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Year Two

Parents’ Leaflet

How to support your child

with Maths at home

**By the end of Year 2 your child should;**

* Recognise the value of each digit in a 2-digit number.
* Count in steps of 2, 3, 5 and 10 from any given number up to 100.
* Say 10 more or less than any number to 100.
* Add and subtract 2-digit numbers using column method (without carrying or borrowing).
* Rapid recall of all addition and subtraction facts up to 20.
* Add mentally any 2-digit number to a one-digit number.
* Recall all multiplication facts for the 2x, 5x and 10x tables.
* Recognise, name and write fractions ¼, ⅓, ½, ⅔ and ¾ of a whole
* Tell time to half past and quarter past the hour.

**Ideas for games you can play around the house**

C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ABO6VDZW\MC900215354[1].wmf**How heavy?**

You will need some kitchen scales that can weigh things in kilograms

♦ Ask your child to find something that weighs close to 1 kilogram

♦ Can he / she find something that weighs exactly 1 kilogram?

♦ Find some things that weigh about half a kilogram

Out and about

♦ During a week, look outside for ‘thirties’ numbers, such as 34 or 38, on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find?

**31 34 32 39 30**

♦ Next week, look for ‘fifties’ numbers, or ‘sixties’…

**How much?**

♦ Once a week, tip out the small change from a purse. Count it up with your child

**Number facts**

You need a 1–6 dice.

♦ Take turns. Roll the dice. See how quickly you can say the number to add to the number on the dice to make 10, e.g. ** and 6**

♦ If you are right, you score a point.

♦ The first to get 10 points wins.

You can extend this activity by making the two numbers add up to 20, or 50.

Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s.

If you wish, you could use playing cards.

♦ Shuffle the cards and give them to your child.

♦ Time how long it takes to find all the pairs to 10.

Repeat later in the week. See if your child can beat his / her time.

10

4

6

8

2

0

3

7

5

5

1

9

**Guess my shape**

♦ Think of a 2-D shape (triangle, circle, rectangle, square,

pentagon or hexagon). Ask your child to ask questions to try and guess what it is.

♦ You can only answer *Yes* or *No*. For example, your child could

ask: *Does it have 3 sides?* or: *Are its sides straight?*

♦ See if he can guess your shape using fewer than five questions.

♦ Now ask them to choose a shape so you can ask questions.

Car numbers C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0212957.wmf

♦ Each person chooses a target number, e.g. 15.

♦ How many car numbers can you spot with 3 digits adding up

to your target number, e.g. K456 XWL.

♦ So 4 + 5 + 6 = 15, bingo!

**Bean subtraction**

For this game you need a dice and some dried beans or buttons.

♦ Start with a pile of beans in the middle. Count them.

♦ Throw a dice. Say how many beans will be left if you subtract that number.

♦ Then take the beans away and check if you were right!

♦ Keep playing.

♦ The person to take the last bean wins!

[](http://www.google.co.uk/url?sa=i&source=images&cd=&cad=rja&docid=EuPI-ildoRxTWM&tbnid=gnl_kpriSAkuAM:&ved=0CAgQjRwwAA&url=http://en.wikipedia.org/wiki/Clock_position&ei=NopMUrO5N-eG0AWK4IDQDQ&psig=AFQjCNEgKmKBES0-9t3R2iOoywCjOS2Y7Q&ust=1380834231035619)

What time is it please?



Internet resources

Hit the Button

www.woodlands-junior.kent.sch.uk/maths

mathschamps.co.uk (Brick blaster)

www.topmarks.co.uk

www.mathszone.co.uk

www.bbc.co.uk/bitesize/ks2/maths

www.primaryinteractive.co.uk

Maths Magician (coolsciencelab.com/math\_magician)

**Year 2 programme of study**

**Number - number and place value**

* count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
* recognise the place value of each digit in a two-digit number (10s, 1s)
* 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**

* solve 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 1s
  + a two-digit number and 10s
  + 2 two-digit numbers
  + adding 3 one-digit numbers
* show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 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

**Number - multiplication and division**

* 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 2 numbers can be done in any order (commutative) and division of 1 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

**Number - fractions**

* recognise, find, name and write fractions 1/3, 1/4, 2/4and 3/4of a length, shape, set of objects or quantity
* write simple fractions, for example 1/2of 6 = 3 and recognise the equivalence of 2/4and 1/2

**Measurement**

* 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

**Geometry - properties of shapes**

* identify and describe the properties of 2-D shapes, including the number of sides, and line 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**

* order and arrange combinations of mathematical objects in patterns and sequences
* use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

**Statistics**

* interpret and construct simple pictograms, tally charts, block diagrams and 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 comparing categorical data