



Churchfields Infants' School: Year Two curriculum information

Spring Term 1: 'It's Cold Outside...'

MATHS



Outlined below is a summary of the skills children will work on during their half term in 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?
<ul style="list-style-type: none"> - using prior knowledge to estimate where numbers belong on a more complex number line - counting in 3s from 0, forwards and backwards - partitioning 2-digit numbers in different ways (e.g. $34 = 30+4$, $20+14$, $10+24$, $0+34$) - introduce the \div symbol and what it means - further develop language round division - learning that half is the same as $\div 2$ - learning that a quarter means $\div 4$ (or half, and half again) 	<ul style="list-style-type: none"> - further develop vocabulary related to measurement of time - telling the time to the nearest 15 minutes (o'clock, half past, quarter past and quarter to) on an analogue clock ONLY - stretch to telling the time to the nearest 5 minutes (analogue clock ONLY) - solve problems related to time <p>Revision</p> <ul style="list-style-type: none"> - <i>time: o'clock and half past</i> - <i>vocabulary related to time e.g. earlier, later</i> 	<ul style="list-style-type: none"> - finding a quarter of shapes by folding in half and then half again - recognising a whole, $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a shape - labelling and showing fractions of a shape (whole, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$) <p>Revision</p> <ul style="list-style-type: none"> - <i>folding shapes in half</i> 	<ul style="list-style-type: none"> - How many more? / How many less? questions across Maths and other subjects across the curriculum as a precursor to work on statistics (in particular related to finding the difference) - simple problems involving data presented in simple tables/graphs <p>Revision</p> <ul style="list-style-type: none"> - <i>revise language such as 'How many more? / How many less?'</i> 	<ul style="list-style-type: none"> - play board games with your child whenever you can - try teaching your child some strategy games, such as Connect 4 and noughts and crosses - rehearse counting forwards and backwards in 3s – this song might help and the children LOVE it! Can you count backwards too? Counting by 3s - YouTube - do lots of sharing at home – can your child share out toys/food etc. between everyone in the family? e.g. if there are 4 of you and you have 40

<ul style="list-style-type: none"> - ÷2, 5 and 10 and begin to relate to x tables - solving word problems related to halves and quarters solving word problems related to division - beginning to use the inverse to solve problems - finding $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and a whole of a shape - understanding the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ - finding a single fraction of a number ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) - finding multiple fractions of a number ($\frac{2}{4}$, $\frac{3}{4}$) - solving word problems related to fractions - applying knowledge of all operations to word problems, thinking about vocabulary that gives us a clue about how to solve it (including 1- and 2-step unfamiliar problems) - finding the difference between 2 numbers by counting in 1s/2s/10s - finding the difference on a number line by counting on (in 1s, 10s, or both 1s and 10s) 				<p>grapes, how many is that each? (half and half again!)</p> <ul style="list-style-type: none"> - rehearse halves of all even numbers to 20 and apply to larger numbers - look for fractions all around you! Of numbers, shapes, everything! <p>Discuss what you see!</p> <ul style="list-style-type: none"> - if your child is keen to answer your Maths questions, try asking them as a word problem instead of simply a calculation! Your child's teacher will be able to explain the kind of problems your child is being challenged with at school at Parents' Evening: we think you'll be surprised! - 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? - ask your child to tell you what time it will be in ____
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<p>- missing signs: which sign should be in this calculation?</p> <p>- more complex missing number calculations, relating to inverse</p> <p>- beginning to use inverse to check answers to calculations</p> <p><u>Specific to reasoning</u></p> <p>- reasoning about number facts and what else we 'know' from just one fact</p> <p>- 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 you get a 2-digit number, All the numbers in a sequence made by adding 2 will be even</p> <p>- would you rather? problems</p> <p>- odd number investigation to find all possibilities to solve a problem</p> <p>Revision</p> <p>- counting forwards and backwards in 10s from any number</p>				<p>minutes e.g. our dinner takes half an hour to cook – what time will it be ready? Or if you want to make it tricky: we walked to the park in 15 minutes! It's now half past 2, so what time did we leave?</p>
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<ul style="list-style-type: none">- < and > symbols- inverse operations (3 for free)- finding half and quarter of a number- practical sharing using counters- simple addition and subtraction 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				
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