MATHS IN YEAR 2 JANUARY'24

Bromley Heath Infant School

To be the best I can be..

THE NATIONAL CURRICULUM FOR MATHEMATICS

Aims to ensure that all pupils :

* Become fluent in the fundamentals of mathematics.

*Reason mathematically

*Solve problems by applying their mathematics

BROMLEY HEATH INFANTS
KEY STAGE 1 MATHS CURRICULUM

At Bromley Heath we love to have fun with our Maths learning! Everyday we experience our Maths learning through problem solving, which enables us to apply our Maths knowledge and understanding to real life situations. We have a real focus on Mathematical thinking and reasoning, using models and images to help us.

Bromley Heath Infant School

To be the best I can be..

REQUIREMENTS OF THE YEAR 2 CURRICULUM

Multiplication and Division

- Recall and use multiplication and division facts for the 2,5 and 10 multiplication table.
- Recognise odd and even numbers
- Solve problems involving multiplication and division.

REQUIREMENTS OF THE YEAR 2 CURRICULUM

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ☐ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation.

MULTIPLICATION: KEY VOCABULARY

- x
- repeated addition eg 5 x 3 is the same as (equals) 3 + 3 + 3 + 3 + 3
- times
- lots of
- equal groups of
- groups of
- multiplied by
- multiply
- times tables
- double

Bromley Heath Infant School

To be the best I can be..

DIVISION: KEY VOCABULARY

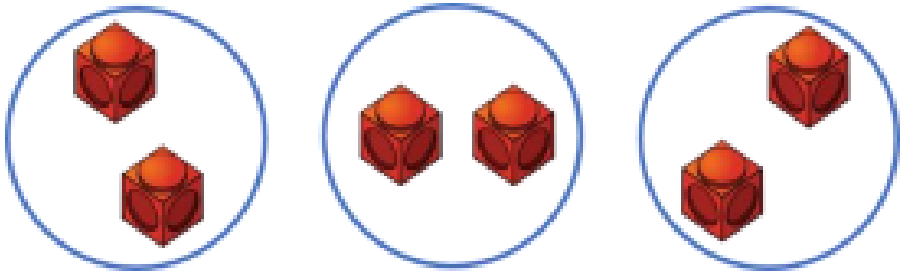
- ÷
- Repeated subtraction
- eg 20 ÷5 = 20 – 5 – 5 – 5 - 5
- Divide
- Divided by
- Share
- Share equally
- Groups
- Lots
- Halve

Bromley Heath Infant School

To be the best I can be..

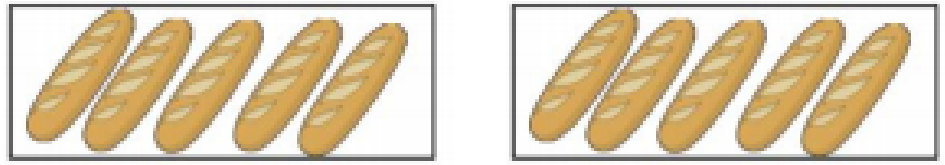
MULTIPLICATION: EQUAL GROUPS

- Complete the stem sentences.



There are ____ equal groups with ____ in each group.

- Complete the sentences.

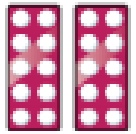


There are ____ equal groups with ____ in each group.

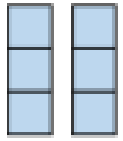
There are _____ baguettes altogether.

MULTIPLICATION: EQUAL GROUPS

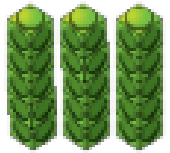
Match the equal groups.



Three 5s



Two 10s



Two 3s

Sweets, squares, two 3s.

Dice, cubes, three 5s.

Coins, number pieces, two 10s.

MULTIPLICATION:
ARRAYS AND LINKS WITH REPEATED ADDITION

3 x 4 =

3 4s=

4+4+4=

4 x 3 =

4 3s =

3+3+3+3=

Bromley Heath Infant School

To be the best I can be..

