



YEAR 2

Maths at home for parents and carers



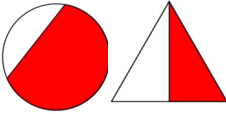
THIS SHORT LEAFLET COVERS SOME OF THE CORE CONCEPTS AND IDEAS THAT YOUR CHILD WILL NEED TO KNOW THIS YEAR. YOU WILL FIND SUGGESTIONS FOR GAMES TO PLAY, ACTIVITIES TO COMPLETE AND WEBSITES TO ACCESS TO SUPPORT YOU, AS YOU SUPPORT YOUR CHILD..

Equipment

Many of the activities included in this helpful leaflet will not require any special equipment. If you have access to online resources this will be useful but not essential when supporting your child.



Websites

 Multiplication and Division KS1 (maths.org) Multiplication and division	 Hit the Button - Quick fire maths practice for 5-11 year olds (topmarks.co.uk) Coconut Multiples - Reinforce Times Tables (topmarks.co.uk)	 ictgames Multiplication & Division Multiplication and division games	 Half or Not Half Interactive (snappymaths.com)	 Firepit Fractions (ictgames.com) Fraction games
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Maths words and phrases

Repeated addition is **adding equal groups together**. It is also known as multiplication. If the same number is **repeated** then, we can write that in the form of multiplication

Multiple e.g. the multiples of 5 are all in the **5 times table**.

Skip counting is when you **count forwards or backwards** by a number other than 1.

Whole: When we divide a **whole** into equal parts, each part is a **fraction** of the **whole**.

Numerator is the **top number in a fraction** and shows how many **parts** we have.

Denominator is the **bottom number in a fraction** and shows how many **equal parts** the item is **divided** into.

Unit fraction is any fraction with **1 as its numerator** (top number), and a **whole number for the denominator** (bottom number)

Equivalent fraction is a fraction that is the **same as another fraction** with a **different denominator** e.g. $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$

Key Learning 1 - Multiplication and Division

Count in 2s, 5s and 10s multiplication tables.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs

Games and Ideas

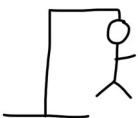
Count forward and backwards in 2s, 5s and 10s. Bounce a ball and count, use a skipping rope and count. Link this to a physical activity.



Count forwards in a number e.g. 2, 4, 6, 8, 12, 14, 16, 18, 20. Ask your child, 'what number did I miss out of the sequence?' Did I count forwards or backwards. Repeat with other numbers and let the children count and ask you what number they missed out.



Play hangman, but with numbers. Show the children, , , , , and ask them to give you a starting number e.g. 10. Pop it in the sequence. Children may think it's multiples of 10, but it is actually multiples of 5 that is the sequence. Repeat with other sequences.



Use household objects to show grouping e.g. 5 groups of 2 oranges. Ask them, 'how would you work out how many oranges there are in total?' Show the children how to skip count their answer – counting up in 2s, as this is the most efficient way of counting these groups. Remove one group of the oranges and ask, 'how many are there now?' Encourage them to use the same strategy of counting in 2s. Repeat this with other numbers. Always using the multiples of 2, 5 and 10 as children are familiar with counting in these numbers.



Use a 1 -12 dice and a set of cards with 2, 5 and 10 on and ask your child to roll the dice and then pick a card and they will multiply those 2 numbers together. This should support their rapid recall of timetables. Encourage the children to use their fingers to support counting up in multiples of 2, 5 or 10



Write some questions for the children:

$15 \div 3 = 4$ and $5 \times 5 = 35$ ask them is it true or false? How do they know? Ask them to show you how they worked it out.

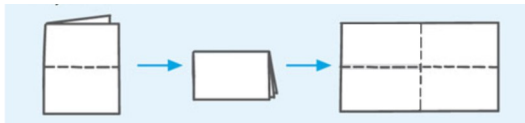


Key Learning 2 - Fractions

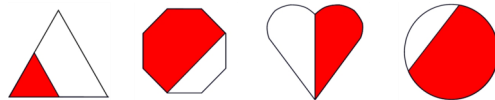
Recognise and write fractions $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{3}{4}$ of a shape and set of objects.

Games and Ideas

Cut up some circles, squares and rectangles out of paper. Take the square and ask your child to fold it in half. Draw in the line to make it clear. They can then shade one half. Repeat this with one third, one quarter and three quarters. Ensure that you don't use a circle for thirds as it won't work.



Draw some shapes on paper and split them into two. Ask the children, which ones are split in half? If they are not equal, they are not half, make this clear to the children. You could try this with quarters and thirds.



Draw some purses/wallets on some paper and get some pennies. Share out the pennies e.g. 15 pennies shared between 3 purses/wallets. Then write a sentence about it e.g.

$$\frac{1}{3} \text{ of } 15 \text{ is } 5$$

Ask your child whether the sentence is correct or not. Ensure that you make some incorrect.



Give your child a set of objects such as toy cars, teddies etc. Then give them some paper. Ask the children to share out e.g. 12 cars between the 2 pieces of paper. Then get the children to write this as a calculation. $12 \div 2 = 6$. Repeat this with other numbers, but only divide by 2, 3, 5 or 10 as they are familiar with counting in these numbers. This is good to practise the division strategy. Then ask your child to write it as a fraction

$$\frac{1}{2} \text{ of } 12 \text{ is } 6.$$



Write the fractions $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{3}{4}$ and then write them in words on bits of paper. Play snap or pairs with them.

