Maths Workshop Evening

September 2016

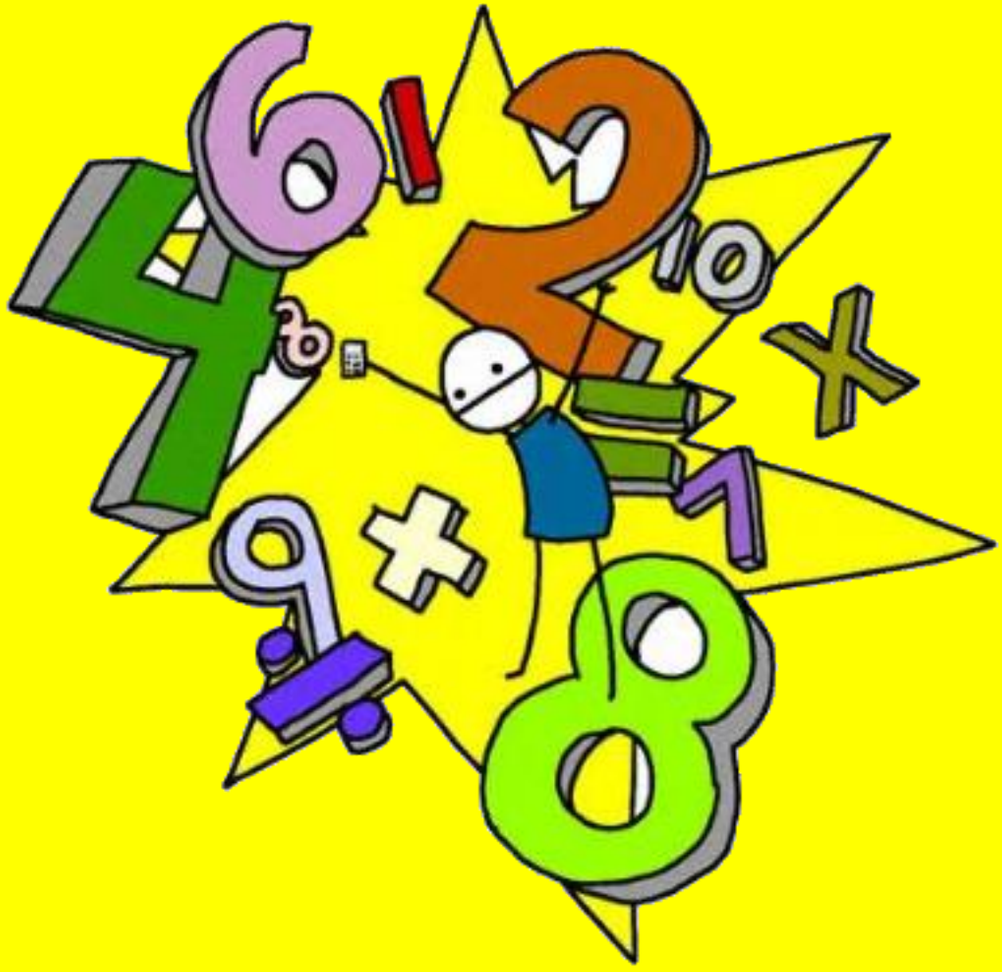
KS1 Year 2

Maths can be fun.....

I promise!

Aims:

. Year 2 topic overview
. To model mathematical methods
. To make it fun!



KS1 Year 2
Mathematics Overview

Number	. Number- reading and writing numbers . Place value . Addition . Subtraction . Multiplication . Division . Fractions
Measurement	. Length / height . Mass . Capacity . Temperature . Time – digital and analogue . Money
Geometry	. Shapes 2D and 3D . Position and direction . Right angles
Statistics	. Pictograms . Tally charts . Block diagrams . Frequency tables . Reading, comparing and totalling data

KS1 Numeracy Overview

Reception	Year 1	Year 2
Number and Place Value Pupils taught to: .Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. .Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. .Finds one more or one less from a group of up to five objects, then ten objects.	Number and Place Value Pupils taught to: .Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. .Count, read and write numbers to 100 in numerals; count in multiples of two's, five's and tens. . Given a number count 1 more and 1 less. .Identify and represent numbers using objects and pictures including a number line.	Number and Place Value Pupils taught to: . Count in steps of 2,3, and 5 from 0 and in tens from any number, forward and back. .Recognise and place value each digit in two – digit numbers. .Identify, represent and estimate numbers using different representations including the number line. .Compare and order numbers from 0 to 100 using ≥ ≤ and = signs. .Read and write numbers to at least 100 in numerals and words.

Although we are still very practical and hands on in Year 2, we also learn written methods of maths.

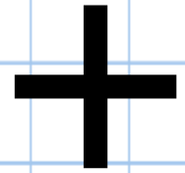
These methods and strategies can sometimes cause confusion,
but don't fret...

They are not rocket science!

Addition!