MULTIPLICATION: ARRAYS

Commutativity

3 x 4 = 12

4 x 3 = 12

Bromley Heath Infant School

To be the best I can be..

COMMUTATIVE OPERATIONS

Addition and multiplication are commutative operations. This means that for these operations the numbers can be added or multiplied in any order and the answer will still be the same.

So 8 + 4 = 12 is the same as 4 + 8 = 12

And 8 x 5 gives the same answer as 5 x 8.

But subtraction and division are not commutative.

8 – 4 (= 4) is not the same as 4 – 8. (= -4)

And 40 ÷ 5 (= 8) is not the same as 5 ÷ 40 (= 0.

Bromley Heath Infant School

To be the best I can be..

DIVISION – SHARING INTO EQUAL GROUPS

- Share 12 cubes equally between 4 boxes.

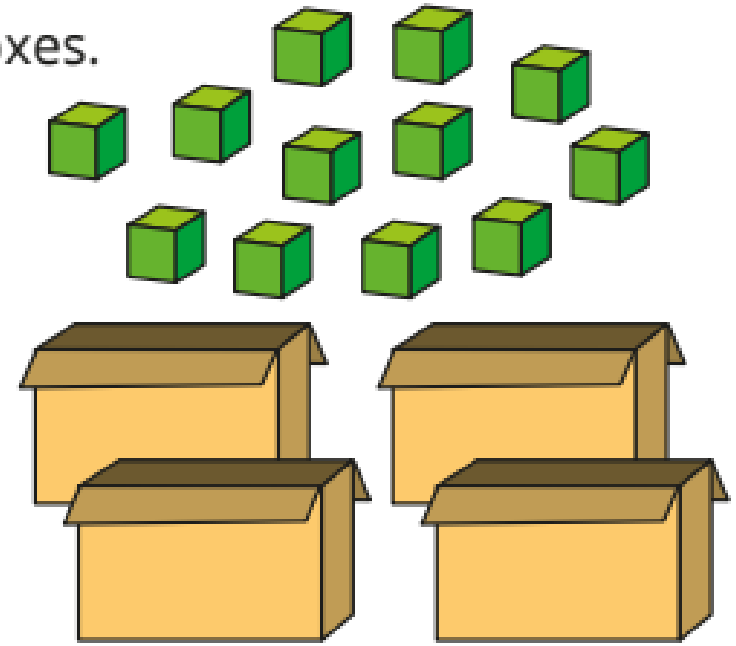
  Complete the sentences.

  There are _____ cubes altogether.

