Supporting your child at home

in Maths



A guide for parents

Year 2

This booklet provides a checklist for parents/carers on the year expectations for children at Joseph Turner. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year. All of the objectives will be focused on throughout the year as part of your child’s lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued. If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see your child’s class teacher.

**Number – Number and Place Value**

• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

•Partition any two-digit number into different combinations of tens and ones

•Read scales (such as number lines or a graph axis) in divisions of ones, twos, fives and tens.

•Compare and order numbers from 0 up to 100 and use < > and = signs and read and write numbers to at least 100 in numerals and in words.

**Number – Addition and Subtraction**

•Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Begin to apply their increasing knowledge of mental and written methods.

•Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7+3=10, then 17+3=20

•Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones, two two-digit numbers and 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. Use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**Number – Multiplication and Division**

•Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.

•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.

**Number – Fractions**

•Identify 1/4, 1/3, 1/2, 2/4, 3/4 of a number or shape, and know that all parts must be equal parts of the whole.

•Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

**Geometry – Properties of Shapes**

•Name and describe properties of 2-D and 3-D shapes, including the number of sides, vertices, edges, faces and lines of symmetry.

•Identify 2-D shapes on the surface of 3-D shapes and compare and sort common 2-D and 3-D shapes and everyday objects.

•Order and arrange combinations of mathematical objects in patterns and sequences.

**Geometry – Position and Direction**

•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).

**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 symbols < > and =.

•Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

•Use different coins to make the same amount.

•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.

•Read the time on a clock to the nearest 15 minutes. Know the number of minutes in an hour and the number of hours in a day.

**Fun activities to do at home**

**How much?**

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

**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 they can guess your shape using fewer than five questions. Now ask them to choose a shape so you can ask questions

**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 they find something that weighs exactly 1 kilogram? Find some things that weigh about half a kilogram.

**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,

♦ 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.

**Straight lines**

Choose 4 toys and lay them on the table in order of length. Use a ruler to measure each toy to the nearest cm.

**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