23+12 =

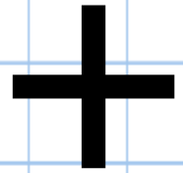
Using a number line...



Addition!

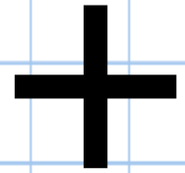
Using partitioning...

123 + 145=



Addition!

Using columns...

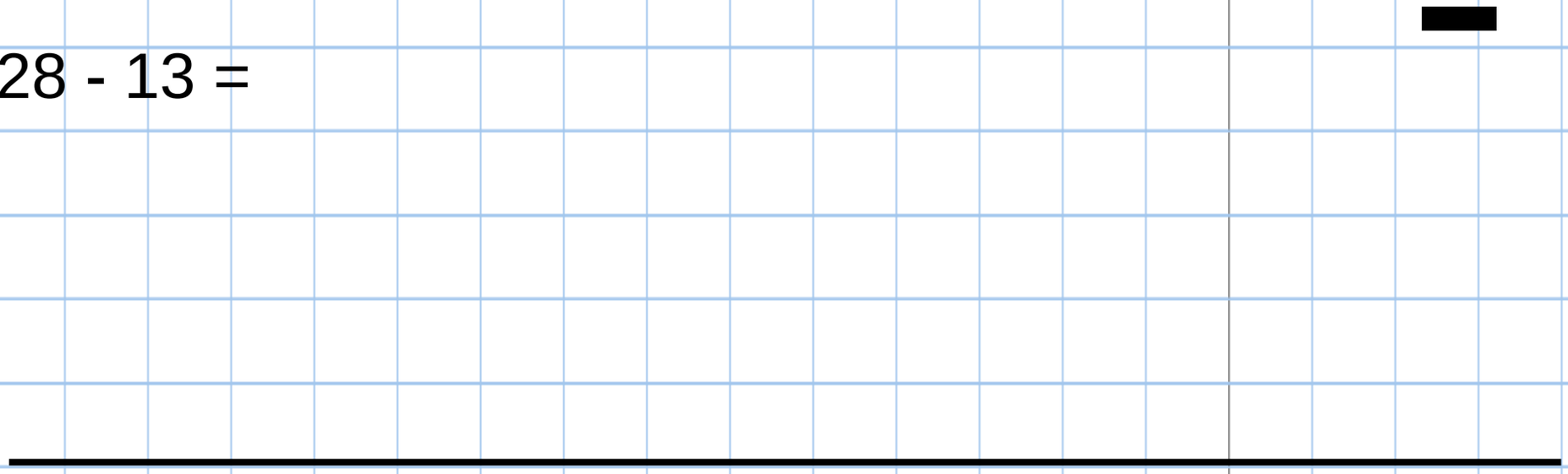


	H	T	O
+	3	2	6
	2	5	4

Subtraction!

Using a number line...

28 - 13 =



Subtraction!

Using partitioning...

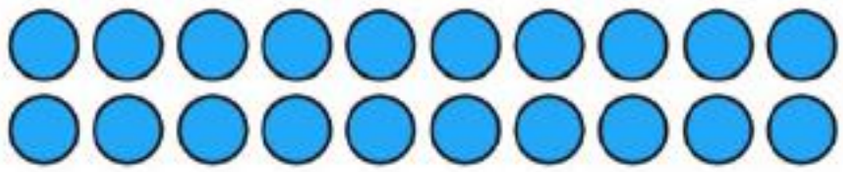
28 - 13 =

Multiplication!

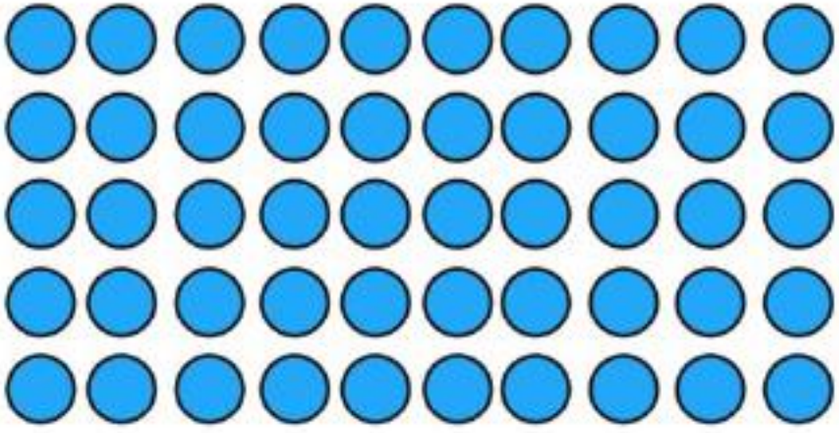
Arrays

X

2x10



5x10



Multiplication!