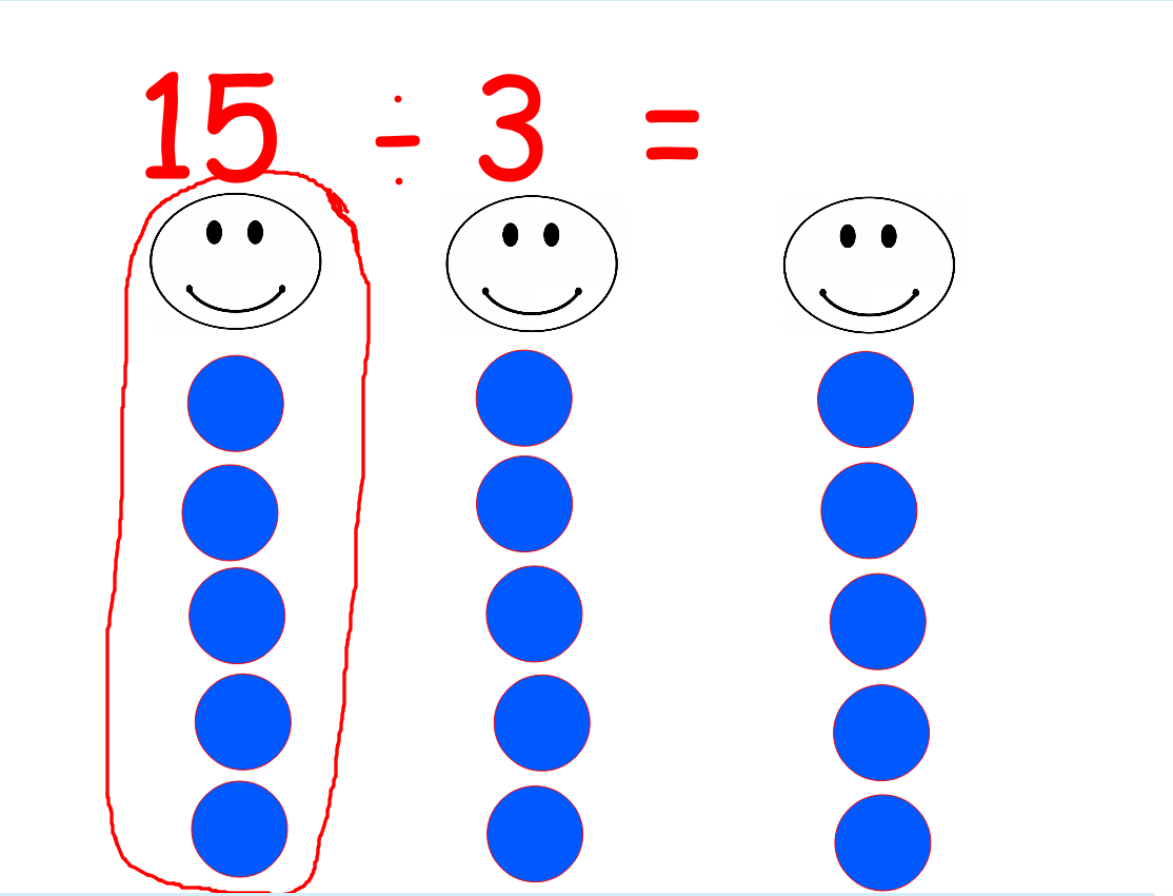
  There are _____ boxes.

  There are _____ cubes in each box.

  12 ÷ _____ = _____



DIVISION: ARRAYS



Bromley Heath Infant School

To be the best I can be..

INVERSE OPERATIONS

Multiplication and division are inverse operations. This means they are the reverse of each other.

Addition and subtraction are also inverse operations.

So an answer can always be checked by carrying out the calculation the other way round.

$$8 \times 10 = 80$$

$$80 \div 10 = 8 \quad \text{or } 80 \div 8 = 10$$

Bromley Heath Infant School

To be the best I can be..

