



# Churchfields Infants' School: Year Two curriculum information

## Spring Term 2: 'What the Eyes Can't See...'

### 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"> <li>- using an <b>efficient</b> 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> <li>- apply number knowledge to creating</li> </ul>	<ul style="list-style-type: none"> <li>- finding the change when buying an item, relate to finding the difference by counting on or subtracting</li> <li><u>Specific to reasoning</u></li> <li>- money problem solving</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- <i>find the total when buying two items (using the same unit, either only £ or only p</i></li> <li>- <i>£ and p notation</i></li> <li>- <i>simple change</i></li> </ul>	<ul style="list-style-type: none"> <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 reasoning</u></li> <li>- shape logic puzzle</li> <li>- Always, Sometimes, Never: A cube has 6 faces that are squares</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- <i>folding shapes in half</i></li> <li>- <i>symmetry</i></li> </ul>	<ul style="list-style-type: none"> <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 collection (stretch to using a scale)</li> <li>- asking questions about simple charts, tables, tallies and graphs</li> <li>- interpreting and answering questions about simple charts, tables, tallies and graphs</li> <li><u>Specific to reasoning</u></li> <li>- reasoning about graphs and charts etc.</li> </ul>	<ul style="list-style-type: none"> <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 be a better/ quicker/ more efficient way?</li> <li>- practise reading scales at home: on rulers, weighing scales,</li> </ul>

<p>graphs and problems involving statistics</p> <ul style="list-style-type: none"> <li>- apply number knowledge to finding change (by counting on or subtracting)</li> <li>- creating a fraction wall (link to equivalence)</li> <li>- comparing fractions of numbers</li> <li>- estimating the answers to calculations. Will it be more or less than 50? How do you know?</li> <li>- ever more complex word problems (2-step, unfamiliar)</li> </ul> <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> <li>- reasoning about strategies to use to solve a problem</li> <li>- more complex problem solving involving a great deal of reasoning</li> <li>- use clues to find a given number (apply number knowledge)</li> <li>- number pyramid reasoning</li> <li>- reasoning about fractions to solve more complex <math>&lt;</math> and <math>&gt;</math> and missing number problems</li> <li>- 'Multiple Madness' investigation</li> </ul>		<p><i>- names of 3D shapes, counting faces, edges and vertices</i></p>	<p><b>Revision</b></p> <p><i>- revise language such as 'How many more? / How many less?'</i></p>	<p>measuring jugs, other kitchen equipment...</p> <ul style="list-style-type: none"> <li>- if you fancy playing a game, draw your child an empty number line and put 0 and 100 at each end (or 0 and a smaller number). What can they tell you about where some numbers should go? What is halfway? Give them a number and see if they can accurately add it to their number line!</li> <li>- if you take your child to the shops to buy little treats, pay in cash if you can (a £1 coin is helpful for little items like sweets) and see if they can work out the change you should be given! Maybe you could set up a 'shop' at home and find the change (you can use more age-appropriate prices that way!)</li> <li>- look for lines of symmetry wherever you go! Which shapes have the most lines of symmetry? How do you know?</li> <li>- continue discussing 3D shapes and their</li> </ul>
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-  $11 + ? = 20$ : the missing number must be odd

**Revision**

- identifying the number that needs to be added to a 2-digit 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  $\div$  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 ( $\frac{2}{4}$  and  $\frac{3}{4}$ )  
equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$

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?