## Churchfields Infants' School: Year Two curriculum information MATHS



Outlined below is a summary of the skills children will work on during Year Two. Children take part in regular Maths sessions throughout the week and focus on building skills before applying them to a range of problems and different contexts. We develop children so they are fluent mathematicians who can reason about number and all other elements of the Maths curriculum. Children will learn about Number (number and place value, addition and subtraction, multiplication and division, fractions), Measurement, Geometry and Statistics across the year and develop their skills accordingly. Maths is also taught in a cross-curricular way as Maths skills are used and developed in a range of other subjects e.g. Science.

	Number	Measurement	Geometry	Statistics	How can you help at home?
Autumn 1: Are We Nearly There Yet?	<ul> <li>using the &lt; and &gt; symbols</li> <li>partitioning a number into tens and ones</li> <li>understanding the value of each digit in a 2-digit number (e.g. in 24, the 2 is worth 20 and the 4 is worth 4 ones)</li> <li>counting Dienes apparatus in 10s and 1s</li> <li>using part-whole models to model partitioning</li> <li>using information about partitioning to order numbers</li> <li>counting in tens from any number, forwards and backwards</li> <li>adding 2 2-digit numbers using Dienes and by partitioning</li> <li>addition on a number line Specific to reasoning</li> </ul>	<ul> <li>developing language used when measuring length (e.g. length, height, width, how tall?, depth)</li> <li>using 10p and 1p coins to apply understanding of place value</li> <li><b>Revision</b></li> <li>measuring lines accurately using a ruler</li> <li>value of coins</li> </ul>	<ul> <li>- labelling 2D shapes as regular or irregular depending on whether or not the sides are equal</li> <li>- developing language used to describe properties of shapes</li> <li>- sorting shapes using a Venn diagram</li> <li>- sorting shapes using a Carroll diagram</li> <li>Revision</li> <li>- naming 2D shapes</li> </ul>	- simple graph work in Science	<ul> <li>play board games with your child whenever you can</li> <li>try teaching your child some strategy games, such as Connect 4 and noughts and crosses</li> <li>look for numbers everywhere you are and discuss their size, the value of the digits and the perhaps order some by their size (or in other ways you may choose!)</li> <li>use coins, Lego pieces (10 piled together and single pieces) or straws (bundles of 10 and single</li> </ul>

	<ul> <li>explaining why opinions about numbers partitioned are correct or incorrect</li> <li>reasoning about possible answers to a part-whole model</li> <li>Always, sometimes, never scenarios</li> <li>differentiated problem solving selected by children</li> <li>'Card Sharp' investigation</li> <li>Revision</li> <li>number bonds to 10</li> <li>adding a 2-digit number and ones</li> <li>subtracting ones from a 2-digit number</li> <li>adding 2 tens numbers together speedily</li> <li>writing numbers in words</li> </ul>		- counting sides and corners on 2D shapes - discussing simple properties of 2D shapes		straws) to represent 2-digit numbers - ask your child some addition questions and let them choose how to solve it (they may draw dienes or use equipment, partition the numbers or use a number line) - practise counting in 10s from ANY number (17, 27, 37) - discuss and order lengths of objects you may see or have at home. If you have a rule, challenge your child to find something longer/shorter/the same length as a certain value of cm (remember: when
	- writing numbers in words				length as a certain value of cm (remember: when we measure length horizontally we use the terms longer and shorter, and when measuring vertically we use the terms taller and shorter) - name shapes you see in the environment and discuss their properties
Autumn 2: Once Upon a Time	<ul> <li>application of number skills to measure (see revision section and next column)</li> <li>doubling numbers larger than 10 by partitioning</li> </ul>	- vocabulary used when measuring in different ways (e.g. to measure length,	- what shapes do you make when you fold 2D shapes in half?	- How many more? / How many less? questions across Maths and other	- play board games with your child whenever you can - try teaching your child some strategy games,