MULTIPLICATION AND DIVISION: ARRAYS

Inverse Operations

3 x 4 = 12

4 x 3 = 12

12 ÷ 4 = 3

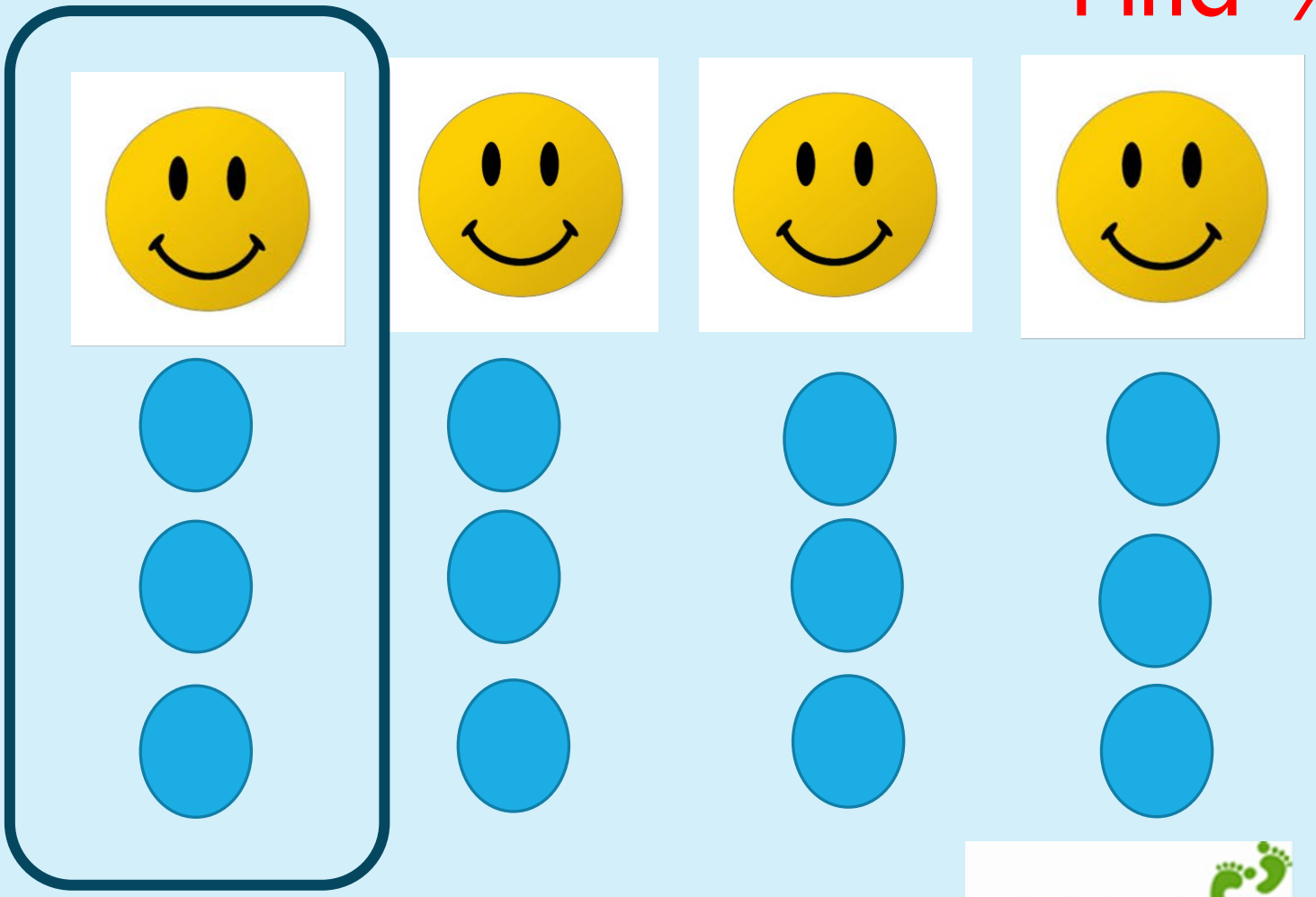
12 ÷ 3 = 4

Bromley Heath Infant School

To be the best I can be..