Using a number line

X

3 x 3 =

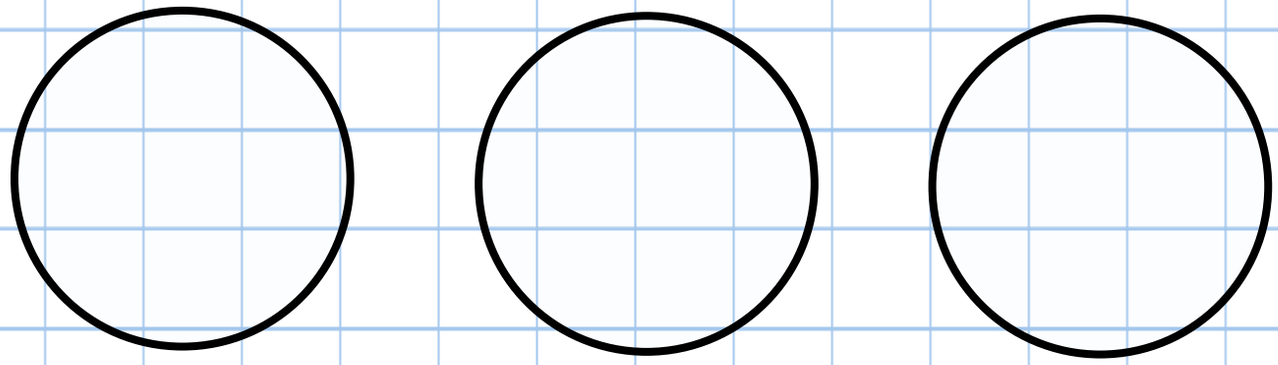
3+3+3=

Division!

$9 \div 3 =$

By sharing

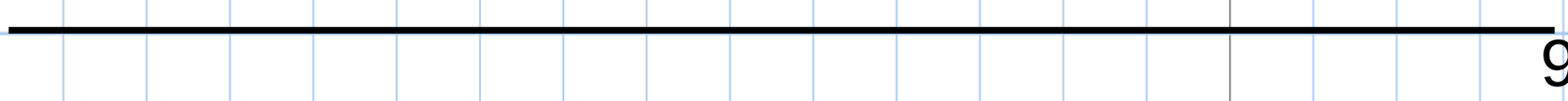
$\div$



Division!

Using a number line

$9 \div 3 =$



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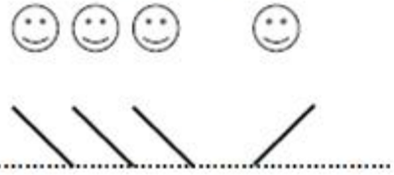
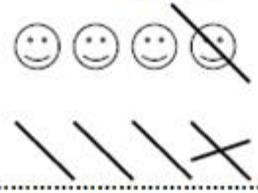
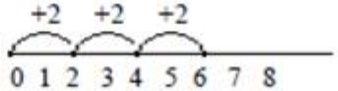
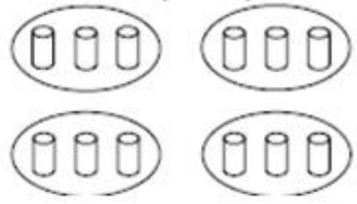
Calculations Policy

Addition	Subtraction	Multiplication	Division
Pictorial representation moving onto marks 3 + 1 = 4  Using a number line to count on Number line, all numbers labelled  	Pictorial representation: crossing out what you have taken away 4 - 1 = 3  Use counting back and forward on a number line Finding the difference by counting on. Use a 100 square to count back from largest number	Describe things in terms of groups of or lots of Use arrays e.g. 2 x 3 or 3 x 2  Multiplication learned as repeat addition 3x2 = 2 + 2 + 2  3 x 2 = 2 + 2 + 2	Use real objects. Draw the objects. Circle the groups. e.g. 12 "cakes" shared between 4 children (12 ÷ 4)  Use marks instead of objects. Visual representation of division as grouping, not sharing

Now lets have some fun!
In Year 2 we play lots of maths games with the children.
We often call these brain warmers!

Brain warmers!

Can you write a number between

0 and 1000

Thousands	Hundreds	Tens	Ones

Questioning!

Which is the smallest number?

Which is the largest number?

Which number is even?

What is special about even numbers?

Secret number.....

Multiple of...

odd?

even?

More than...?

less than...?

I am thinking of a number.....

I am a multiple of 2 I have 2 tens

I have 2 ones I am less than 50

I am an even number

What am I?

Addition +	Subtraction -	Multiplication X	Division ÷
More than	Subtract	Multiply	Divide by
Total	Minus	Lots of	Share
Altogether	Less than	Times	Groups of
Plus	Take away	Multiplied by	
Add	Difference between	Multiples of	

We have come now to the end of our group activities.
I hope that we have had some fun and you now feel confident in supporting your child with their mathematics!
Please have a go at the maths games and tasks that are out on tables and if you have any questions, please feel free to ask!