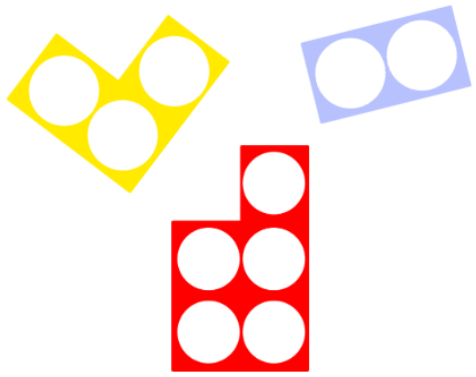
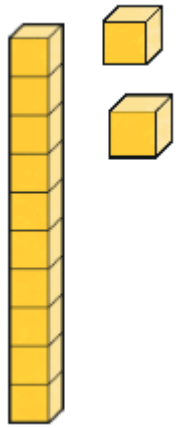
Maths in Year 2

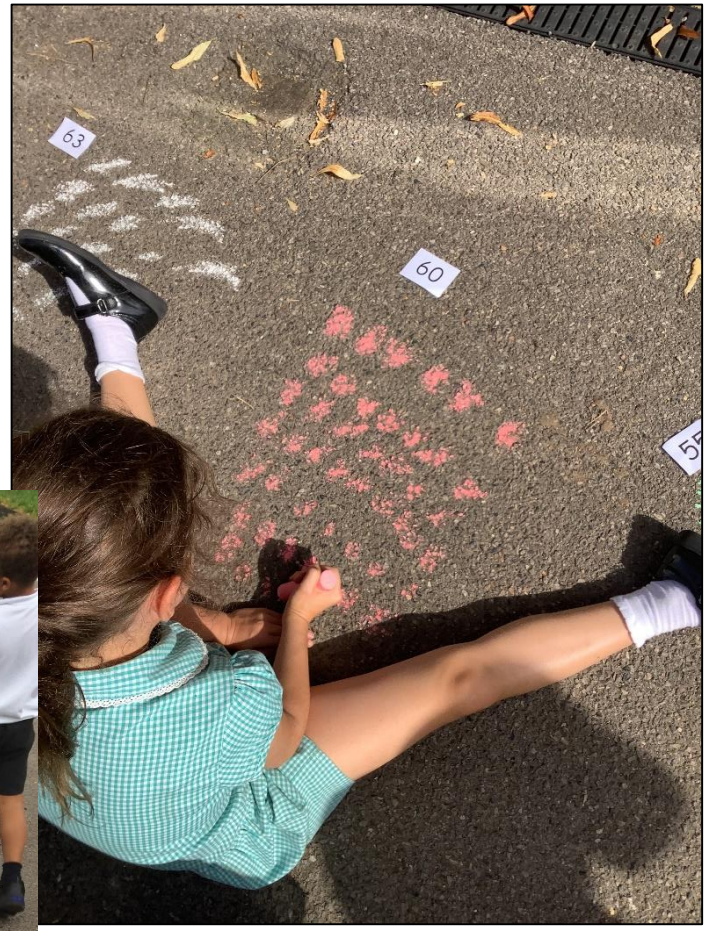
We’re really hoping you leave today with:

- a better knowledge of what maths looks like at our school for your child
- a secure understanding of how best to support your child with maths at home.



