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

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. It would be great to get them a watch and refer to the clocks around your home regularly.
"*When it is half past 6 we will have tea, can you tell me when that is?*"

Place value, ordering and counting.
*Count with your child forwards and backwards from 20 then 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?
*Order numbers at your child's level which may be to 10, 20 or 100. It makes it trickier to have 2 numbers with the same 10 digit: 13 54 67 51 99
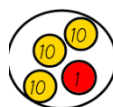*Remember that when talking about a 2digit number, we say the number has 2 **digits** not 2 numbers. In the number 37, we would refer to it as a 30 and a 7, not a 3 and a 7. We "partition" 37 into a 30 and a 7 which helps us later for addition and subtraction.
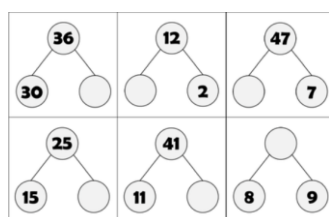*We use manipulatives to make 2 digit numbers:
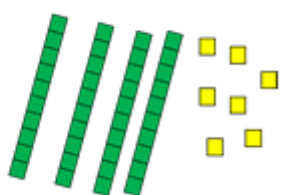
25   47   31   46

*We represent numbers with whole part models and bar models

56	
50	6

We talk about tens and ones (not units)

Addition and subtraction
*No matter what level your child is working at, learning all of the + and - facts to 20 by heart will help them to become more fluent, quick and accurate with their calculations.
*You could support them by practising the pairs to 10 (8 + 2, 10-7 = 3) and the related bonds to 20 (12+ 8, 18 +2, 20-14= 6) or 100 (20+80, 100 – 70 = 30).
*Learning the doubles and halves 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.

Counting, adding and place value
*You could count in multiples of 2,5,10 as this is always useful. Say the next or previous number in a sequence and recognise the patterns: multiples of 5 have a 5 or 0 as their ones digit and go in an odd/even sequence.

*We will learn how to add/subtract a ten to any 2digit number. We will notice that when you add/subtract 10, the "ones" never change because we are only changing the 10s. We will do this mentally, using manipulatives, by drawing out, on a number square and in calculations including missing numbers: 67 + 10,   34 - 10,   82 +   = 92,
47 -   = 37,   + 10 = 43,   - 10 = 45 or put in the missing sign: 32   10 = 42

*We will explore the more than less than signs <>
42 > 17 / double 6 < 15 / 6-3 > 10 - 2