- halving even numbers larger	height, capacity,	- counting faces,	subjects across	such as Connect 4 and
than 20 by partitioning	weight, cost, time)	edges and vertices	the curriculum as	noughts and crosses
- subtracting 10s numbers from 2-	- comparative	on 3D shapes and	a precursor to	
digit numbers	vocabulary (e.g.	thinking about their	work on statistics	- practise counting
- subtraction on a number line	wide/ narrow,	properties –	- simple problems	backwards in 1s and 10s,
(TU – U, TU – T, TU – TU, including	thick/thin, hold	practically	involving data	especially across 10s as
where regrouping is required)	more/ holds less)	<u>Specific to</u>	presented in	this is often where children
- solving more complex missing	- weighing items	<u>reasoning</u>	simple	get stuck!
number calculations	with a static (not	- which shape is the	tables/graphs	- ask your child a
- using the inverse (3 for free)	balance) scale	odd one out? Why?		subtraction question and
- multiplication as repeated	- predict and order		Revision	let them solve it in their
addition	weights	Revision	- revise language	own way (number lines
- apply counting in 2s/5s/10s to	- measuring	- naming 2D shapes	such as 'How	most accurate here!)
multiplication	capacity using	- counting sides	many more? /	- rehearse quick recall of
- using arrays to solve	measuring jugs	and corners on 2D	How many less?	mental Maths covered this
multiplication calculations	- reading a scale -	shapes		half term e.g. halving and
- solving multiplication	weight/capacity	- discussing simple		doubling, x tables
calculations by drawing groups	- < and > symbols	properties of 2D		- play a game: take it in
of 2/5/10	applied to measure	shapes		turns to name an
- apply knowledge of	and money	- halving shapes by		odd/even number. The first
multiplication to word problems	- British coins and	folding		person who fails to
- rehearsing 2, 5 and 10 X tables	notes, equivalence	- naming 3D shapes		name/write a different
Specific to reasoning	of some of these	by looking at solids		example in 5 seconds
- reason about odd and even	- counting larger	and pictures of		loses! How many will you
numbers	groups of coins in	them		come up with?
- working outside known facts	different	- recognising 3D		- look for some arrays at
and explaining reasoning for	denominations	shapes in the		home and when you're
answers	- 'paying' for items	environment		out and about (top tip:
- < and > using multiplication	using coins			Lego bricks and windows
<ul> <li>open ended investigation</li> </ul>	- showing amounts			are a good place to start!)
applying reasoning about all	of money using the			- do lots of measuring
operations and the inverse,	least number of			together: you can do this
finding as many possibilities as	coins			practically and it's always
children are able	- £ and p notation			lots of fun! e.g. cooking for

Revision	- money strategy	V	weighing and capacity,
- using the < and > symbols,	games (BEAM	ι	use a ruler or a tape
apply to measure and money	games 'Spending	r	neasure to measure items
(see next column)	Money' and	C	at home. Look at the
- ordering numbers (apply to	'Pound'	S	cales on your measuring
prices)	- using different	e	equipment and reason
- addition, apply to money using	combinations of	C	about what the divisions
choice of strategy (see next	coins to make the	V	without numbers might
column)	same total	r	epresent (this is very tricky
- doubling small numbers (to 10)	- finding totals with	V	with most conventional
- partitioning numbers (apply to	money (apply to	S	cales so children will need
doubling and halving)	addition)	S	ome help!)
- counting backwards in 1s and	<u>Specific to</u>	-	if you're looking for little
10s	<u>reasoning</u>	ic	deas for presents, a watch
- subtracting a 1-digit number	- reasoning about	(	analogue is best at this
from a 2-digit number	money; money	С	age!) or teaching clock
- odd and even numbers	challenges	r	may be a good idea in
- halving small numbers (even	- selecting a group	ŗ	preparation for what is to
numbers to 20)	of coins from a	C	come!)
- counting forwards and	selection that make	-	encourage your child to
backwards in 1s, 2s, 5s and 10s	a given amount,	p	play with money and look
- simple missing number	explaining why they	С	at the different values of
calculations	do/don't make the	C	coins
- number bonds to 10/20	right amount	-	open a 'shop' and ask
(missing number)	- Always,	У	our child to pay for
- basic understanding of	Sometimes, Never	S	omething with the right
multiplication	activities (e.g. The	r	money. Can they buy two
- developing vocabulary related	smallest coin is	i	tems?
to multiplication	worth the least, Two	-	play money 'exchange'
	silver coins are	Ç	games. Give your child a
	worth more than six	S	set of mixed coins – give
	bronze coins)	†	hem say £1 and see if
	- investigating	†	hey can exchange some
	different	C	of their other coins for the

