

Stanhope Barrington C. of E.
Primary School.

Year 2

Mathematics



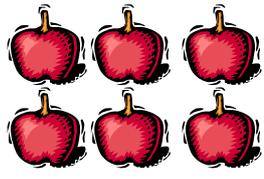
Multiplication I know that 5 added together 3 times is the same as

5 + 5 + 5 or 5 x 3

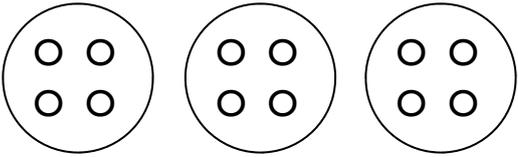
Put 5 objects e.g. cups, in a box. Ask if I had 3 such boxes, how many cups would I have? Can your child work this out by adding; then by multiplying



Here is a picture. Can your child write an addition number sentence, then a multiplication sentence, to go with this picture?
E.g. $3 + 3 =$ or $3 \times 2 = 6$



Can your child make up a picture to go with this number sentences?
 $4 + 4 + 4 = 12$
Can your child do the same problem using multiplying instead of adding?



Notes for parents/ carers:
When we multiply numbers, the second number operates on the first as in 5 is multiplied by the 3.

Division

I can solve division problems by sharing equally or making equal groups of objects and I know how to record them as a number sentences, e.g. 8 buttons shared equally between 4 people.



Find a bag of 12 items, e.g. grapes, toys. Ask your child to share them equally between 3 people, say how many grapes each will get and draw a picture to show this. Can your child make up more problems involving sharing equally? Can they draw a picture for each problem.



Collect 20 pencils. Ask: if your child put them into boxes (groups) of 4 how many boxes (groups) will they need? Can your child draw a picture to show this?

Here is a number sentence: $15 - 3 = 5$. What picture can your child draw to represent this? Repeat for $16 - 4$, $21 - 3$, $20 - 5$, etc

Notes for parents/ carers:

Sharing is when you divide a set of objects out one at a time to form as many same-sized groups as you can.

Place Value

I know what each digit in a two- digit number represents. e.g. 64 = 60 + 4

Ask your child to fill-in the empty box:
85 = + 5 = 20 + = 25
 + = 38 Can they make up five more examples?

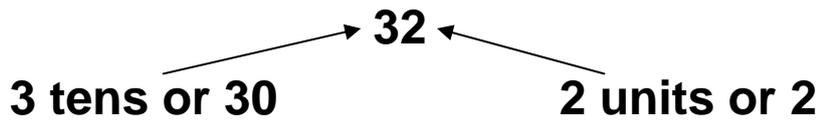


Write 2,3,and 4 on different pieces of paper. How many two-digit and three-digit numbers can your child make? (e.g. 42, 234)

Play ' How many tens and how many units' - in these numbers: 16, 34, 9, 57, 83, 267, (e.g. 17 is 1 ten and 7 units)



Notes for parents / carers:
It is important to know how the position of the digit affects the value it represents, e.g.



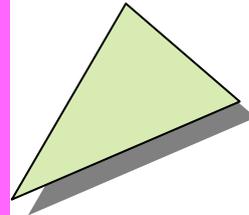
Fractions

I can use and understand fraction, whole, half and quarter, to explain parts of a shape.



Find a bar of chocolate, which has 20 squares of chocolate. Ask: if I eat a quarter of the squares, how many squares will I have eaten? If we eat two quarters, how many squares are left? What is another way of representing two quarters?

Can your child shade in half of this shape? Can they shade another part that is not half? Can they explain why this part is not half? Ask your child to draw another shape and shade half of it..



Find a straight-sided container that can be filled with water. Ask your child where the water would be if it were half or a quarter full. Together check the estimates by filling the container with water and comparing the quantities of water that reached the half and quarter-full estimates.

Notes for parents / carers:

A half and a quarter are parts or fractions of a whole.

Measuring

I can estimate the lengths of different objects, compare their size and measure them, and compare their length.

Your child stands in the doorway in your house. Say that the doorway is roughly 2 metres high. Ask your child how many things they can see that are taller / shorter



Find a 30 cm ruler. Ask your child to find things that are shorter than 30 cm. Can they write down what they are and measure them? Can they put them in size order?

Ask your child to estimate how many steps it would take to walk across the width and length of their bedroom. Check it by counting their steps. Repeat in the kitchen.



Notes for parents / carers:

It is useful to be able to make accurate estimates before measuring and comparing the length and sizes of objects.

Problem Solving

I can work out patterns in lists of numbers and find other examples that fit the rule.

$$24 - 10 = 14,$$

$$14 - 10 = 4$$

Discuss with your child whether this statement is true: 'When I subtract 10 from a number, the unit number stays the same.' Try this out with: 27, 48, 56, 64, 15. Does it work for all numbers? Try it again with some other numbers.

A cuboid has 6 faces. Look around your house and find as many different cuboids as possible. How many edges and corners have they got? Do the same for cubes.



Talk about whether this statement is true: 'When I multiply a number by 10 the units digit is zero.' Try this out with: 5, 7, 9, 6.

Notes for parents/carers:

By looking at patterns in numbers we can explain the patterns and check it with more numbers.

Parents are a child's first and best teacher and you can have a big impact on how your child succeeds at school. Your child will want to please you and will enjoy your support and interest.

This leaflet will give you a few ideas which you can then develop to help your child. Please remember a short session of ten minutes can be all it takes to make a huge difference, make it fun and let your child know you are pleased with them. Always try to find a positive comment to finish on, it will make your child want to repeat the experience.

If you would like more information about Numeracy in school you can talk to your child's teacher.

The government also have a number of publications which you might find useful.

To order material and find out more visit the Primary National Strategy website
www.standards.dfes.gov.uk/primary or
www.parentcentre.gov.uk.

The publications are available free from the Department for Education and Skills,
telephone 0845 60 222 60

The BBC also has an excellent site with inter-active games.

