Churchfields Infants' School: Year Two curriculum information
Summer Term 1: 'Out of the Ashes…'
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.

NB: this half term focuses on revision across all areas of Maths in preparation for external assessment; some specific revision is given below but is much broader than this. Children's tasks require them to reason across all areas, and sometimes across several areas at the same time!

Number	Measurement	Geometry	Statistics	How can you help at home?
- 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) - range of 'Arithmetic tests', application of knowledge about number from across the whole year - solving multiplication calculations using known facts (e.g. solving 8 x 7 using 5 x 8 and 2 x 8 and adding together) - application of knowledge of x tables	- reading a scale, including where not all divisions are numbered (for length – ruler, for weight – weighing scales, for capacity – measuring jugs, for temperature – thermometers) - discussing the relative size of intervals of time (e.g. what is longer, a day or a fortnight) - ordering intervals of time by their length - application of knowledge of measuring to problems and investigation (Angus Rides the Goods Train)	- continuing shape patterns represented in different ways - right angles: what are they and which shapes have one/some in them? - further develop mathematical vocabulary related to direction, position and movement - distinguish between rotation as a turn and in terms of right angles (1/4, ½ and ¾ turns) - clockwise and anti-clockwise turns (develop understanding as this is	*Revision* *- 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 (stretch to using a scale)* *- asking questions about simple charts, tables, tallies and graphs* *- interpreting and answering questions about simple charts, tables, tallies and graphs*	- play board games with your child whenever you can - try teaching your child some strategy games, such as Connect 4 and noughts and crosses. What about Sudoku? - discuss methods of problem solving - ensure your child can **recall** facts for the 2, 5 and 10 x tables - ensure your child can **recall** division facts for the 2, 5 and 10 x tables (e.g. if you know 3 x 10 = 30, you know 30 ÷ 10 = 3).

- using the inverse to check answers to calculations, including missing number calculations - solving ever more complex problems (2-step, unfamiliar) <u>Specific to reasoning</u> - using clues given to decide which number is being thought of! - ice cream investigation – how many ways are there to make £1 with 2/5/10ps (relate to multiplication) - 2-step missing number problems (e.g. 15 + ? = double 20) - opportunities to apply reasoning skills are consistently offered across all areas ***Revision*** *- using an **efficient** strategy to solve problems* *- solving calculations using mixed operations and recalling correct strategies to solve each one from a selection*	<u>Specific to reasoning</u> - reading a scale - opportunities to apply reasoning skills are consistently offered across all areas ***Revision*** *- find the total when buying two items (using the same unit, either only £ or only p* *- £ and p notation* *- simple change* *- telling the time to the nearest 5 minutes* *- estimating, measuring and ordering length, weight and capacity*	revision from across the curriculum) <u>Specific to reasoning</u> - what's the same, what's different? - opportunities to apply reasoning skills are consistently offered across all areas ***Revision*** *- folding shapes in half* *- symmetry* *- names of 3D shapes, counting faces, edges and vertices* *- simple vocabulary related to direction, position and movement* *- clockwise and anti-clockwise turns*		What about this: 30 ÷? = 10?) - discuss intervals of time as these can be confusing for young children! (What is longer: a week or 6 days? 90 seconds or a minute? 50 weeks or a year?) - continue to rehearse telling the time: we find this is completely developmental. but the more practice you get, the easier it will be! - discuss direction and movement, including turns both clockwise and anticlockwise - you may like to link this to work on Computing as the vocabulary used is similar. maybe you could have another go at www.code.org and try 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!)

- 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*			