

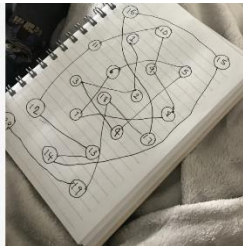
Helping your Child with Maths in Year 2 at St Paul's

This leaflet is to help give you some ideas about how you can support your child's learning in Maths in small, fun, practical ways at home this term.

During KS1, it's important for your child to get to grips with Maths in a very practical, visual and hands-on way.

As they start to become more familiar with the language used in Maths, they will be encouraged to talk about their methods for solving problems, check their answers and present their results. Children will be given opportunities to deepen their learning by using their reasoning skills.

They need a good understanding of place value and be able to count confidently in ones both forwards and backwards. You could play games like this to work on counting skills.



Spider web: Write 1-20 randomly on the page with circles around them. Tell the child we are making a number spider web by joining up the numbers in order. Look at the pattern made afterwards by all the numbers. You could do this with larger numbers or for counting in 2s, 5s or 10s.

Number thief: You can play this with any numbers 1-10, 11-20, times table numbers. It is really simple. You line up numbers, you get a toy, your child has to close their eyes, the toy steals a number, then they open their eyes and have to see which number was stolen!

So once they've got the hang of it, steal two/three/four numbers, let them do the stealing, put the numbers in the wrong order, hide the number somewhere in the room. Whatever you like to jazz it up!



There are so many ways that you can help at home. We understand that the long list of ways to help can seem overwhelming. Therefore, we have picked a few topics for the Autumn term.

1. Number bonds of every number to 20

Taking 2 minutes, a few times a day to focus on quick recall of these will help their addition and subtraction substantially. Top tip: Children generally struggle with 7, 8, 9, 17, 18, 19. The children are familiar with a game called ping-pong. This is where you pick a number to practise e.g. 17, than say each number bond of that number e.g. if I say 7, my partner would say 10.

Again using practical resources can be really helpful at this stage. You could use simple toys like Duplo to assist with learning number bonds. For example, to work on number bonds to 10 you could make towers of 1, 9, 2, 8, 3, 7, 4, and 6, two towers of 5 and one tower of 10. If the towers can all be 1 colour e.g. 4 red bricks this can also help. Pop the 10 on the table and say they have to work out how to make 5 more towers of ten without breaking up the towers. If you like add a bit of paper where they can write out the sum for the number bond once they've found it. Once they've made all the towers see if they can all go on top of each other to make the **BIGGEST TOWER EVER**. Then see if the children can count how many blocks it is!



2. Time

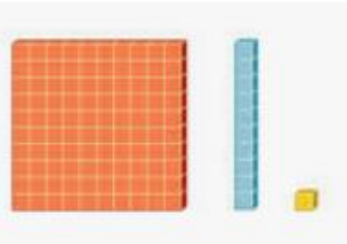
Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to the whole and half hour to begin with; this can be extended if they understand these concepts to quarter past and quarter to. If they ask how long until dinner, work out the time now and how long it will be until dinner. It might seem laborious at first, but this real life use of a clock and time will massively support their understanding. At their age, all learning needs to be little and often. Children ask the time throughout the day. If you can use that time to explain it to them, you will see a difference over a few weeks which will support their Maths learning for life. Our advice on this

They will use a 100 square and base ten blocks to help with their adding and subtracting. This also gives them a visual understanding of number that will support their mental maths. You can replicate base 10 at home using straws for towers of 10, lolly sticks or pencils!

Hundred square

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

Base 10



Number bonds will still be reinforced. As well as number bonds to 10, they need to know the number bonds of every number to 20 and have quick recall of them.

They will learn to count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward.

Fractions are an important part of Year 2. They will reinforce their understanding of double and half. Then start to recognise a quarter and 3 quarters.

We will continue to work in a cross-curricular way in Year 2, by talking about Maths during other subjects, for example, while measuring ingredients for cooking (DT), drawing tables to record experiments in Science or drawing maps in Geography.

Children's numeracy skills can be greatly boosted by help at home, in the same way that regular help with spelling and reading can nurture their literacy skills. Parents are sometimes nervous to help in Maths however, worried they may confuse their child by teaching them 'different' methods ("we didn't do it like this in my day..."). At St Paul's, we aim to teach children to work with number in lots of different ways. We know that what works for one child will not always make sense to another and that by giving them a range of different methods, they will be well equipped to select one which works for them. So please, be encouraged to talk about Maths with your child.

one would be to keep going. Time can be a very tricky concept to most children. In every other area of Maths, they are working with the understanding of 100 being a whole. Then in time the whole is 60.

3. Multiplication

By the end of Year 2, children need to have a quick recall of the multiplication facts for the 2, 5 and 10 multiplication tables.

To begin with, making sure the children can count in these multiples is helpful e.g. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

If they understand the patterns of each times table that is also helpful, e.g. counting in 2s is counting just even numbers or when counting in 10s the number has to have a 0 at the end.

Making practical resources to use at home can also be helpful e.g. threading beads in 2s to make a counting string for the 2x table.



Useful websites:

<https://play.numbots.com/?#/account/school-login/77350> - the children have a login for this website and it is a great tool for early Maths skills. We will be checking the children are logging in and using this resource regularly.

www.topmarks.co.uk

www.bbc.co.uk/schools/ks1bitesize/numeracy

www.mathszone.co.uk

