

## Ways to support your child in maths in Autumn B (Cherry maths)

We do not send weekly maths homework in Year 2 as there are maths choices on the homework activities. However, we are aware that some parents would like to work on maths during the week to support the work being done in class. Please feel free to support your child by working on the concepts and strategies detailed below but it is not necessary to hand this in. *S. Hedley*

### Week 1 Length

- \*We will consolidate what we know about measure and what measuring length actually means.
- \*We will discuss why we need a standard unit of measurement and that we use metres and centimetres. We will learn that there are 100cm in a metre.
- \*This week we will learn how to use a ruler accurately to measure in centimetres and half centimetres. We will measure lines and objects and draw lines of a given length.

### Position, direction and movement

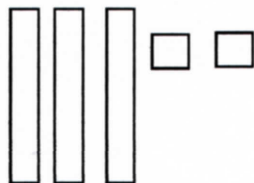
- \*We will use vocabulary such as: left, right, forwards, backwards, right angle, quarter turn, half turn, clockwise and anti-clockwise. You could give your child instructions to reach a destination using this vocabulary.

**Week 2 Subtraction:** We will revise our understanding of subtraction as taking away, finding the difference, finding how many more/less.

- \*No matter what level your child is working at, learning all of the subtraction facts to 20 by heart will help them to become more fluent, quick and accurate with subtraction.
- \* We will recap the strategies of using dienes (tens and ones apparatus) and empty number lines. We will start to 'bridge the ten.' This is when the unit on the second number in the calculation is larger than the unit in the first. E.G.  $32 - 17$ .

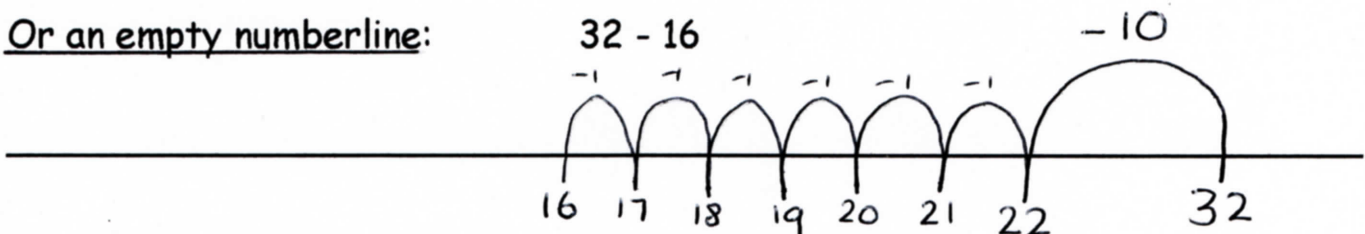
### Using dienes

$$32 - 16 =$$



As there are not enough 'ones' to take the 6 away. The child must first swap a ten for ten one cubes. This is called 'exchange.'

### Or an empty numberline:



Notice that the child must know to count back beyond 20 to subtract the 6 units.

### Week 3 Multiplication:

We will learn about the concept of multiplication using repeated addition.

EG:

$4 \times 2$  is the same as  $2+2+2+2$

Your child may draw pictures then count them all up together:

oo oo oo oo = 8

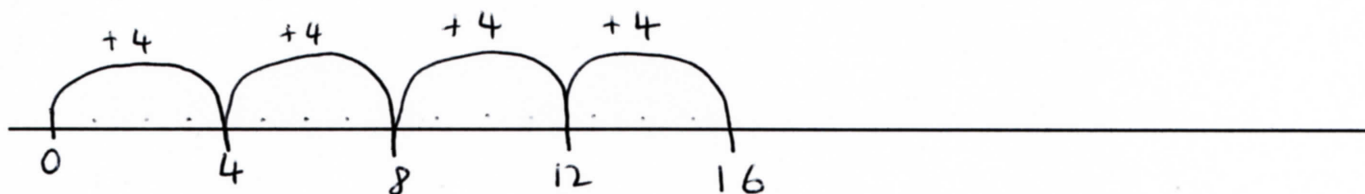
If they are confident at counting in steps of 2 they may use fingers to help.



They may use 'repeated addition' on an empty numberline.

*(This strategy is especially useful if they aren't confident at counting in the numbers in the calculations.)*

$4 \times 4$  ( $4+4+4+4$ )



*(This method relies on accuracy of addition)*

\* You can help this week by counting in 2, 3, 5 and 10 with your child, asking times table questions or even counting in 4's if they are confident.

### Week 4 division:

We are learning how to divide using sharing objects.

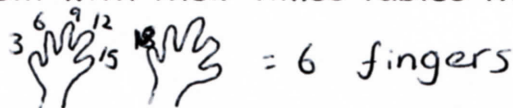
E.G.  $14 \div 2 =$



*The children would share 14 cubes into 2 groups or put 14 cubes into groups of two and count how many sets of two they have.*

If the child is confident with their times tables they may use them to find the answer:

$18 \div 3 =$



*The children count in threes on their fingers until they reach 18 and then look to see how many fingers they have used.*

**Week 6 Time:**

Please continue to help your child to tell the time and use the clocks around the home and on electronic devices. Children are expected to be able to tell the time to the nearest 15 minutes in Year 2 and the best way for them to achieve this to practise daily (little and often.) I will try to make this as fun as possible for the children using bingo games, online games etc.

**Week 7 Money:**

\* We will be learning coin values and counting sets of coins. You can support them in this by allowing your child to play with/count different combinations of coins. Begin by keeping the value to under £1. You may want to extend your child to amounts over £1 if they already have a good understanding of money/coins.

\* We will be learning about change and applying our knowledge using word problems.

\* It would be great if you could take your child to a shop and give them the practical experience of paying for something in cash and receiving/checking the change.

Thank you for any additional work that you decide to do at home.