



Year 2 Maths



Place Value

- ❖ Understanding number and the number system is probably the most important aspect of Maths to maintain. Children should be able to confidently count up to 100, forwards and backwards starting from any number.
- ❖ Children also need to be able to count in 2s, 5s, 10s forwards and backwards. To help your child with these skills you can maintain some counting each day, starting on a different number. You could start counting forwards and then change to backwards on a random number then forwards again.
- ❖ Children should be able to recognise the place value of any digit in any 2-digit number (e.g. 53 has 5 tens and 3 ones). They also need to understand that a 10 is worth the same as 10 ones, and 10s are worth more than ones so when we calculate, we calculate the 10s first (because they are the biggest part of a number).
- ❖ Children should be able to order numbers from 0 - 100 on a number line and using the symbols $<$ $>$ $=$. To help your child with this you could choose 5 numbers between 0-100 and ask your child to order them from smallest to greatest e.g., 24, 15, 70, 17. Can children tell you how many 10s and 1s in a number? Can they draw each number using 10s and 1s (lines and dots)?
- ❖ Knowing where numbers fit into the number system is crucial, e.g. knowing that a given number is one more than, one less than, 10 more than, 10 less than.
- ❖ Explore a different number each day - how many number facts can you generate? E.g. 8 is one less than nine, one more than 7, the same as $4+4$, the same as 2×4 , is 2 less than 10, is the same as $3+5$, is 10 less than 18 etc.

Addition and Subtraction

- ❖ Understanding place value leads to greater understanding of addition, subtraction, multiplication and division (the four operations). Continue to practise these operations to build maths fluency. Children should be encouraged to see the inter-relationship between addition and subtraction, e.g. $12+8=20$, $20-8=12$.
- ❖ Children should use this inter-relationship (inverse) to work out missing number problems e.g. $9 + ? = 17$.
- ❖ Children should learn to add and subtract numbers including:
 - A two-digit number and ones (e.g. $25 + 9$)
 - A two-digit number and tens (e.g. $32 + 30$) (notice when we are adding 10s, the ones column will stay the same)
 - Two two-digit numbers (e.g. $54 + 21$)
 - Adding three one-digit numbers (e.g. $4 + 7 + 5$)

To help your child with this first use concrete objects (raw spaghetti pasta could be tens and raw shell pasta could be ones! Sticks could be tens and stones could be ones! Be creative! Whatever you decide to use for tens should represent a stick shape and ones a smaller round shape as it is helpful for children to have a familiar shape when they come to draw the tens and ones as lines and dots). From there move on to writing out the number sentence and asking children to draw the tens and ones underneath.

- ❖ For number sentences within 20 (e.g. $16 + 2$) children should begin to use mental methods and get to a point where they do not need to write these calculations down.
- ❖ Applying maths to real life situations helps children see the purpose of learning maths. For example I have 15 apples but I bake 4 into a pie, how many apples do I have left?

Multiplication and Division

- ❖ Children should be able to recognise odd and even numbers. To help your child with this you could use objects and put them into groups of two (pairs). If they can be paired up they are even if not, they are odd. You could also colour in 100 squares (freely available on the internet). Colour the even numbers one colour and odd another colour. What pattern do they notice?
- ❖ Children should use their knowledge of counting in 2s, 5s and 10s to begin to recall and use these multiplication and division facts.
- ❖ Children should be taught that 3 times 5 is the same as 3 lots of 5 ($5 + 5 + 5$), adding the same number over again, we call this repeated addition. Try writing out word problems such as: I have 3 baskets, in each basket is 5 carrots, how many carrots have I got altogether? Children can draw pictures and count on their fingers to help them work out the answers.
- ❖ Children should be encouraged to see the inter-relationship between multiplication and division, e.g. $4 \times 5 = 20$, $20 \div 5 = 4$.

Fractions

- ❖ Children should be taught to recognise, name, find and write fractions of $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of shapes and numbers. To support your child with this you could make pizzas (or use something else circular, square, rectangular - be creative!) and cut them into the above fractions. It's really important that children understand that the bottom number (denominator) is how many parts it has been cut into, and the top number (numerator) is how many parts you are counting/shading/eating/looking at.
- ❖ Children should also be taught that all parts must be equal/the same amount/size when working with fractions
- ❖ There are lots of online Year 2 resources to help your child learn fractions, such as shading fractions of shape. You could also cut out some shapes and fold them into different fractions.

Measurement

- ❖ Children should be taught the appropriate standard units to measure including the following:
 - Length/height (m/cm)
 - Mass (kg/g)
 - Temperature ($^{\circ}\text{C}$)
 - Capacity (litres/ml)

To teach these be creative, you can use scales for cooking, measuring water in jugs, thermometers to look at temperature use rulers to measure things in the house/garden - can you estimate (guess) how long something is and then check with a ruler?

- ❖ Recognise and correctly use pounds (£) and pence (p).
- ❖ Children should be able to make the same amount using different coins (e.g. 20p could be made with $10\text{p} + 10\text{p}$ or $10\text{p} + 5\text{p} + 5\text{p}$) You could create price tags for different toys and play shop. Can your child count out money correctly and give change?

- ❖ **Children should compare and sequence intervals of time** (e.g. which is longer 40 minutes or half an hour?) First of all make sure your child understands different time durations such as seconds, minutes, hours, days, weeks, months and how these relate to each other. There are lots of songs available on the internet to help you. You could also ask your children questions such as if it is Tuesday today, what will be the day in 3 days time?
- ❖ **Children should learn to tell and write the time including o'clock, half past, quarter to and quarter past.** If they are confident with this move onto telling and writing the time to 5 minutes. Handy hint - Make a teaching clock out of paper or card and start with just the minute hand until the children are confident with this, then move on to the hour hand.

Shape

- ❖ **Children should be able to identify and describe the properties of 2D shapes including number of sides and lines of symmetry** (e.g. a square has 4 sides). Children should be taught that 2D shapes are always flat and can't be picked up. To help your child with this you could show them lots of pictures of shapes of different sizes and shapes - can they cut them out and sort them? You could also use a mirror to look for lines of symmetry (symmetrical means the same on both sides).
- ❖ **Children should be able to identify and describe the properties of 3D shapes including the number of edges, vertices (corners) and faces** (e.g. a cube has 12 edges, 8 vertices and 6 faces). To help your child with this you can use everyday objects such as a tin of beans (cylinder) and an orange (sphere) and see if the children can count the edges, vertices, faces? Can they sort these shapes? You could also place all the shapes on a table, ask your child to look away and then take a shape away, can they guess which shape has gone?