FRACTIONS: ARRAYS

Find ¼ of 12

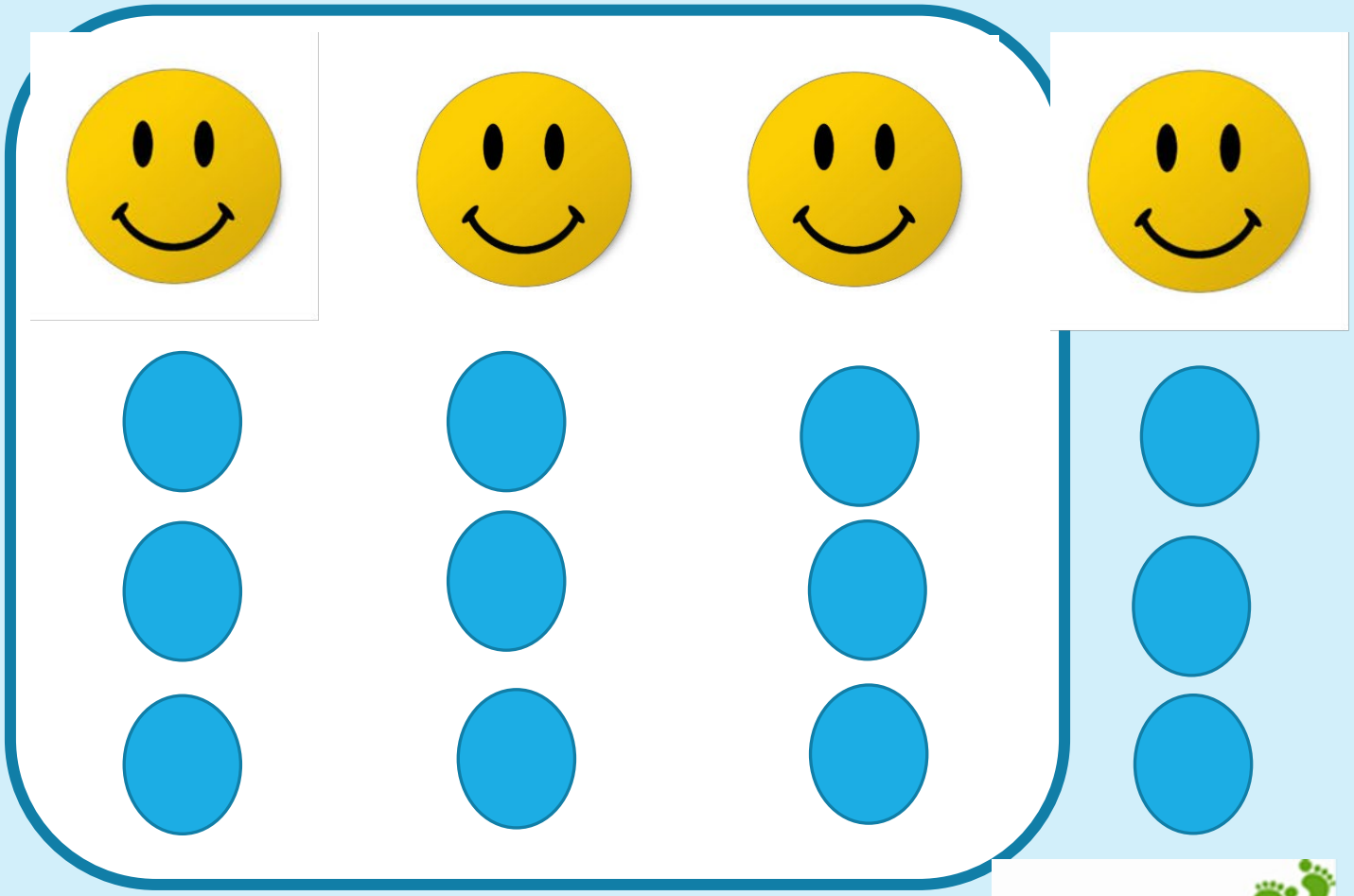


Bromley Heath Infant School

To be the best I can be..

FRACTIONS: ARRAYS

Find ¾ of 12



Bromley Heath Infant School

To be the best I can be..

YEAR 2 HELPING AT HOME

- Make sure your child is confident counting in 2s, 10s and 5s.
- Practise counting real coins can make it fun.

