

## Learning in Maths in Year 2



### A sample of Year 2 Maths statements that your child will be working on in school:

- Count, read and write numbers from 0 to 100 in digits and words.
- Compare, order using  $<$ ,  $=$ ,  $>$  signs partition and recognise value of 2 digit numbers.
- Identify, represent and estimate numbers using different representations.
- Add and subtract e.g. 2 digit + ones, 2 digit + tens, + three single digits.
- Recall and use addition and subtraction facts to 20 fluently, work out related facts up to 100.
- Recall and use multiplication and division facts for  $\times 2$ ,  $\times 5$ ,  $\times 10$ .
- Recognise and find fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ .
- Combine different coins to make equal amounts of money.
- Identify and describe number of sides in 2D and 3D shapes : rectangles squares, circles triangles, cuboids, cube, pyramids, sphere
- Tell time to quarter past and quarter to, nearest 5 minutes.
- Measure length, weight, capacity and volume with standard units.

### What you can do at home to help your child make progress:

- Talk about whole numbers you see e.g. road signs, house numbers, blocks for building towers of different heights.
- Count in steps of 2, 5, and 10 e.g. using coins
- Play 'shops' and ask children to add totals and give change.
- Point out money symbols £ pounds and p pence.
- Ask children to divide things into half and quarters, fractions of a whole such as pizza, sweets etc.
- Talk about time, what time they go to bed, get up, go to school. Ask questions such as how long is it till bedtime.
- Allow children to measure ingredients for baking using scales or measuring jugs.

## Understanding progress in Maths: A guide for parents

We aim to teach Maths in a way that deepens children's understanding of maths, in particular number. We then build on skills that have been sufficiently mastered. A *concrete, pictorial, abstract* approach is used to help children deepen their understanding and make links to what they already know.

**Concrete** means using physical objects such as counters, toys, beads to physically do maths.

**Pictorial** is looking at pictures/representations to do the maths, this could be drawings, part whole models, bar models, number lines etc.

**Abstract** is using the digits only to do maths.

At Rushen we use language of *concept, fluency, reasoning, problem solving*.

If we look at the **Concept**: adding 2 single digit numbers,  $4+2$

It can be completed with 4 beads plus 2 more beads (concrete),

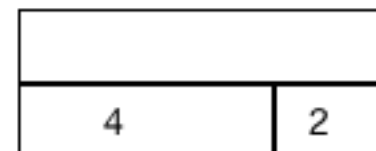
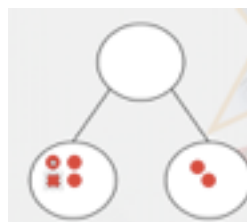


Pictorial

$$4 + 2$$

Abstract

**Fluency**: How many different ways can I show this calculation? With beads, with part whole model, in a bar model.



**Reasoning**: Explaining my answer and why I think its correct. I know  $4 + 2 = 6$  because there are 4 counters there and 2 there and when I count them altogether there are 6 counters. 6 is two more than 4.

**Problem solving**: Applying skills to complex or real-life problems. Tom has 4 cards, Alice has 2 cards, how many do they have altogether?