

## An overview of our Maths throughout the year



### Year 2

- ◆ count in 2s, 3s and 5s from 0 and 10s from any number
- ◆ read, write, compare and order numbers to at least 100
- ◆ know the place value of each digit in two-digit numbers

- ◆ recall and use facts to 20 and derive related facts to 100
- ◆ using concrete objects, pictorial representations and mentally, add and subtract ones, tens and two-digit numbers to and from two-digit numbers
- ◆ adding several single digits
- ◆ tables and division facts for x2, x5 and x10
- ◆ use commutativity of addition and multiplication
- ◆ check answers to calculations using inverse relationships
- ◆ recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$

- ◆ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; add and subtract money of the same unit, including giving change
- ◆ tell the time to 5 minutes

- ◆ identify, compare and sort 2-D and 3-D shapes based on their properties (including symmetry in a vertical line) and use vocabulary, such as sides, edges, vertices and faces
- ◆ identify 2-D shapes on the surface of 3-D shapes
- ◆ right angle turns clockwise and anti-clockwise

- ◆ interpret and construct simple pictograms, tally charts, block diagrams and simple tables

- ◆ **solve number problems and practical problems involving these ideas**

## This term we will be learning:

### Number

- To **read, write and make** any two-digit numbers and know what each digit represents
- To **partition** 2-digit numbers into tens and ones

### Calculation

- To reinforce **addition and subtraction facts for each number up to 10** and pairs to **make 20**
- To **add or subtract** a 1-digit number to or from a 2-digit number using **Place Value** and **known facts**
- To **solve problems** involving **addition and subtraction**

### Measure

- To **measure and compare length and height** using centimetre and metres
- To recognise and know the **value** of all **coins and notes** and **find the total** of a set of small coins
- To read and tell the **time** to the quarter hour

### Fractions

- To know how to find **halves, quarters or thirds** by cutting or folding into equal parts
- To find **halves, quarters or thirds** of shapes and recognise what  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{3}$  means

### Geometry

- To name and identify a range of **2D** shapes including pentagons, hexagons and octagons
- To **sort and describe** 2D shapes according to their properties using mathematical vocabulary ( *straight, corners, sides, curved, right angles, short, long, equal* )

## This is how you can help:

### **Number facts**

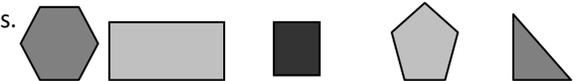
You need a 1–6 dice.

- ◆ 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.
- ◆ 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.

### **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 your child can guess your shape using fewer than five questions.
- ◆ Now ask them to choose a shape so you can ask questions.



### **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?
- ◆ 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.