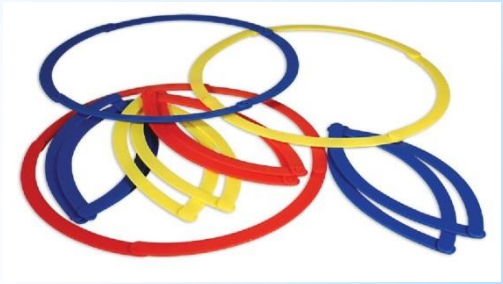
Year 2 Maths

How can you help your child at home?

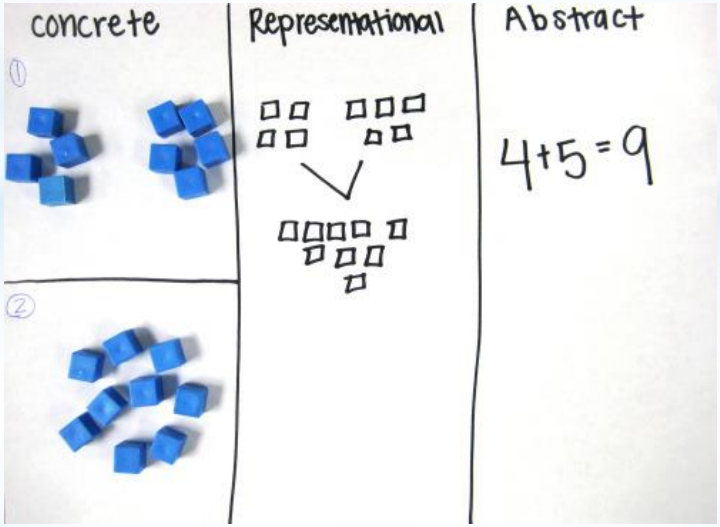


Steps of progression

* Concrete- This is the practical stage which underpins all the mathematics that we do in school because this is where children develop their concrete understanding of number.

* Pictorial- This is where the children draw a picture to represent the practical resources that they have used.

* Abstract- This is where the children will begin to use more formal methods to help them solve different calculations.



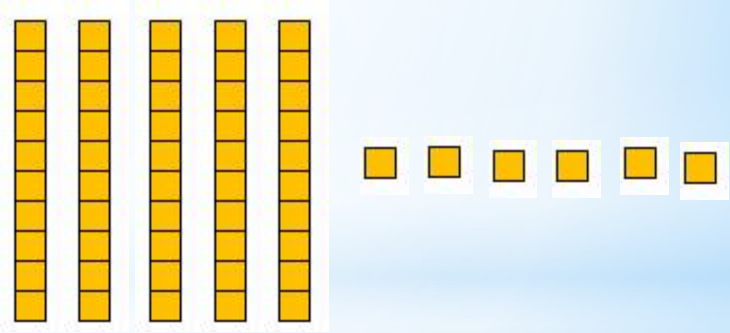
*Partitioning

*Partitioning is the process in which a 2 digit number (or larger) is split into tens and ones.

This strategy ensures that children have a good understanding of place value, and helps them to apply their understanding of numbers to more complex problems.

For Example:

56 = 5 tens and 6 ones, or: 50 + 6



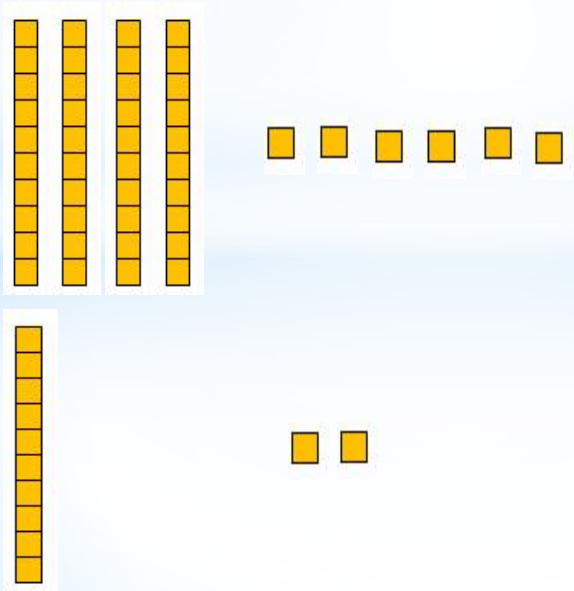
We encourage the children to draw the tens and ones using the representation of dienes.

Addition

- Children will begin adding as counting on. They may choose to use objects or add using their fingers. Remind your child to start with the **BIGGEST** number!

- Then we move onto using the dienes (tens and ones).