		combinations of coins from a selection – what totals could there be? - part-whole model money reasoning <b>Revision</b> - measuring lines accurately using a ruler - counting groups of coins in the same denomination/ smaller groups of different			£1. How many ways can they do it? - ask you child to keep a running total of their pocket/birthday/tooth fairy(?!) money next to their piggy bank or purse/ wallet and alter it when they spend some! - look for 3D shapes when out and about (or at home!)
		denominations - ordering amounts			
		of money by size - developing			
		language used when measuring			
		weight (e.g. weight, heavy(ier), light(er),			
		кд, кіюgram, д, gram, scales)			
Spring	- using prior knowledge to	- further develop	- finding a quarter	- How many	- play board games with
1: It's Cold	estimate where numbers belong	vocabulary related	of shapes by	more? / How	your child whenever you
Outside!	- counting in 3s from 0, forwards	time	then half again	questions across	- try teaching your child
	and backwards	- telling the time to	- recognising a	Maths and other	some strategy games,
		the nearest 15 minutes (o'clock.	whole, $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{3}{4}$ of a shape	subjects across the curriculum as	such as Connect 4 and noughts and crosses

 - partitioning 2-digit numbers in	half past, quarter	- labelling and	a precursor to	
different ways (e.g. $34 = 30+4$	past and quarter	showing fractions of	work on statistics	- rehearse counting
20+14 10 +24 0+34	to) on an analogue	a shape (whole $\frac{1}{4}$	(in particular	forwards and backwards
$-$ introduce the $\div$ symbol and	clock ONLY	1/3 $1/2$ $2/4$ $3/2$	related to finding	in $3s - this song might help$
what it means	- stretch to telling	1/0, /4, 2/4, /4]	the difference)	and the children I OVE it!
further develop language	the time to the	Povision		
- When develop language	ne nine io ine	folding shapes in	- simple problems	
lograing that half is the same as		- Iolaing shapes in	procented in	Counting by 2s. Voutube
		naii		<u>Counting by 55 - routube</u>
- learning that a quarter means	- solve problems		tables/graphs	nome – can your chila
÷4 (or half, and half again)	related to time		<b>_</b>	share out toys/tood etc.
- ÷2, 5 and 10 and begin to			Revision	between everyone in the
relate to x tables	Revision		- revise language	family? e.g. if there are 4
- solving word problems related	- time: o'clock and		such as 'How	of you and you have 40
to halves and quarters	half past		many more? /	grapes, how many is that
solving word problems related to	- vocabulary		How many less?	each? (half and half
division	related to time e.g.			again!)
- beginning to use the inverse to	earlier, later			- rehearse halves of all
solve problems				even numbers to 20 and
- finding $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ and a whole of				apply to larger numbers
a shape				- look for fractions all
- understanding the equivalence				around you! Of numbers,
of 1/2 and 2/4				shapes, everything! Discuss
- finding a single fraction of a				what you see!
number $(1/2, 1/3, \frac{1}{4})$				- if your child is keen to
- finding multiple fractions of a				answer your Maths
number $(2/4, \frac{3}{4})$				auestions, try asking them
- solving word problems related				as a word problem instead
to fractions				of simply a calculation!
- applying knowledge of all				Your child's teacher will be
operations to word problems				able to explain the kind of
thinking about vocabulary that				problems your child is
aives us a clue about how to				being challenged with at
				school at Parents' Evening
				school al Palenis Evening.

