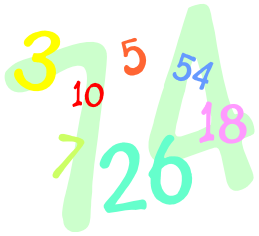
YEAR 2

By the end of Year 2, most children should be able to…

- Count to at least 100, and read and write numbers to 100.
- Given any six numbers up to 100, put them in order.
- Count forwards and backwards in ones or tens from any two-digit number, e.g. *twenty-six, thirty-six, forty-six…*
- Recognise odd and even numbers.
- Add and subtract numbers under 20 in their heads.
- Know pairs of 'tens' numbers that make 100, e.g. 30 + 70.
- Double and halve small numbers, e.g. double 9 is 18, and half of 18 is 9.
- Know by heart the 2 and 10 times tables.
- Find the total value of a handful of coins to £1.
- Measure or weigh using metres, centimetres, kilograms or litres.
- Use a ruler to draw and measure lines to the nearest centimetre.
- Tell the time to the half and quarter hour.
- Name and describe common 2-D and 3-D shapes.
- Solve simple number problems, and explain how to work them out.



Targets for pupils in Year 2

How to help your child with maths

Fun activities to do at home

Maths can be fun!!!

Talk about numbers with your child – look at road signs and discuss the digits.

Using take away menu ask what they can eat for £5.

In the supermarket what is the most expensive thing they can find? Give them a shopping list of 4 things to get and work out how much they cost?

Play solitaire with cards or on computer it helps sequence numbers

Out and about

ϕ During a week, look outside for 'thirties' numbers, such as 34 or 38,
on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find?

ϕ Next week, look for 'fifties' numbers, or 'sixties'…

How much?

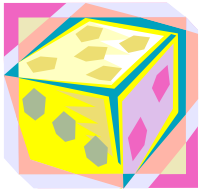
ϕ Once a week, tip out the small change from a purse.

Count it up with your child.

Number facts

You need a 1–6 dice.

ϕ Take turns. Roll the dice. See how quickly you can say the number to add to the number on the dice to make 10, e.g.



and 6

ϕ If you are right, you score a point.

ϕ The first to get 10 points wins.

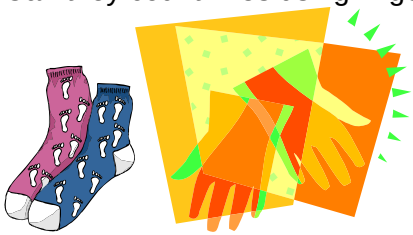
You can extend this activity by making the two numbers add up to 20, or 50.

Dinner Time

Ask your child to estimate the amount of peas, beans, alphabet shapes are on their plate – can they count as they eat them to see if they were right?

Socks away

Ask your child if they can count in 2s – from a pile of socks put matching pairs together count how many by counting in 2s.
Can they count in 5s using fingers on gloves?



Useful website;

www.coxhoe.durham.sch.uk/curriculum/numeracy

YEAR 6

By the end of Year 6, most children should be able to…

- Know all tables to 10 x 10, especially for division,

e.g. 63 ÷ 7 = 9, and quickly work out remainders.

- Multiply and divide decimals by 10 or 100 in their heads,

e.g. 2.61 x 10, 53.2 ÷ 100.

- Put numbers, including decimals, in order of size,

e.g. 1.06, 0.099, 0.25, 1.67.

- Use pencil and paper to add and subtract decimals,

e.g. 3.91 + 8.04 + 24.56, or 13.3 – 1.27.

- Use pencil and paper to multiply and divide,

e.g. 387 x 46, 21.5 x 7, 539 ÷ 13, 307.6 ÷ 4.

- Cancel fractions e.g. reduce 4/20 to 1/5,

and work out which of two fractions is bigger, e.g. 7/12 or 2/3.

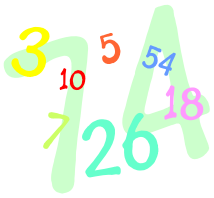
- Work out simple percentages of whole numbers,

e.g. 25% of £90 is £22.50.

- Estimate angles and use a protractor to measure them.
- Work out the perimeter and area of simple

shapes that can be split into rectangles, e.g.

- Solve word problems and explain their methods.
- Use co-ordinates to plot the position of points.
- Understand and use information in graphs, charts and tables.



Targets for pupils in Year 6

How to help your child with maths

Fun activities to do at home

Favourite food

ϕ Ask your child the cost of a favourite item of food.
Ask them to work out what 7 of them would cost, or 8, or 9.
How much change would there be from £50?
ϕ Repeat with his / her least favourite food.
What is the difference in cost between the two?

Sale of the century

ϕ When you go shopping, or see a shop with a sale on, ask your child to work out what some items would cost with:
50% off
25% off
10% off
5% off

ϕ Ask your child to explain how she worked it out.

TV addicts

Ask your child to keep a record of how long he / she watches TV each day for a week. Then ask him / her to do this.
ϕ Work out the total watching time for the week.
ϕ Work out the average watching time for a day
(that is, the total time divided by 7).
Instead of watching TV, you could ask them to keep a record of time spent eating meals, or playing outdoors, or anything else they do each day. Then work out the daily average.

Four in a line

Draw a 6 x 7 grid. Fill it with numbers under 100.
ϕ Take turns. Roll three dice, or roll one dice three times.
ϕ Use all three numbers to make a number on the grid.
ϕ You can add, subtract, multiply or divide the numbers,
e.g. if you roll 3, 4 and 5, you could make 3 x 4 – 5 = 7,
54 ÷ 3 = 18, (4 + 5) x 3 = 27, and so on.
ϕ Cover the number you make with a coin or counter.
ϕ The first to get four of their counters in a straight line wins.

Rhymes

Make up rhymes together to help your child to remember the harder times-tables facts, e.g.
6 x 7 = 42 phew! 7 x 7 = 49 fine! 6 x 8 = 48 great!

Corners

Look around the house how many right angles can your child find – use the edge of a ruler to check.

Pulse rates

Take their pulse for 6 seconds – multiply the answer by 10 – this will give a pulse for a minute. Do rigorous exercises for 2 minutes take pulse again what's happened? – repeat predict your pulse rate after exercising.

Take away meal deals

Look at take away menus work out how much each item in a meal deal would cost if bought individually – how much are you saving? If you had £10 to feed your family what would be the best combination of items to buy? Why?

Useful website;
www.coxhoe.durham.sch.uk/curriculum/numeracy