- 46 + 12



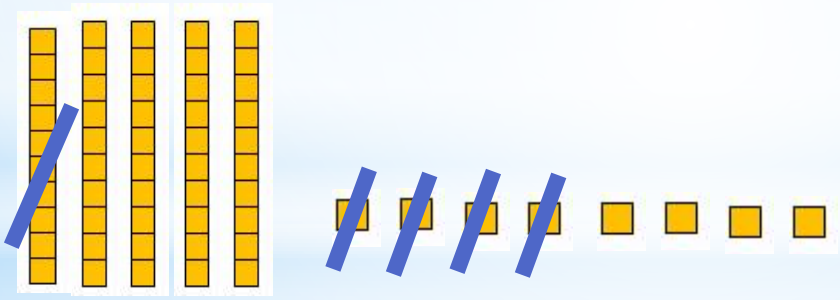
- There are 5 tens altogether so that equals 50.
- Then carry on counting in ones from the tens number. 50, 51, 52, 53, 54, 55,56, 57, 58.

Subtraction

- Children will begin subtracting as counting back. They may choose to use objects or subtract using their fingers, or by drawing. Remind your child to start with the **BIGGEST** number!

Then we move onto using the dienes (tens and ones).

58 - 14



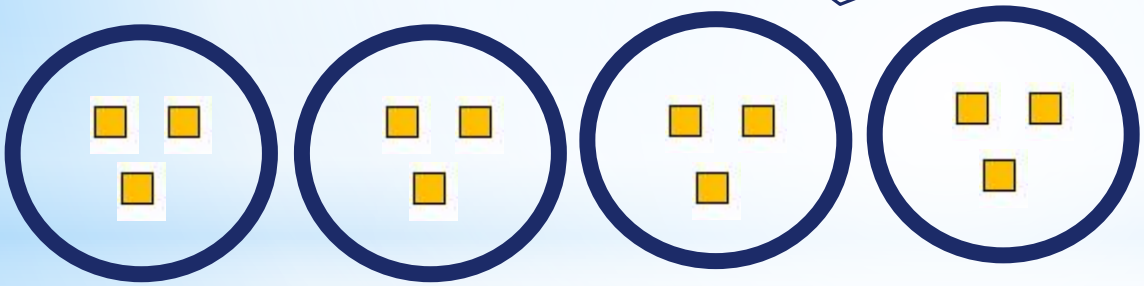
- Make the biggest number.
- Cross off the number of ones you are taking away.
- Cross off the number of tens you are taking away.
- How many tens and ones are left?
- This gives us the answer of 44.

*Multiplication

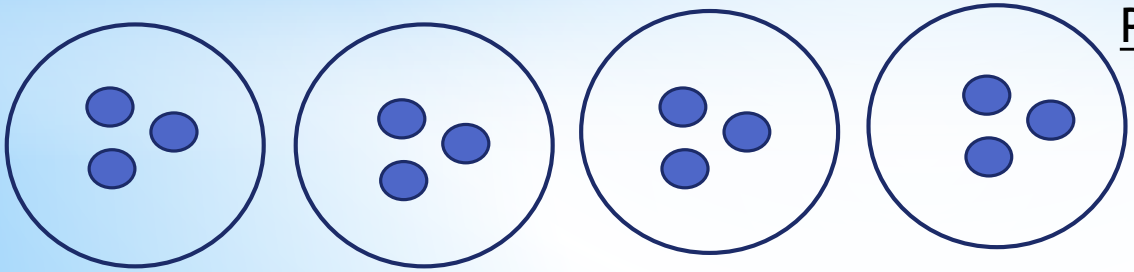
*The children will need to know their 2, 5 and 10 times table fluently and not just by chanting. They need to be able to calculate the 3, 4, 6, 7, 8 and 9 times tables using the methods that we teach them.

*4 x 3 =

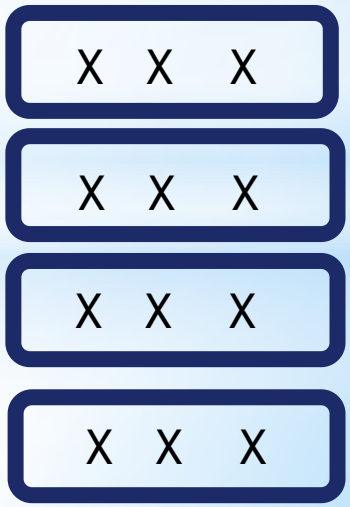
There are 4 lots of 3.
There are 4 groups of 3.



Pictorial



Arrays



Division

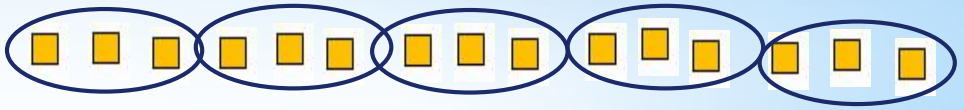
* Children will understand division through **grouping** and **sharing.** We use counters or objects and large hoops to represent our groups.

* 15 ÷ 3 =

<u>Sharing</u>
15 shared between 3.

<u>Grouping</u>
15 into groups of 3.

<u>Pictorial</u>: The children would draw these circles and count out the dots in their books.



There are 5 groups altogether.