<ul> <li>finding the difference between 2 numbers by counting in 1s/2s/10s</li> <li>finding the difference on a number line by counting on (in 1s, 10s, or both 1s and 10s)</li> <li>missing signs: which sign should be in this calculation?</li> <li>more complex missing number calculations, relating to inverse</li> <li>beginning to use inverse to check answers to calculations <u>Specific to reasoning</u></li> <li>reasoning about number facts and what else we 'know' from just one fact</li> <li>Always, Sometimes, Never activities e.g. When you add you have to start with the biggest number, Adding makes things bigger, If you double a 1-digit number, All the numbers in a sequence made by adding 2 will be even</li> <li>would you rather? problems</li> <li>odd number investigation to find all possibilities to solve a problem</li> </ul>		<ul> <li>encourage your child to rehearse telling the time at home – you may like them to wear a watch, or use analogue clocks at home. maybe you could tell them it's snack time/screen time etc. at a certain time and wait for them to come to you at the right time?</li> <li>ask your child to tell you what time it will be in minutes e.g. our dinner takes half an hour to cook</li> <li>what time will it be ready? Or if you want to make it tricky: we walked to the park in15 minutes! It's now half past 2, so what time did we leave?</li> </ul>
Revision		

	<ul> <li>counting forwards and backwards in 10s from any number</li> <li>&lt; and &gt; symbols</li> <li>inverse operations (3 for free)</li> <li>finding half and quarter of a number</li> <li>practical sharing using counters</li> <li>simple addition and subtraction</li> </ul>				
	within 20; further building recall of these rather than ability to calculate - recall of number bonds to 10 and 20 - adding 3 1-digit numbers (relate to 'hiding helpers') - counting in 2s, 5s and 10s - rehearsing 2, 5 and 10 X tables				
Spring 2: What the Eyes Don't See	<ul> <li>using an efficient strategy to solve problems (e.g. if adding 34, adding 30 then 4 rather than 3 lots of ten and then 4 ones separately)</li> <li>apply knowledge of number bonds to 10</li> <li>apply knowledge of all number taught this year to solve problems presented in a range of different contexts</li> <li>apply number knowledge to read number lines where not all divisions are labelled</li> </ul>	<ul> <li>finding the change when buying an item, relate to finding the difference by counting on or subtracting <u>Specific to reasoning</u></li> <li>money problem solving</li> <li><i>Revision</i></li> <li>find the total when buying two</li> </ul>	<ul> <li>further develop understanding of symmetry</li> <li>find lines of symmetry on 2D and 3D shapes</li> <li>listing properties of 3D shapes</li> <li>discussing which 2D shapes can be found on the faces of 3D shapes</li> <li><u>Specific to</u> <u>reasoning</u></li> <li>shape logic puzzle</li> </ul>	<ul> <li>- understanding what simple charts, tables, tallies and graphs are showing them</li> <li>- collecting own data by asking a question and creating a tally chart</li> <li>- creating a block graph to show the results of their data</li> </ul>	<ul> <li>play board games with your child whenever you can</li> <li>try teaching your child some strategy games, such as Connect 4 and noughts and crosses. What about Sudoku?</li> <li>ask your child to discuss strategies with you if they are working out answers to problems – how did they do it? Can they explain their thinking? Could there</li> </ul>
Spring 2: What the Eyes Don't See	(relate to 'hiding helpers') - counting in 2s, 5s and 10s - rehearsing 2, 5 and 10 X tables - using an efficient strategy to solve problems (e.g. if adding 34, adding 30 then 4 rather than 3 lots of ten and then 4 ones separately) - apply knowledge of number bonds to 10 - apply knowledge of all number taught this year to solve problems presented in a range of different contexts - apply number knowledge to read number lines where not all divisions are labelled	<ul> <li>finding the change when buying an item, relate to finding the difference by counting on or subtracting <u>Specific to</u> <u>reasoning</u></li> <li>money problem solving</li> <li>Revision - find the total when buying two items (using the</li> </ul>	<ul> <li>further develop understanding of symmetry</li> <li>find lines of symmetry on 2D and 3D shapes</li> <li>listing properties of 3D shapes</li> <li>discussing which 2D shapes can be found on the faces of 3D shapes</li> <li><u>Specific to</u> <u>reasoning</u></li> <li>shape logic puzzle</li> </ul>	- understanding what simple charts, tables, tallies and graphs are showing them - collecting own data by asking a question and creating a tally chart - creating a block graph to show the results of their data collection	<ul> <li>play board games v your child whenever can</li> <li>try teaching your ch some strategy game such as Connect 4 a noughts and crosses. about Sudoku?</li> <li>ask your child to dis strategies with you if are working out ansv problems – how did t do it? Can they expl- their thinking? Could</li> </ul>