4 x 5p = 20 p

- Use fingers to help work out 4 X 5 =
- Count each finger in 5s

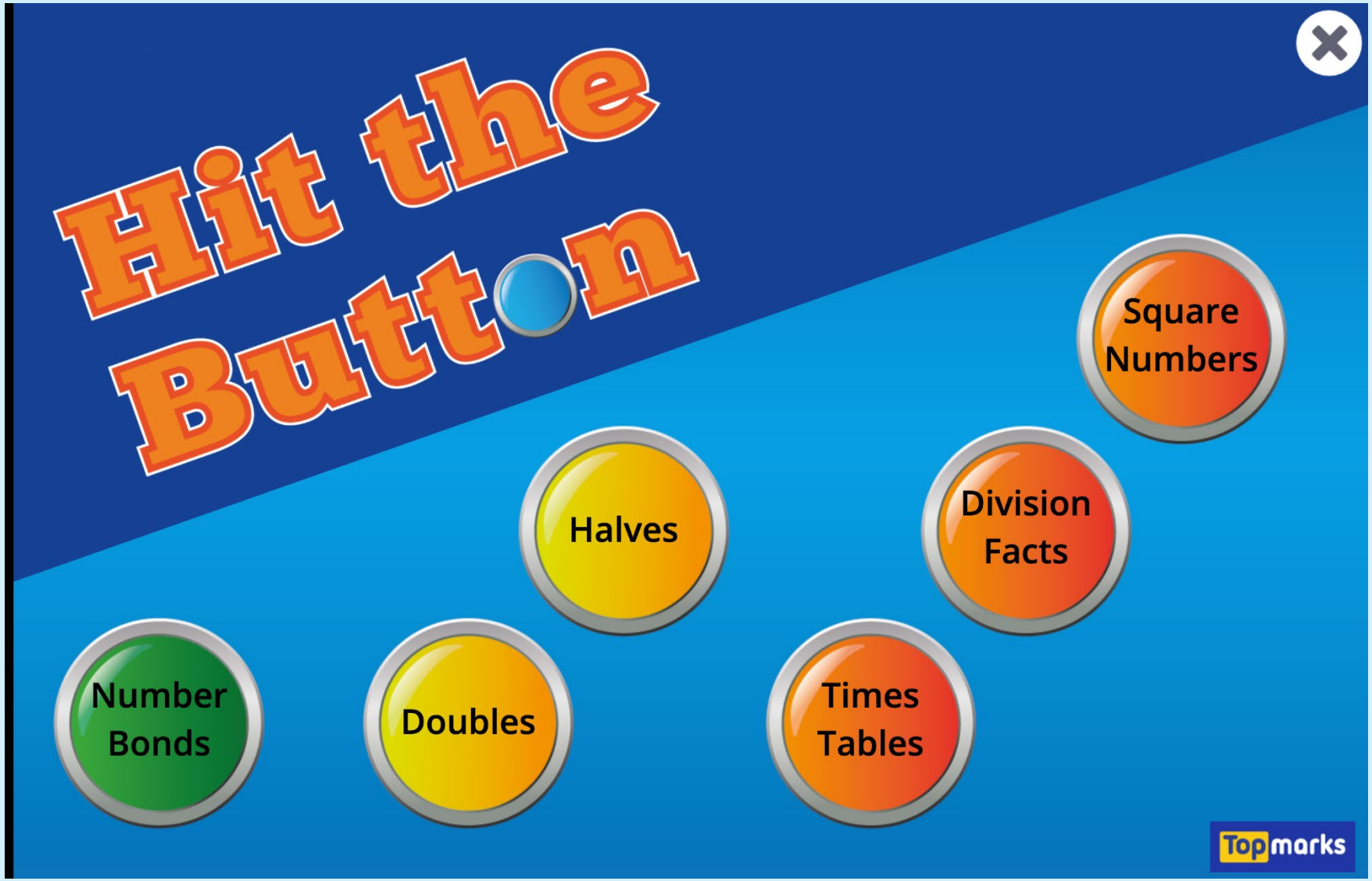
- Then for 20 ÷ 5 = , count on fingers in 5s to see how many lots of 5

