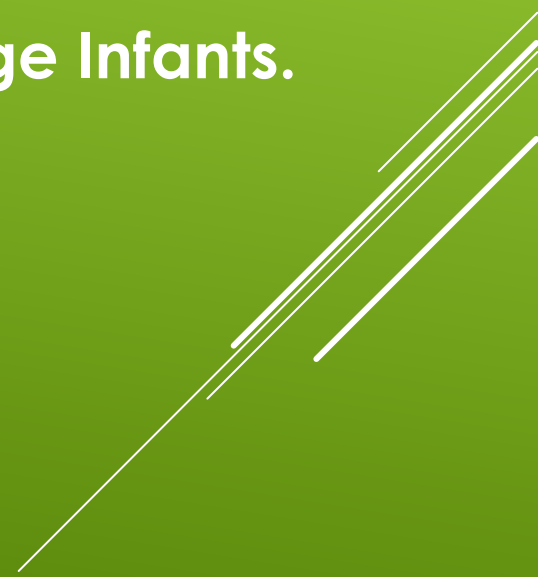




MATHS IN YEAR TWO



THE AIM OF THIS PRESENTATION

- ✓ To know what is the government expected standard for Year Two.
 - ✓ To know how you can help your child.
 - ✓ To get some ideas to do at home.
 - ✓ To be familiar how Maths works at Village Infants.
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Number – number and place value
I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
I can recognise the place value of each digit in a two-digit number (tens, ones) use structured resources to support
I can read and write numbers to at least 100 in numerals and in words
Recall at least 4 of the 6 number bonds and associated facts
Number - addition and subtraction
I can recall and use addition and subtraction facts to 20 fluently
I can add and subtract numbers using concrete objects, pictorial representations, and mentally:
a two-digit number and ones
a two-digit number and tens
Geometry – properties of shapes
Recognise 2d shapes
Recognise 3d shapes
Measurement
know the value of different coins
Number – number and place value
I can partition two-digit numbers into different combinations of tens and ones and demonstrate my method using concrete apparatus, pictorial representations or explaining my method verbally.
Number - addition and subtraction
I can add 2 two-digit numbers and demonstrate my method using concrete apparatus, pictorial representations or explaining my method verbally.
I can subtract 2 two-digit numbers and demonstrate my method using concrete apparatus, pictorial representations or explaining my method verbally.
I can recall of number bonds to and within 10 and use these to reason with and calculate bonds to and within 20- recognising associated relationships

Number - multiplication and division
I can recall and use multiplication and division facts for the 2x multiplication table
I can recall and use multiplication and division facts for the 5x multiplication table
I can recall and use multiplication and division facts for the 10x multiplication table
I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
I can solve problems involving multiplication and division in context.
Number- Fractions
I can identify and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole
Measurement
I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
I can use different coins to make the same amount
I can read the time on the clock to the nearest 15 minutes
Geometry –properties of shapes
I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
Number - addition and subtraction
I can solve word problems that involve more than one step
The pupil can solve more complex missing number problems (e.g. $14 + -3 = 17$; $14 + \Delta = 15 + 27$).
Measurement
I can tell and write the time to five minutes,
Geometry – properties of shapes
I can describe similarities and differences of 2d and 3d shapes using their properties.
Reasoning
I can reason about addition
I can use x facts to make deductions outside known multiplication facts

Red-Working Towards

Black-Working at expected

Green-Working at greater depth

N.b. all calculations are written horizontal e.g. $11+17=28$

KEY AIMS OF THE NEW MATHS CURRICULUM

- ▶ **Fluent recall of mental maths facts** e.g. times tables, number bonds. To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- ▶ **Problem solving** – applying their skills to real-life contexts.



GOOD PRACTICE IN MATHEMATICS

- ▶ All children need to learn maths in a real life context.

As well as knowing $4 \times 3 = 12$. Children need to be able to do the following:

There are 4 fields, each field has 3 sheep in them. How many sheep are there in total?

- ▶ Children need to be able to explain how they have calculated or solved a problem and prove it.
- ▶ In the new curriculum, written calculations are taught at an earlier age. The mental methods are essential for supporting pupils understanding of these written calculations.

Looking at the 100 square.

1 more 1 less

10 more 10 less

Using to add and subtract two 2 digit numbers

THE IMPORTANCE OF VISUALISING

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a dark green background.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 less



1 more



10 more



10 less



- ▶ To ensure children are secure in their number we use these methods for adding and taking away:

- ▶ 100 square (see previous slides)

- ▶ Number line

e.g. $14+11=25$



- ▶ Partitioning e.g. $14+11=25$

- ▶ $10+10=20$

- ▶ $4+1=5$

- ▶ $20+5=25$

OTHER METHODS


HOW YOU CAN HELP AT HOME

- ▶ Counting (forwards, backwards, different steps, any given no, 10s)
- ▶ Number bonds to 20.
- ▶ Telling the time (to 15 minutes).
- ▶ The ability to estimate. (rounding included)
- ▶ To use maths in a real life context.
- ▶ Cooking.
- ▶ Shopping (money).
- ▶ Practise times tables and the division facts.
- ▶ Board Games.
- ▶ Support with homework using methods we've shown you.

- ▶ Dice game-
 - ▶ Throw the dice the first time for the tens, Throw the dice a second time for the ones to create a 2 digit number. Repeat and get your child to add the numbers together
- ▶ I'm thinking of a number-using the hundred square
 - ▶ E.g. My number is even (get your child to identify the even numbers and the pattern). My number is more than 20 but less than 50. It is a multiple of 5 (get your child to identify the numbers in the 5 x tables-that they end on 5 or 0) What number could it be?
- ▶ Card game
 - ▶ making a total e.g. 21
- ▶ Pick a number card-what can you tell me about this number
 - ▶ E.g. odd or even, how many digits, in what times table (multiple), 1 less, 1 more, 10 less, 10 more

OTHER ACTIVITIES

TARGETS- MATHS CLOUDS

- ▶ Individual personalised targets-these will be in your child's maths book and homework book so they can practise at home.
 - ▶ Teaching mathematical skills.
 - ▶ Progressive (helps with any gaps).
 - ▶ Post-cloud challenge once the clouds are completed.
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An expected child will get to around Target 23 - 27 or above by the end of the year

25

Know half of 16,
18 and 50.

Divide
objects into
quarters and
thirds.

Know the 10
times table off
by heart.

Know all
doubles from
15 to double
20.

Say '20 more' than
any number.

Say '20
less' than
any number.

END OF KEY STAGE 1

- ▶ Exemplification document.
 - ▶ www.gov.uk has these documents on. Ks1

- ▶ End of Key Stage tests.
 - ▶ www.gov.uk (past papers)

HOW TO HELP AT HOME – USEFUL WEBSITES

Espresso

Purple mash

<http://wild.maths.org/>

Bbc bitesize ks1

Topmarks

<http://www.primarygames.co.uk/pg2/splat/splatsq100.html>

