



# Churchfields Infants' School: Year Two curriculum information

## Summer Term 2: 'Lost at Sea...'

### 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 mostly on more open-ended challenges for all children to access at their own level! Any concepts that children are finding more challenging will also be revisited in line with the needs of each individual cohort, and small groups of children if necessary to ensure they are prepared for what is next! It is all about consolidating, bringing together and applying all the skills learned throughout Year Two (and Year One) ready for the next stage of learning in Year Three!

Number	Measurement	Geometry	Statistics	How can you help at home?
<ul style="list-style-type: none"> <li>- odd number investigation</li> <li>- name investigation: how much is your name worth?</li> <li>- sum up investigation: how can we make different totals using the same numbers?</li> </ul> <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> <li>- Maths strategy games</li> <li>- opportunities to apply reasoning skills are consistently offered across all areas</li> </ul>	<ul style="list-style-type: none"> <li>- estimating and measuring length, height and capacity</li> <li>- does the shape of a container have an impact on the capacity</li> <li>- measuring items that are longer or taller than our measuring equipment!</li> <li>- solving problems and following instructions to accurately create 'potions' from different liquids!</li> <li>- creating a recipe to create a fruit juice and measuring to 1l</li> </ul>	<ul style="list-style-type: none"> <li>- tangrams!</li> </ul> <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> <li>- opportunities to apply reasoning skills are consistently offered across all areas</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- <i>Venn and Carroll diagrams</i></li> <li>- <i>as appropriate after teacher assessment of needs</i></li> </ul>	<ul style="list-style-type: none"> <li>- choosing own data to collect, from who, and how to collect it</li> <li>- choosing how to present own data!</li> <li>- answering more challenging questions about own data and data presented in tables, charts, tallies and graphs that involve applying knowledge of other Maths concepts</li> </ul> <p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> <li>- opportunities to apply reasoning skills are consistently offered across all areas</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>- play some of the Maths strategy games sent home – they're tricky!</li> <li>- discuss methods of problem solving</li> <li>- ensure your child can <b>recall</b> facts for the 2, 5 and 10 x tables</li> </ul>

<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- building skills when 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>- range of 'Arithmetic tests', application of knowledge about number from across the whole year</li> <li>- solving ever more complex problems (2-step, unfamiliar)</li> <li>- as appropriate after teacher assessment of needs</li> </ul>	<p><u>Specific to reasoning</u></p> <ul style="list-style-type: none"> <li>- opportunities to apply reasoning skills are consistently offered across all areas</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- finding change</li> <li>- telling the time to the nearest 5 minutes</li> <li>- as appropriate after teacher assessment of needs</li> </ul>		<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- understanding what more complex 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 more complex questions about simple charts, tables, tallies and graphs</li> <li>- as appropriate after teacher assessment of needs</li> </ul>	<ul style="list-style-type: none"> <li>- ensure your child can <b>recall</b> division facts for the 2, 5 and 10 x tables (e.g. if you know <math>3 \times 10 = 30</math>, you know <math>30 \div 10 = 3</math>). What about this: <math>30 \div ? = 10</math>?)</li> <li>- ensure your child has good recall for facts across the Maths curriculum (e.g. counting in 3s, doubling, halving, number bonds to 10, 20 and 100, addition and subtraction facts within 20)</li> <li>- it's helpful at this stage for you to allow children to 'go wild' with their Maths – trying things out and experimenting within everything they have learned during Key Stage One ready for their next challenge in Key Stage 2! It is important that they are secure with everything in the Key Stage One curriculum so they are prepared for the next 'chapter'!</li> </ul>
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