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| **Maths Home Learning** |
| **Year 2 Suggested Activities** |

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| **Activity 1** |
| **Snappy Maths**  When learning the symbols for greater than and lesser than, we sometimes talk about Snappy the crocodile. Snappy  likes to eat the largest numbers and so the open ‘mouth’ of the crocodile faces the largest number  e.g. 56 > 45. Create number cards for a selection of numbers from 0-100. Place one card on each side of your child and ask them which number Snappy would like to eat because it is greater.  You could make this trickier by generating 2-digit numbers by rolling a die 4 times and getting your child to explore where each number would go to make the number sentence correct depending on which symbol was being used. |

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| **Activity 2** |
| **Hot Potato**  This is a great game to practise counting with speed and accuracy. Throw a ball back and forth between you and your child. The ball is the hot potato and you need to try and keep it in your hands for as little time as possible. Choose a sequence of numbers to work on e.g. counting in multiples of 2, 3, 5 or 10. Say the first number in the sequence then throw the ball to your child who has to say the next number in the sequence and then throw the ball back to you. Pretend that the ball is a hot potato so they want to say their number and throw it back to you as quickly as possible. |

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| **Activity 3** |
| **Hungry Monster**  Take an old cardboard box and cut out a mouth hole. Have your child draw on eyes and some scary teeth around the mouth hole. Stick a post-it note on your monster’s stomach- this will tell your child how many things the monster wants to eat. You should choose a target number that you would like the children to count in such as 2s,3s, 5s and 10s. If you want the child to count in 3s, then the number on the post it note should be a multiple of 3.  Write all of the multiples of 3 on individual number cards. Children should ‘feed’ the monster with number cards, counting up in the 3 times table as they feed the monster each card until they reach the target number. |

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| **Activity 4** |
| **Pass the Alarm Clock**  Similar to Hot Potato, this involves speed recall of a sequence of numbers. Set the timer on your phone for 1 minute. Sit in a circle with any adults and children in your household. Take it in turn to say a number in your chosen counting sequence e.g. multiples of 5 while holding the phone. Once you’ve said your number, pass the phone to the person on your left and they say the next number in the sequence. Continue taking turns saying numbers in and passing the phone. The aim is not to be holding the phone when the alarm sounds. |

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| **Activity 5** |
| **Sequence Cards**   Write the numbers in your chosen sequence (2s, 3s, 5s, or 10s) on individual cards one number per card. Place the cards face down and turn the first number in the sequence over so your child can read it. Ask your child to predict what the next number in the sequence will be. If they find this easy, can they predict what the third, fourth or tenth number in the sequence will be?  Alternatively, put all of the number cards in a big pile. Can your child put them in the correct order? Can they put them in reverse order? Try putting them in order yourself but make one or two deliberate mistakes. Can your child spot your mistakes? |

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| **Activity 6** |
| **Buried Treasure**   If you have a sand pit or even a flower bed in your back garden then this is a fun activity that your child will love. You can use it for number bonds, addition, subtraction, one more and one less and ten more and ten less. On a piece of paper, write out a range of even numbers between 2-50 e.g.  48, 32, 18. Now, double each of these numbers and write the answer on a new individual number card. Bury these answers in your sand pit or flower bed (or even just under your sofa cushions). Your child needs to dig up the ‘buried treasure’ and match each doubled answer to its half. E.g. 48 would match to 24. |

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| **Activity 7** |
| **Missing Number Problems**  On a piece of paper, write out a range addition and subtraction problems within 100.  e.g. 20 +12=32. Now, put some kind of counter, coin or similar over one of the numbers in the problem so that it is not visible. e.g. 20 + \_\_\_=32. Your child needs to become a detective to work out what the missing number is. If they get it right, they get to keep the counter or coin. Once they get 5 or 10 counters, they can choose a small reward. |

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| **Activity 8** |
| **Addition and Subtraction Bingo**  Draw out a grid with 12 squares on a piece of paper. In each of the squares, ask your child to write a number between 0 and 50. This is their bingo card. You are the bingo caller and you can call out a range of addition and subtraction problems where the answer will be between 0-50. If your child has the answer to the addition or subtraction question on their bingo card, they can mark it off.  Your child wins when they have a line or a full house marked off. |

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| **Activity 9** |
| **Building 3D shapes**  You will need approx. 30 small balls of BlueTack or Play-Doh and approx. 10 straws, cut to various lengths. Show your child a picture of a 3D shape such as a cube. Challenge your child to build that shape using straws for the edges and the balls of Play-Doh for the corners. Discuss how many faces, edges and corners each shape has. |

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| **Activity 10** |
| Guess Who  Draw and label a range of 2D and 3D shapes for your child. Arrange 2 chairs, back to back; you will sit in one chair and your child will sit in the other. Your child should look at their shape sheet and describe one shape to you. Encourage them to use language such as ‘it has three sides, it has 6 faces, 3 corners etc.’ Your job is to guess the shape that your child is describing. Swap roles now and you describe a shape and while your child guesses which shape it is. |

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| **Activity 11** |
| **Symmetry Investigation**  Cut out a range of 2D shapes from paper. Ask your child how many ways they can find to fold the shape in half exactly. These folds will show lines of symmetry. Is there more than one way to fold the same shape exactly in half? Are there any shapes that cannot fold in half at all? Why? |

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| **Activity 12** |
| **Length Detectives**  Arm your child with paper, a pencil and a ruler or measuring tape. You could even dig out an old hard hat and tool belt for your child to dress up in. Set your child a range of household items for them to measure e.g. place mats, teddies, dolls, forks, plates. Before they measure, they should make an estimate of the length and then compare their measurement to their estimate for each item. Can they work to create more accurate estimates? |

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| **Activity 13** |
| **Baking**  Look at different recipes. This could be a recipe for a cake which includes grams or it could be a recipe for a drink which includes measurements in ml. Can you follow the recipe and measure out the ingredients correctly? Can you estimate what that amount looks like before you measure it? Can you double or half the measurements to make more or less?  When you are baking could you say how many bags of sugar you would need for 1kg? Explore different areas of measurement! |

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| **Activity 14** |
| **Target Money**  Scatter a range of coins (real or plastic) on the floor around the room. Next, create a target number between 50p and £5. Challenge your child to run around the room, collecting coins to make the target number as quickly as they can. If they find this easy, remove one type of coin and see if they can make the target in a different way. |

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| **Activity 15** |
| **Giant Clock**  In your garden or living room, make a giant clock. Do this by writing the numbers 1-12 on individual sheets of A4 paper. Arrange the numbers in a large circle, like a clock. Your child needs to be the hands of the clock. Their arms will be the hour hand and their feet will be the minute hand. Tell them that their feet are the minute hand as their feet are longer than their arms, just like the hands on a clock. Call out times on the hour or half hour e.g. 3 o’clock, 3.30, 4:25 or quarter to 10 and your child has to lie in the middle of the clock, using their hands to point to the hour and their feet to point to the minutes. |

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| **Activity 16** |
| **What does my day look like?**  Pick a day in your holiday and write down what you do and at what time. Can you put them into chronological order? Do the same for a typical day at school. What’s the same and what’s different? How long do you spend doing different things? Use time vocabulary to describe each day. |