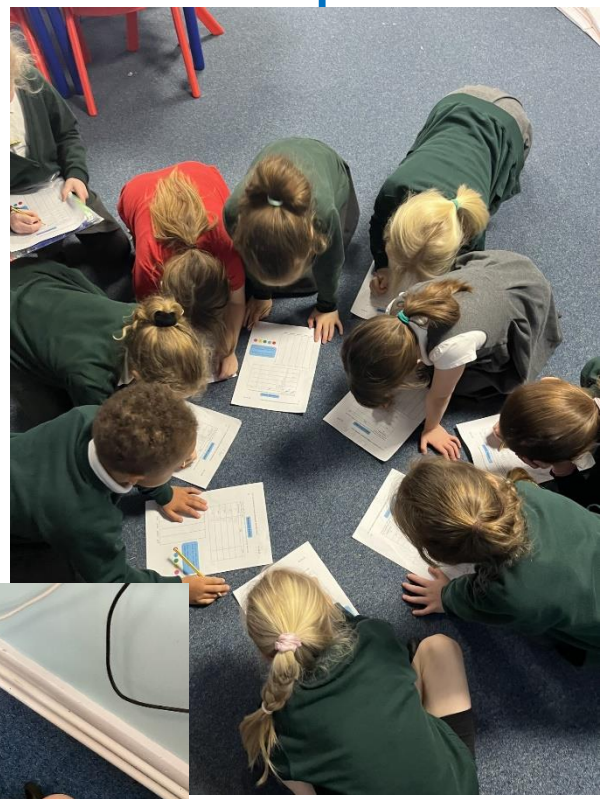


We teach maths everyday in Year 2 and our lessons come in all shapes and sizes…

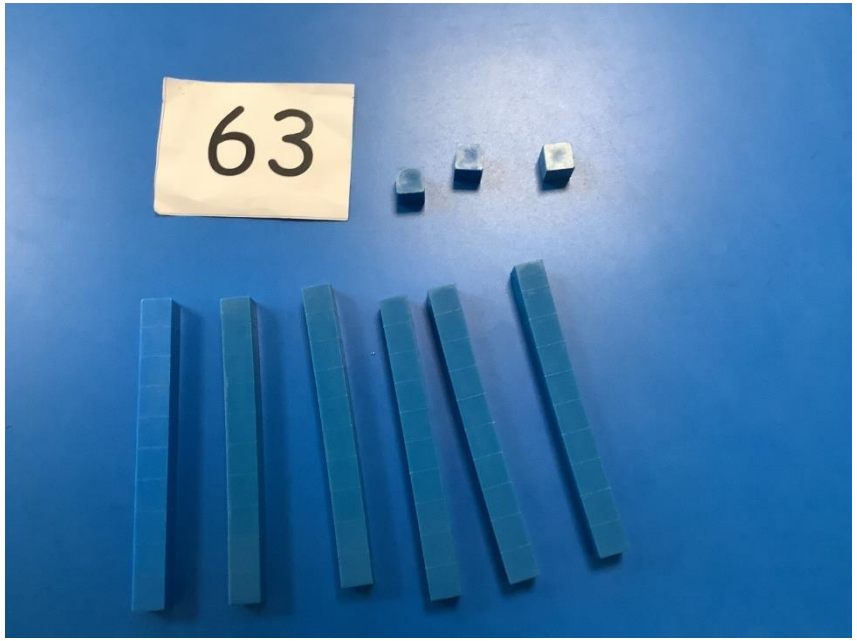


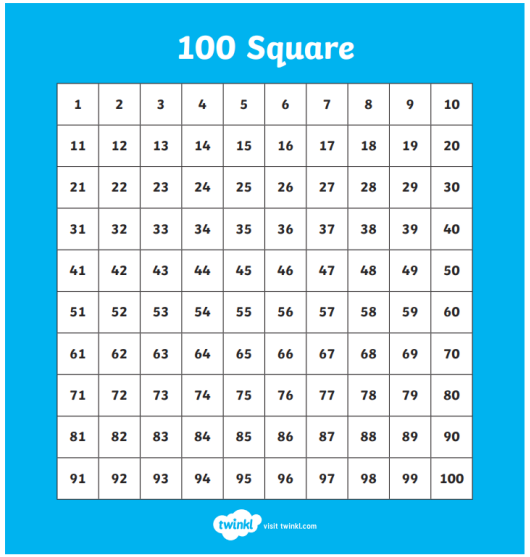
Outdoors

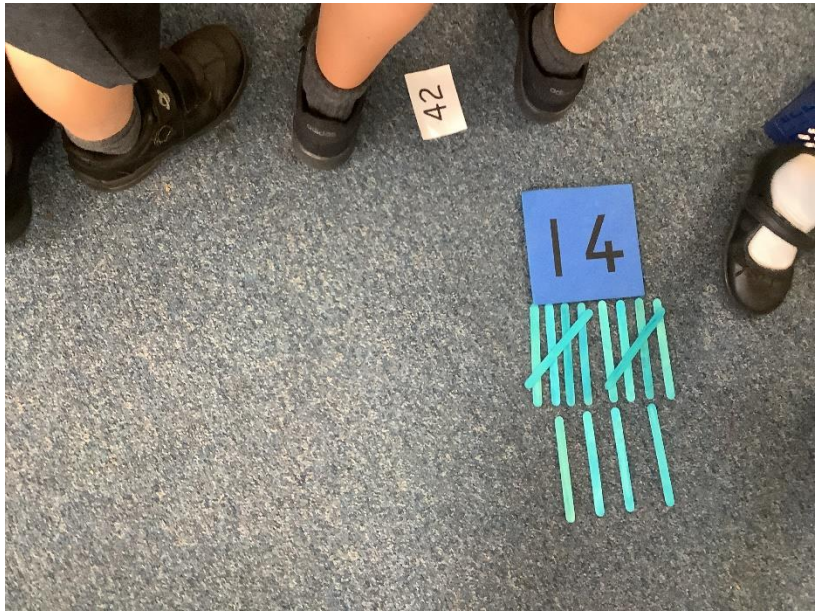
Whole class, 1:1, small groups led by adults, partner work and independent work.

