

## Ways to support your child in maths in Spring 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 and strategies detailed below but it is not necessary to hand this in. **MWaters**

### **Week 1: Adding multiples of 10**

\*We will count in 10s giving 10 more than any multiple of 10. "What is 10 more than 50?"

\*We will use concrete equipment and facts that we know to add multiples of 10. ( $3 + 4 = 7$  so  $30 + 40 = 70$ )

\*We will explore a number square to count in 10s from any number: 3, 13, 23, 33, 43, 53

\*We will add 10 to any 2 digit number noting that the unit does not change ( $37 + 10 = 47$ )

\*We will add multiples of 10 to any 2 digit number noting that the unit does not change. We will explore this with equipment, arrow cards, number squares and empty number lines ( $37 + 40 = 77$ )

---

37   47   57   67   77

### **Week 2: Addition/ Introducing bar models**

\*We will explore addition and subtraction as the inverse of each other.

If  $10 + 5 = 15$  then  $15 - 10 = 5$

\*We will explore how to add a single digit to a 2 digit number crossing the ten. We will use an empty numberline.

$16 + 7 =$        $27 + 8 =$        $38 + 9 =$        $49 + 6 =$        $55 + 7 =$

---

\*We will explore a new strategy called bar modelling to work out what a word problem is asking.    *There are 5 boys and 7 girls, how many children altogether?*


*There are 15 children in the classroom. 11 are painting, how many are not painting?*


*I put 10 marbles in the box. I put some more in and now I have 18. How many more did I add in?*


### **Week 3 Odd and Even numbers**

\*We will learn how to recognise odd and even numbers. We will discuss how even numbers can be shared equally by 2 but there would always be one left over with an odd number.

\*We will continue number sequences of odd and even numbers and find missing numbers.

\*We will count in 2s and begin to think about multiplication as repeated addition. ( 4 lots of 2 is 8, 4 groups of 2 = 8,  $2 + 2 + 2 + 2 = 8$ ,  $4 \times 2 = 8$ )

\*We will answer word problems by counting in 2s. We will begin to explore word problems with bar models. "I have 4 children in my group and I give them 2 sweets each. How many sweets altogether.

Sweets altogether			

### **Week 4: Subtraction**

\*This week we will consolidate the subtraction facts that we know by heart: bonds to 10/20 ( $10 - 7 = 3$ ,  $20 - 15 = 5$ ) doubles ( $18 - 9 = 9$ ) place value ( $16 - 6 = 10$ )

\*We will relate the bonds to 10 to bonds to 100 ( $100 - 30 = 70$ )

\*We will subtract a single digit from a 2 digit number without crossing the ten.  $57 - 3 =$ ,  $98 - 4 =$ ,  $67 - \quad = 62$ ,  $\quad - 6 = 51$

\*As above with addition, we will explore the use of bar models to work out what a subtraction word problem is asking us.

Eg I made 20 cakes but I dropped 3. How many left?


I have 15 stickers and Tim has 9. How many more do I have?


### **Week 5 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.

### **Week 6 Grid References/ data handling**

\*We will carry out tally charts on favourite Beatrix Potter stories and use the data to create bar charts.

\*We will use grid references to find the washing dropped by Mrs Tiggy Winkle. Is it in square A4, C7, D2?