YEAR 2 HELPING AT HOME

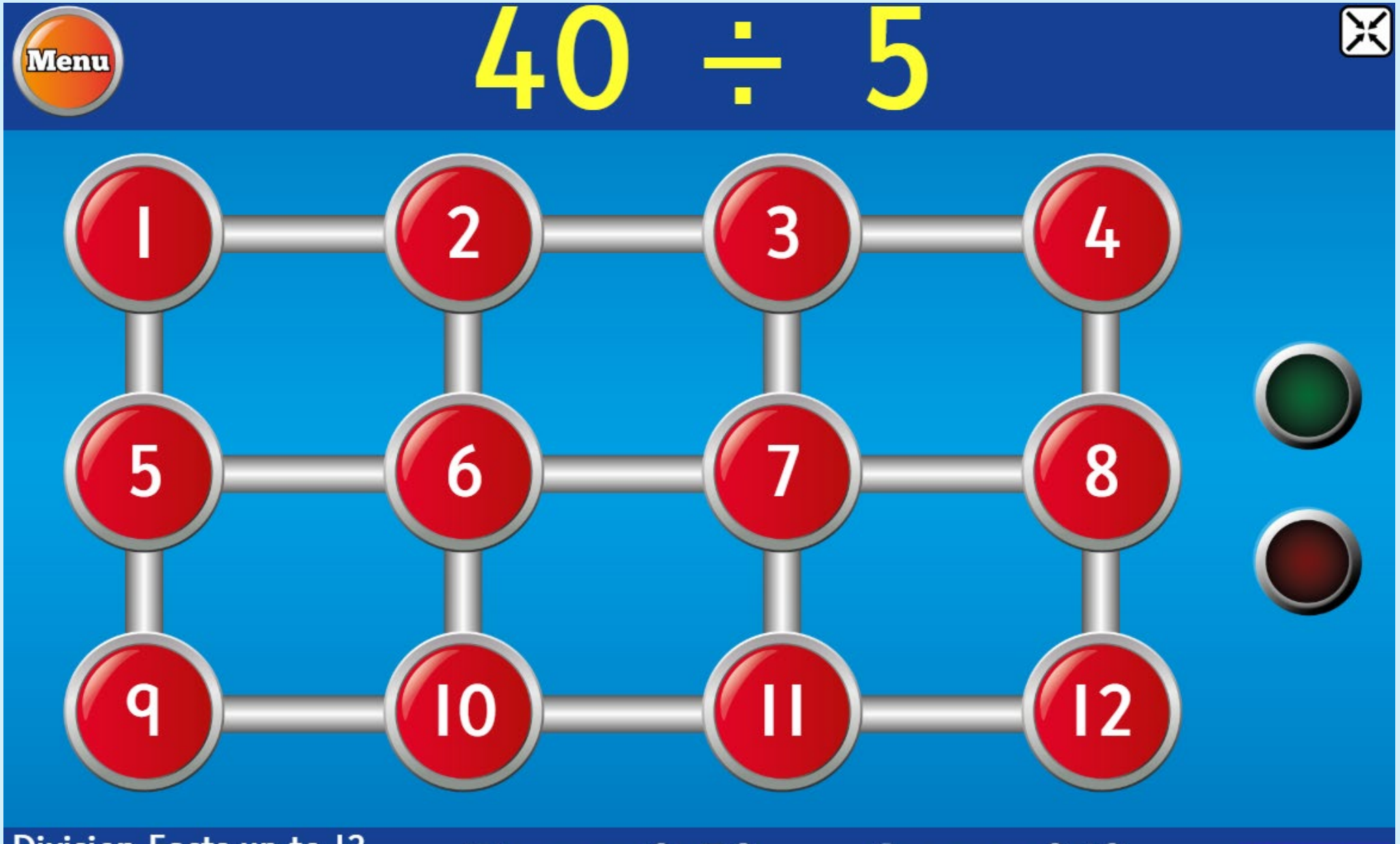
- Continue to support your child to learn an individual fact –
- 3 x 5 = 15 so they also know 5 x 3 = 15 and the division facts 15 ÷ 5 = 3 and 15 ÷3 = 5

- Try 4 / 5 a week- keep recapping the ones they know.
- Look at the results of the Super Maths Facts each week and select from those that are unknown.

- Hit The Button great for multiplication and then inverse


Hit the Button
Square Numbers
Halves
Division Facts
Number Bonds
Doubles
Times Tables
Topmarks

HIT THE BUTTON



HIT THE BUTTON