

A Parents' / Carers' Guide To Securing Y2 Maths

Counting (TU only)

Take it in turns to count with your child. You may want to do this by throwing a ball to each other. Alternatively, get your child to write out the numbers on a piece of paper.

- Count in 2s, 5s, 10s and moving onto 3s. Start at 0 and go past the multiple of 12 for each number (so count in 2s past 24, 3s past 36, 5s past 60).
- When they have mastered this, start at 35 and count in 5s up to 100. (Repeat this with the other numbers but **not** starting on 0.)
- Count in halves starting with 0 up to 20.
- Count forwards (and later backwards) in ones from any 2 digit number (taking care when crossing the 10s boundary e.g. 60, 70 80 etc.).

Place Value (TU only)

- Read any 2 digit number written for them.
- Write any 2 digit number said to them.
- Partition any 2 digit number (e.g. $62 = 60 + 2$)
- Say what each number represents in a 2 digit number (in 62 the 6 is worth 60 and the 2 is worth 2)
- Use <(less than), >(more than), and =(equals) to order 2 2 digit numbers (e.g. $62 < 85$ and $62 > 51$)
- Order 5 2 digit numbers from smallest to largest.
- Double all single digits.
- Halve even numbers up to 20 and know half of 40, 60, 80 and 100.

Adding/subtraction

- Add/subtract 1 to any 2 digit number.
- Add/subtract 10 to any 2 digit number.
- Add 3 single digit numbers together.

Multiplication and division

- Identify odd and even numbers in a set.
- Recall facts in the 2,5,10, times table. Use fingers to answer these (e.g. 5 lots of 7).
- Answer division question (by using fingers) e.g. how many 2s in 10?

Fractions

- Be able to write the unit fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$.
- Know that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$.
- Be able to recognise $\frac{1}{2}$ s $\frac{1}{4}$ s and $\frac{1}{3}$ s of shapes.

Measuring

- Know what units are used for measuring length, mass(weight) and capacity.
- Know how many cm in a metre, ml in a litre and g in a kg.
- Be able to estimate length.

Time

- Use half past and quarter to/past, moving onto telling the time to the nearest 5 mins.
- Know how many minutes in an hour and hours in a day.

Shape

- Name common 2d shapes and use sides, vertices, lines of symmetry to describe them.
- Name common 3d shapes and describe the 2d shapes that make up their faces.