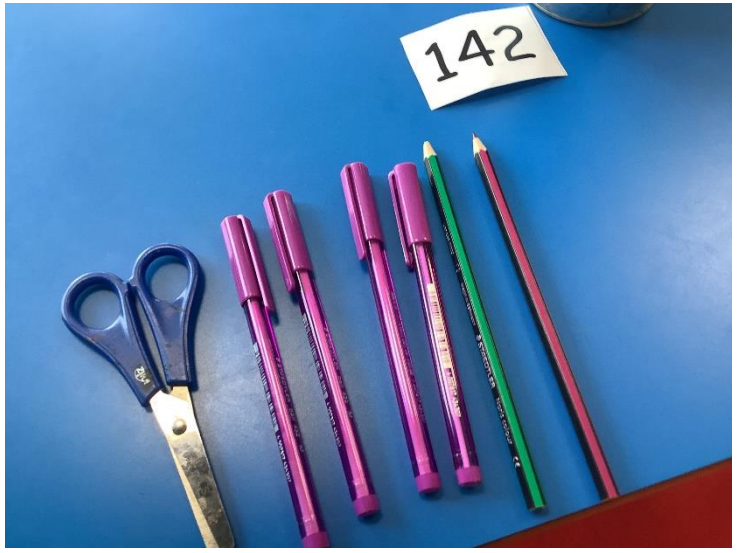


Using a range of resources

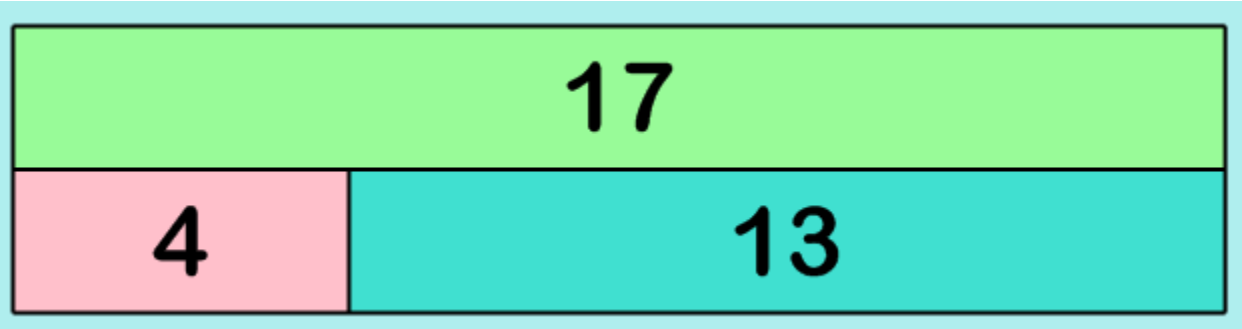


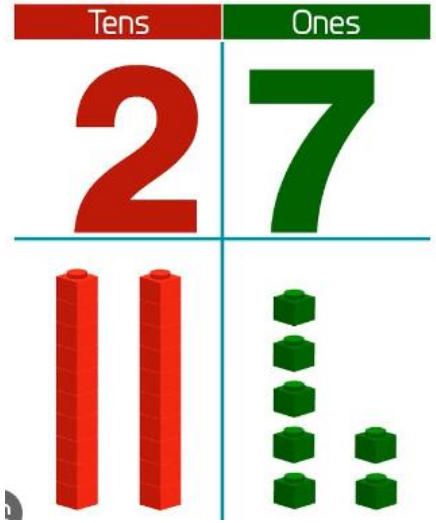




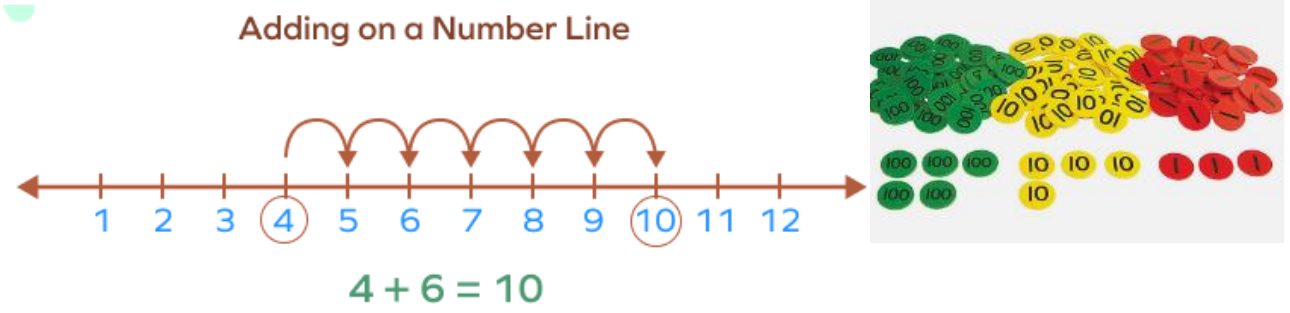


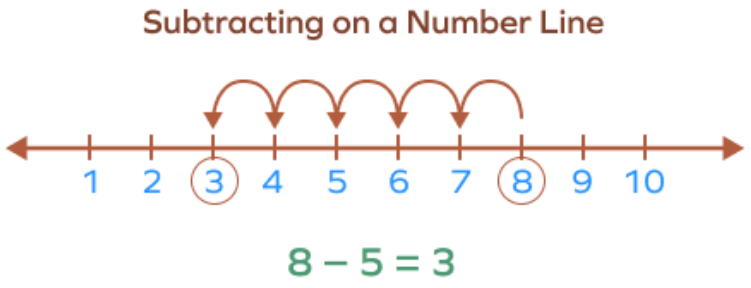
