Mathematics in Year 2

A guide for parents

'Without mathematics, there's nothing you can do.

Everything around you is mathematics.

Everything around you is numbers.'

Shakuntala Devi

You will never have this day again so, with the guidance of God, make it count!

The purpose of this short booklet is to make you aware of the National Curriculum end of year expectations for the teaching of Maths for your child's specific year group.

With the latest National Curriculum (2014) the mathematical knowledge and understanding that children in KS1 require has become more demanding than any previous curriculum. We hope this booklet will make you aware of the standards required and enable you to support your child in their learning.

Best Wishes

Key Stage 1 Team

You will never have this day again so, with the guidance of God, make it count!

Number – number and place value

Pupils should be taught to:
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number – addition and subtraction

Pupils should be taught to:
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  a two-digit number and ones
  a two-digit number and tens
  two two-digit numbers
    adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

You will never have this day again so, with the guidance of God, make it count!

Number – multiplication and division

<u>Pupils should be taught to:</u>

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions

<u>Pupils should be taught to:</u>
- recognise, find, name and write fractions a third, a quarter, 2 quarters and 3 quarters of a length, shape, set of objects or quantity
- write simple fractions for example, half of 6 = 3 and recognise the equivalence of 2 quarters and a half.

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money

You will never have this day again so, with the guidance of God, make it count!

- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry – properties of shape

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle
  on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

You will never have this day again so, with the guidance of God, make it count!

Statistics

Pupils should be taught to:
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

You will never have this day again so, with the guidance of God, make it count!

Thurston CE Primary Academy

Spend at least 30 minutes a week completing activities on Mathletics as well as completing mathematics Home Learning tasks.

Spend two minutes every so often counting on and back from different starting points in 2's, 3's, 5's and 10's crossing 100. Compare and order numbers up to 100

Spend time learning and recalling multiplication and division facts linking to 2, 5 and 10 times table.

Name different shapes when walking to the shops or going to the park. Can you see any patterns in the fencing panels? What shapes can you see in road signs? Discuss the properties of known shapes, how do you know it's a rectangle? Are there any lines of symmetry?

Each day use appropriate language linking to money discuss what coins could be used to buy objects in a shop e.g. sweets. Closely look at a group of coins identifying them and adding them together.

Regularly talk about days of the week and months of the year putting them in chronological order.

Regularly discuss the time of the day to the nearest 5 minutes. Identify the number of minutes in a day and the number of minutes in an hour.

Help your child read and write numbers to 100 encouraging accurate pronunciation and spelling.

You will never have this day again so, with the guidance of God, make it count!