- apply number knowledge to	same unit, either	- Always,	(stretch to using	be a better/ quicker/
creating graphs and problems	only £ or only p	Sometimes, Never:	a scale)	more efficient way?
involving statistics	- £ and p notation	A cube has 6 faces	- asking questions	- practise reading scales
- apply number knowledge to	- simple change	that are squares	about simple	at home: on rulers,
finding change (by counting on			charts, tables,	weighing scales,
or subtracting)		Revision	tallies and	measuring jugs, other
- creating a fraction wall (link to		- folding shapes in	graphs	kitchen equipment
equivalence)		half	- interpreting and	- if you fancy playing a
<ul> <li>comparing fractions of</li> </ul>		- symmetry	answering	game, draw your child an
numbers		- names of 3D	questions about	empty number line and
<ul> <li>estimating the answers to</li> </ul>		shapes, counting	simple charts,	put 0 and 100 at each end
calculations. Will it be more or		faces, edges and	tables, tallies and	(or 0 and a smaller
less than 50? How do you know?		vertices	graphs	number). What can they
<ul> <li>ever more complex word</li> </ul>			<u>Specific to</u>	tell you about where some
problems (2-step, unfamiliar)			<u>reasoning</u>	numbers should go? What
Specific to reasoning			- reasoning	is halfway? Give them a
<ul> <li>reasoning about strategies to</li> </ul>			about graphs	number and see if they
use to solve a problem			and charts etc.	can accurately add it to
- more complex problem solving			Revision	their number line!
involving a great deal of			- revise language	- if you take your child to
reasoning			such as 'How	the shops to buy little
<ul> <li>use clues to find a given</li> </ul>			many more? /	treats, pay in cash if you
number (apply number			How many less?	can (a £1 coin is helpful for
knowledge)				little items like sweets) and
- number pyramid reasoning				see if they can work out
<ul> <li>reasoning about fractions to</li> </ul>				the change you should be
solve more complex < and > and				given! Maybe you could
missing number problems				set up a 'shop' at home
- 'Multiple Madness' investigation				and find the change (you
- 11+? = 20: the missing number				can use more age-
must be odd				appropriate prices that
Revision				way!)
- identifying the number that				- look for lines of symmetry
needs to be added to a 2-digit				wherever you go! Which