Using a range of methods and models

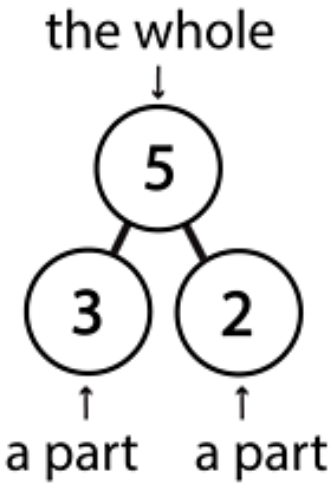


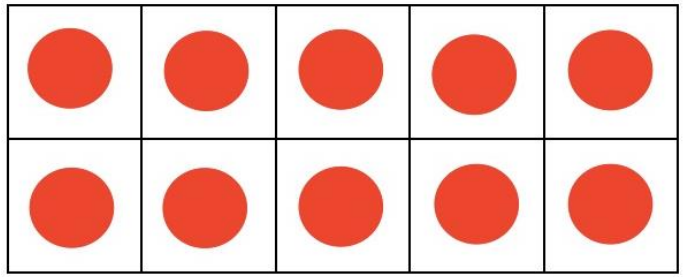


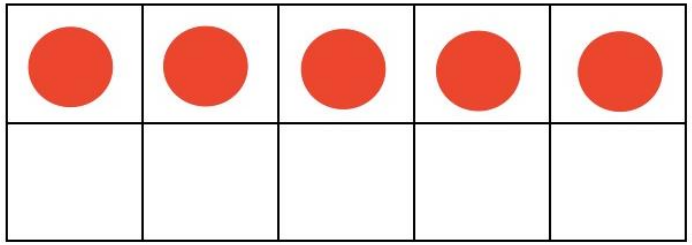
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100











