

## Ways to support your child in maths: Autumn A.

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, strategies and ideas for activities detailed below but it is not necessary to hand in any written evidence.

**Week 2:** Being able to tell the time is an important skill and something that we will return to regularly in Year 2. We will begin by telling the time to the hour and half hour this term and relate this to the digital times of 12:00/ 12:30. If your child is ready, then work with them on telling the time to the quarter hour.

\* Buy them a watch and refer to the clocks around your home regularly.

*"When it is quarter to 6 we will have tea, can you tell me when that is?"*

### **Week 3:**

No matter what level your child is working at, learning all of the facts to 20 by heart will help them to become more fluent, quick and accurate with addition.

\*You could support them this week by practising the pairs to 10 ( $8+2$ ) and the related bonds to 20 ( $12+8$ ,  $18+2$ ) or 100 ( $20+80$ ).

\*Try calling out a number and the child can shout back it's 'partner' to 10 or 20.

We will learn that numbers are sometimes represented by words.

\*Write some numbers in words and see if your child can write the correct numbers next to them and vice versa. (Please don't worry too much about spelling, the important thing is that they understand how we say the numbers correctly. For example three hundred and two NOT three oh-two.) This helps their understanding of place value.

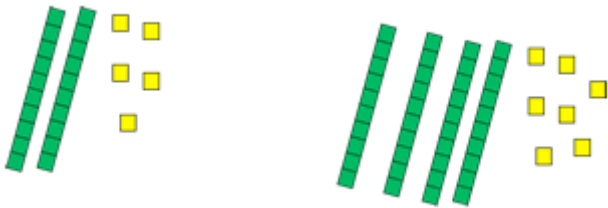
We will explore the more than less than signs  $<$   $>$

$42 > 17$  / double 6  $< 15$  /  $6-3 > 10-2$  (We use an  $=$  sign if both sides are the same value.)

We will revise odd and even numbers. This is best if revisited often in short bursts perhaps whilst walking or driving to school.

#### **Week 4: Place value, counting and comparing.**

- \*Count with your child forwards and backwards from any number within and beyond 100.
- \*Ask them what the number before, after, between is.
- \*Compare numbers: "Which is the largest number/smallest number?"
- \*Remember that when talking about a 2 digit number: we say the number has 2 digits not 2 numbers. In the number 37, we would refer to it as a 30 and a 7, not a 3 and a 7. We "partition" 37 into a 30 and a 7 which helps us later for addition and subtraction.
- \*We use apparatus called deines to make 2 digit numbers:



25 and 47

#### **Week 5 Place value, ordering and focus on 3 digit numbers.**

- \*Order numbers at your child's level which may be to 20, 50 or 100. To further challenge your child, give them 2 numbers with the same tens digit: 13 54 67 51 99
- \*Some children may be able to order 3 digit numbers.

We will split up (partition) 3 digit numbers into hundreds tens and units

E.G.  $563 = 500 + 60 + 3$

and learn how to do this the other way around (recombine)

$700 + 40 + 5 = 745$

It is very important for the children to understand that even if a 3-digit number has no tens, a zero is still used to 'hold the place.' So  $100 + 3$  would not make 13. We use apparatus called arrow cards to help them to visualise this concept.

#### **Week 6: Counting and place value**

- \*This week you could count in multiples of 2,5,10 and perhaps 3. Say the next or previous number in a sequence and recognise the patterns: multiples of 5 end in a 5 or 0 and go in an odd/even sequence. You could ask what is the 3<sup>rd</sup> multiple of 5 or how many 5s in 25.
- \*We will learn how to add/subtract a ten to any 2 digit number using a number square. We will notice that when you add/subtract 10 the unit never changes because we are only changing the 10s. We will do this mentally, on a number square, in calculations including missing numbers:  $67 + 10$ ,  $34 - 10$ ,  $82 + \quad = 92$ ,  
 $47 - \quad = 37$ ,  $\quad + 10 = 43$ ,  $\quad - 10 = 45$  or put in the missing sign:  $32 \quad 10 = 42$

**Week 7 Addition strategies**

\*Learning the doubles to 20 would be really useful.

\* Think about near doubles, if double 4 is 8 then  $4 + 3$  must be 7.

\*Think about place value:  $10 + 7$  must be 17 if you think about place value.

\*Some children will be extended by adding 2 digit numbers or bridging a ten:

$24 + 32 / 15 + 9$

Week 8 to be confirmed

Please note: The children will be encouraged to talk about their 'reasoning' at every available opportunity. I will not just ask them what the correct answer is, I will encourage them to explain why it couldn't be a particular answer. It would be really useful if they are given these challenges at home too from time to time!

Example: Can you tell me what  $30 - 10$  is? '20' That's right, how could it not be 2? The child may respond, 'because that would be too small.' As their discussion and understanding improves they may respond 'you have forgotten that they are multiples of ten!' or 'The number I took away would have to be larger than 20 for the answer to just have 1 digit.'

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

***Mrs. S. Hedley.***