	number to reach the next multiple of 10 (relate to number bonds to 10) - recall of the 2, 5 and 10 times tables - quick, automatic counting in 3s from 0, forwards and backwards - revisit and rehearse strategies to solve +, - x and ÷ calculations in order to improve accuracy when problem solving - quick recall of doubles, including of 2-digit numbers e.g. 15 finding multiple fractions of a number (2/4 and <sup>3</sup> / <sub>4</sub> ) equivalence of <sup>1</sup> / <sub>2</sub> and 2/4				shapes have the most lines of symmetry? How do you know? - continue discussing 3D shapes and their properties – see which you can find! - look for simple charts, tables and graphs appropriate for your child and discuss with them - if your child is keen, you could collect your own data and create a table or tally chart! They can choose their own question e.g. go for a walk and tally the colour of the cars you see, or ring all your family and friends to ask them their favourite food! Maybe you could turn it into a graph?
Summer 1: Out of the Ashes	<ul> <li>building skills when using an efficient strategy to solve problems (e.g. if adding 34, adding 30 then 4 rather than 3 lots of ten and then 4 ones separately)</li> <li>range of 'Arithmetic tests', application of knowledge about</li> </ul>	- reading a scale, including where not all divisions are numbered (for length – ruler, for weight – weighing scales, for capacity – measuring jugs,	- continuing shape patterns represented in different ways - right angles: what are they and which shapes have one/some in them?	Revision - understanding what simple charts, tables, tallies and graphs are showing them - collecting own data by asking a	<ul> <li>play board games with your child whenever you can</li> <li>try teaching your child some strategy games, such as Connect 4 and noughts and crosses. What about Sudoku?</li> </ul>

number from across the whole	for temperature –	- further develop	question and	- discuss methods of
year	thermometers)	mathematical	creating a tally	problem solving
- solving multiplication	- discussing the	vocabulary related	chart	- ensure your child can
calculations using known facts	relative size of	to direction,	- creating a	recall facts for the 2, 5 and
(e.g. solving 8 x 7 using 5 x 8 and	intervals of time	position and	block graph to	10 x tables
2 x 8 and adding together)	(e.g. what is longer,	movement	show the results	- ensure your child can
- application of knowledge of x	a day or a	- distinguish	of their data	recall division facts for the
tables	fortnight)	between rotation	collection	2, 5 and 10 x tables (e.g. if
- using the inverse to check	- ordering intervals	as a turn and in	(stretch to using	you know 3 x 10 = 30, you
answers to calculations,	of time by their	terms of right	a scale)	know 30 ÷ 10 = 3). What
including missing number	length	angles (1/4, ½ and	- asking questions	about this: 30 ÷? = 10?)
calculations	- application of	¾ turns)	about simple	- discuss intervals of time
- solving ever more complex	knowledge of	<ul> <li>clockwise and</li> </ul>	charts, tables,	as these can be confusing
problems (2-step, unfamiliar)	measuring to	anti-clockwise turns	tallies and	for young children! (What
Specific to reasoning	problems and	(develop	graphs	is longer: a week or 6
- using clues given to decide	investigation	understanding as	- interpreting and	days? 90 seconds or a
which number is being thought	(Angus Rides the	this is revision from	answering	minute? 50 weeks or a
of!	Goods Train)	across the	questions about	year?)
- ice cream investigation – how	<u>Specific to</u>	curriculum)	simple charts,	- continue to rehearse
many ways are there to make £1	<u>reasoning</u>	<u>Specific to</u>	tables, tallies and	telling the time: we find
with 2/5/10ps (relate to	- reading a scale	<u>reasoning</u>	graphs	this is completely
multiplication)	<ul> <li>opportunities to</li> </ul>	<ul> <li>what's the same,</li> </ul>		developmental. but the
- 2-step missing number problems	apply reasoning	what's different?		more practice you get,
(e.g. 15 + ? = double 20)	skills are consistently	<ul> <li>opportunities to</li> </ul>		the easier it will be!
<ul> <li>opportunities to apply</li> </ul>	offered across all	apply reasoning		- discuss direction and
reasoning skills are consistently	areas	skills are consistently		movement, including turns
offered across all areas		offered across all		both clockwise and
	Revision	areas		anticlockwise
Revision	- find the total			- you may like to link this to
- using an <b>efficient</b> strategy to	when buying two	Revision		work on Computing as the
solve problems	items (using the	- folding shapes in		vocabulary used is similar.
- solving calculations using mixed	same unit, either	half		maybe you could have
operations and recalling correct	only $\pounds$ or only p	- symmetry		another go at
	- £ and p notation			www.code.org and try