Our Year 2 Maths Journey 2023-2024

We're currently here

Number and Place Value, Addition and Subtraction

Measurement

Addition and Subtraction

Multiplication and Division

Fractions and Geometry

Number and Place Value, Addition and Subtraction

Statistics

Addition and Subtraction

Measurement, Time and Mass

Fractions and Geometry

Multiplication and Division

Number and Place Value, Addition and Subtraction

Statistics

Calculate with Money

Fractions

Measurement and Geometry

Addition and Subtraction

Multiplication and Division

Number and Place Value, Addition and Subtraction

Fractions

Measurement

Geometry

Year 3

What might a lesson look like?

This might be a song, a game or a 2 minute task on a piece of paper.

Input of the lesson.

During this time, some children might be doing an independent task because they don't need to go over something they are already secure in.

Some children might need just a little bit of an input and then can get going with their main job whilst supported by an adult.

Sometimes, they all stay together!

Lesson tasks

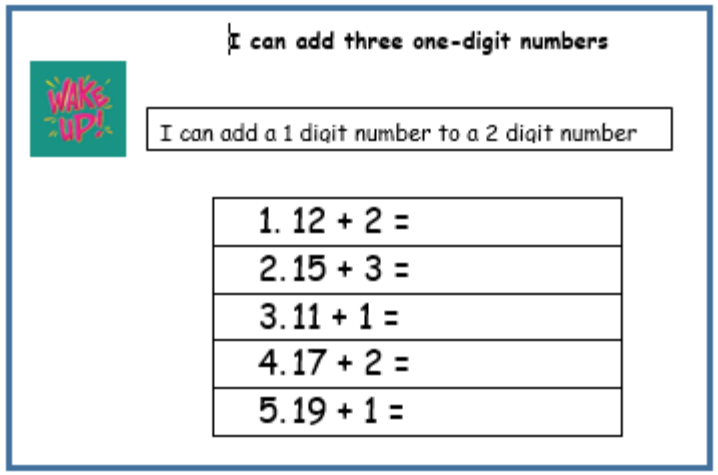
- We focus on Fluency, Reasoning and Problem Solving skills in maths.
- Bronze challenges focuse mainly on fluency building
- Silver is fluency with the introduction of some reasoning using retrieval of prior knowledge
- Gold and Diamond are reserved for reasoning and problem solving. This means the children have to delve deeper and explain their understanding. Questions will be phrased:

Is it possible to…PROVE IT!

What if…? SHOW ME!

Is it true or false that…? HOW DO YOU KNOW? etc

- In reality, you wouldn’t necessarily start on Bronze and work your way up to Gold or Diamond. You start at the right level for you. We use teacher assessment to point the children towards a good starting place but they ultimately are in charge of saying what level they want to work at and progressing through the stages.
- EG, Silvers can go to Bronze or Gold, depending on how they found the task.

