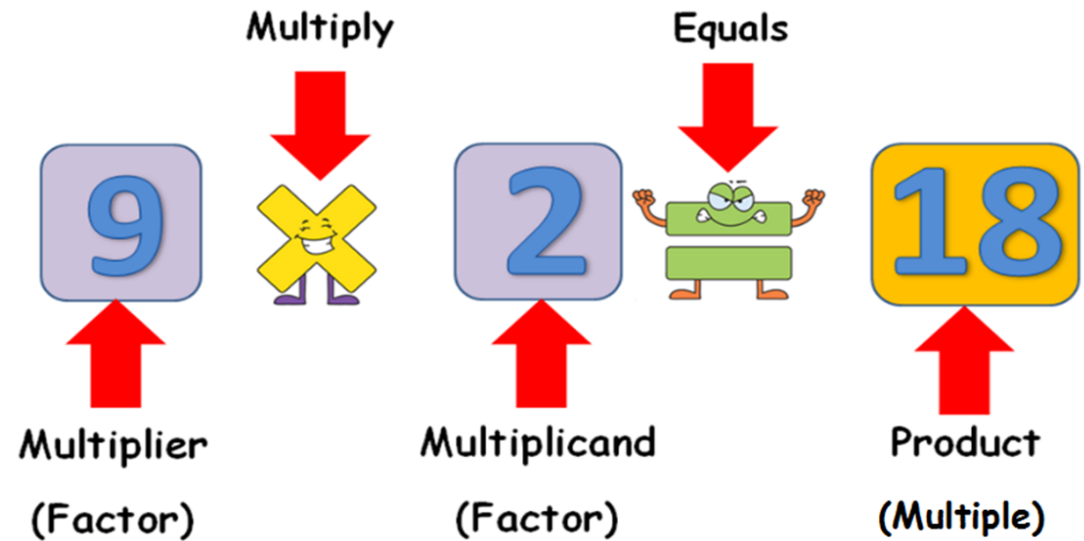
Termly 'Learn its'

Term 1	Term 2	Term 3
Number bonds to 20	Bridging beyond 10	Bridging beyond 10
	6 + 7	6 + 8
Bridging beyond 10	5 + 6	5 + 8
20 + 0	5 + 4	5 + 8
19 + 1	8 + 7	5 + 9
18 + 2	8 + 9	6 + 9
17 + 3	5 times table	7 + 9
16 + 4		2 times table
15 + 5		
14 + 6		
13 + 7		
12 + 8		
11 + 9		
10 + 10		
4 + 9		
4 + 8		
4 + 7		
3 + 8		
3 + 9		
10 times tables		

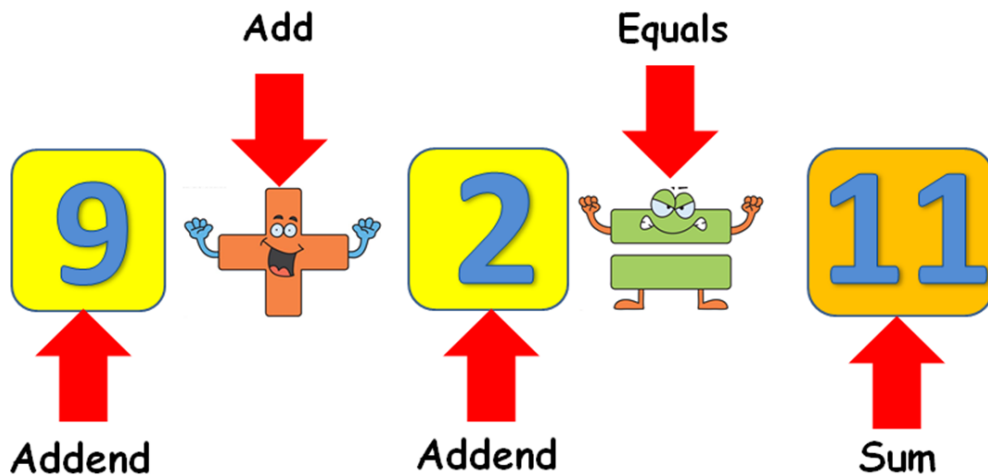
Key vocabulary



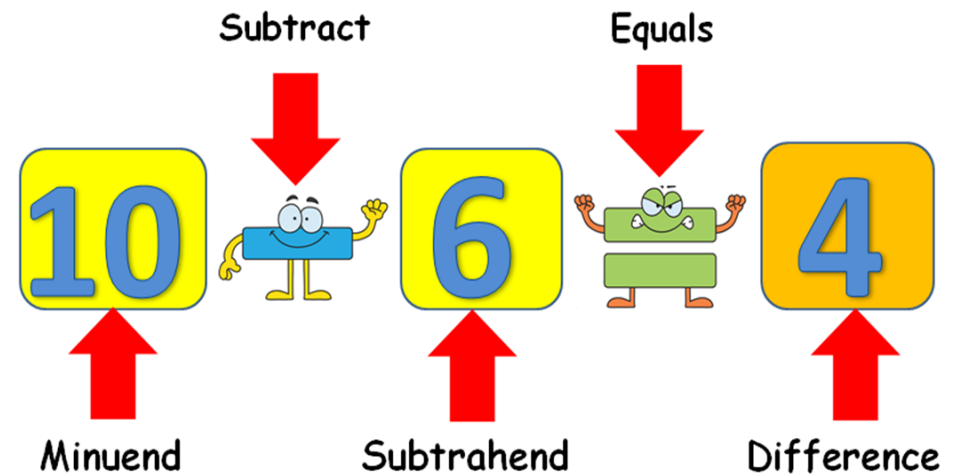
Parts of a Multiplication Equation



Parts of an Addition Equation



Parts of a Subtraction Equation



Key vocabulary

New maths vocabulary for year 2

Number and place value	Measure	Geometry (position and direction)	Geometry (properties of shape)	Fractions	Data/statistics	General/problem solving
Numbers to one hundred	Quarter past/to	Rotation	Size	Three quarters, one third, a third	Count, tally, sort	Predict
Hundreds	m/km, g/kg, ml/l	Clockwise, anticlockwise	Bigger, larger, smaller	Equivalence, equivalent	Vote	Describe the pattern, describe the rule
Partition, recombine	Temperature (degrees)	Straight line	Symmetrical, line of symmetry		Graph, block graph, pictogram,	Find, find all, find different
Hundred more/less		Ninety degree turn, right angle	Fold		Represent	
			Match		Group, set, list, table	Investigate
			Mirror line, reflection		Label, title	
			Pattern, repeating pattern		Most popular, most common, least popular, least common	