	strategies to solve each one from a selection - recall of times tables facts for the 2, 5 and 10 x tables - recall of division facts related to the 2, 5 and 10 x tables - counting in 3s from 0, forwards and backwards - using inverse relationship between operations - partitioning 2-digit numbers in different ways - finding both single and multiple fractions of an amount - number bonds to 100	- simple change - telling the time to the nearest 5 minutes - estimating, measuring and ordering length, weight and capacity	<ul> <li>names of 3D</li> <li>shapes, counting</li> <li>faces, edges and</li> <li>vertices</li> <li>simple vocabulary</li> <li>related to direction,</li> <li>position and</li> <li>movement</li> <li>clockwise and</li> <li>anti-clockwise turns</li> </ul>		some more challenging levels? You could also set up an obstacle course at home, blindfold one of your family members and see if another can give accurate instructions to get them round safely! (under adult supervision of course!)
Summer	- odd number investigation	- estimating and	- tangrams!	- choosing own	- play board games with
2: Lost	- name investigation: how much	measuring length,	<u>Specific to</u>	data to collect,	your child whenever you
at Sea	is your name worth?	height and	reasoning	from who, and	can
	- sum up investigation: how can	capacity	- opportunities to	how to collect it	- try teaching your child
	we make different totals using	- does the shape of	apply reasoning	- choosing how	some strategy games,
	the same numbers?	a container have	skills are consistently	to present own	such as Connect 4 and
	<u>Specific to reasoning</u>	an impact on the	offered across all	data!	noughts and crosses. What
	<ul> <li>Maths strategy games</li> </ul>	capacity	areas	- answering more	about Sudoku?
	<ul> <li>opportunities to apply</li> </ul>	- measuring items		challenging	- play some of the Maths
	reasoning skills are consistently	that are longer or	Revision	questions about	strategy games sent home
	offered across all areas	taller than our	- Venn and Carroll	own data and	– they're tricky!
		measuring	diagrams	data presented	
		equipment!	- as appropriate	in tables, charts,	- discuss methods of
		- solving problems	after teacher	tallies and	problem solving
	Revision	and following	assessment of	graphs that	- ensure your child can
	- building skills when using an	instructions to	needs	involve applying	recall facts for the 2, 5 and
	efficient strategy to solve	accurately create		knowledge of	10 x tables
	problems (e.g. if adding 34,	'potions' from		other Maths	- ensure your child can
	adding 30 then 4 rather than 3	different liquids!		concepts	recall division facts for the

lots of ten and then 4 ones	- creating a recipe	Specific to	2, 5 and 10 x tables (e.g. if
separately)	to create a fruit	reasoning	you know 3 x 10 = 30, you
- range of 'Arithmetic tests',	juice and	- opportunitie	know 30 ÷ 10 = 3). What
application of knowledge about	measuring to 11	apply reason	about this: 30 ÷? = 10?)
number from across the whole	<u>Specific to</u>	skills are	- ensure your child has
year	<u>reasoning</u>	consistently	good recall for facts
- solving ever more complex	- opportunities to	offered acros	across the Maths
assessment of needs	offered across all areas <b>Revision</b> - finding change - telling the time to the nearest 5 minutes - as appropriate after teacher assessment of needs	- understandi what more complex cha tables, tallies graphs are showing then - collecting o data by askin question and creating a ta chart - creating a block graph to show the resu of their data collection (stretch to usi a scale) - asking more complex questions abo simple charts, tables, tallies graphs	

needs	
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