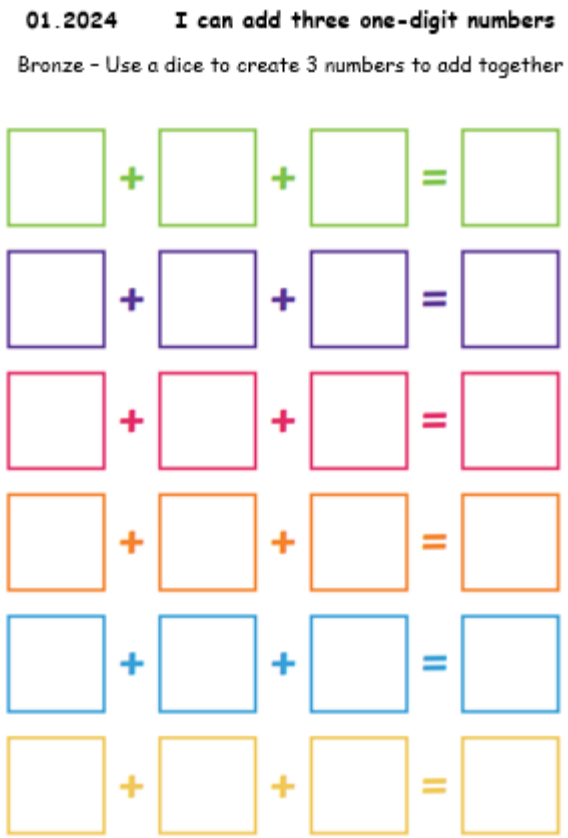


I can add three one-digit numbers

WAKE UP!

I can add a 1 digit number to a 2 digit number

1. 12 + 2 =
2. 15 + 3 =
3. 11 + 1 =
4. 17 + 2 =
5. 19 + 1 =



01.2024 I can add three one-digit numbers

Bronze – Use a dice to create 3 numbers to add together

□ + □ + □ = □

□ + □ + □ = □

□ + □ + □ = □

□ + □ + □ = □

□ + □ + □ = □

□ + □ + □ = □

Bronze

I can add a 1 digit number to a 2 digit number

1. 54 + 5 =	2. 12 + 3 =
3. 16 + 3 =	4. 99 + 100 =
5. 40 + 9 =	6. 55 + 4 =
7. 32 + 6 =	8. 22 + 2 =
9. 81 + 5 =	10. 63 + 3 =

01.2024 I can add three one-digit numbers

Silver

3a. Find the total.

9 + 1 + 7 = ☐

3b. Find the total.

2 + 4 + 8 = ☐

9a. Match each addition to the correct answer.

9 + 4 + 3	sixteen
6 + 5 + 6	seventeen

9b. Match each addition to the correct answer.

8 + 7 + 8	twenty-two
7 + 8 + 7	twenty-three

1a. Choose a digit card to complete the number sentences below.

8 4 5 1

5 + ☐ + 9 = 19

6 + ☐ + 8 = 18

1b. Choose a digit card to complete the number sentences below.

3 9 6 2

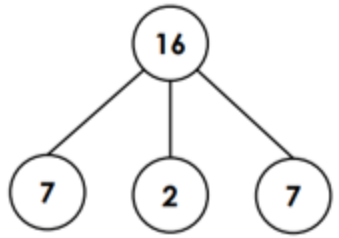
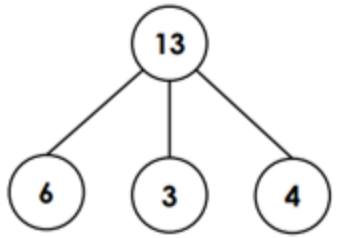
4 + ☐ + 2 = 12

7 + ☐ + 6 = 16

Silver

01.2024 I can add three one-digit numbers

Gold

2a. Dexter is using the part-whole model to calculate 7 + 9 by making 10.	2b. Priya is using the part-whole model to calculate 6 + 8 by making 10.
 Is he correct? Explain why.	 Is she correct? Explain why.

2. Wally the robot only eats numbers. He eats three digits for each meal. He is feeling very hungry and wants to eat 3 digits that total 21. Digit cards can be used more than once. Investigate the different digits that Wally could eat. One example has been done for you.

0 1 2 3 4

5 6 7 8 9

Example:

8 + 8 + 5 = 21

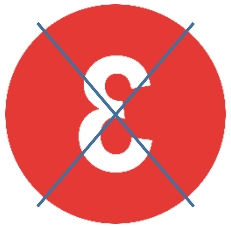
Keep it neat!

Gold

How can you support at home?

- It’s tens and ones, not tens and units!
- Check that your child is totally secure in the basics before pushing them onto the next thing. Eg, do they understand repeated addition and doubles and halves before they start times tables.
- Use everyday moments as chances to explore maths,

Eg, how many sets of cutlery do we need out for dinner time if Grandma is staying today?



- Can your child form numbers correctly?
- Times tables!!!