Maths at Boldmere Infant and Nursery School

Year 2

Parent Information PowerPoint

The aim of this presentation is to share with you how we teach maths in Year 2 so that you can support your child with their maths learning at home.

How do we teach Maths in Year 2?

We teach Maths in a series of 'small steps' taken from '**White Rose Maths**' which have been carefully, sequentially planned so that children are constantly building on their knowledge and skills.

In Year One, children will have developed a secure understanding of number and place value to 99 and we build on this in Year Two.

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How do we teach Maths in Year 2?

We expect all of our children to achieve the expected standard in Maths. Therefore, all children are taught to the expected standard and given the opportunity to achieve this.

ALL children have access to the same challenges/ activities during lessons, including greater depth challenges.

This means that children are not ability grouped – this could lead to the achievement of some children being capped. Support is given to children as and when needed during lessons.

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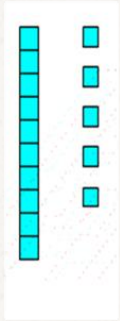
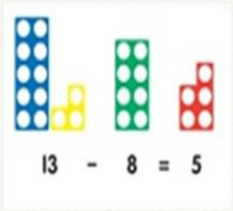
Structuring Learning

All lessons include a concrete, pictorial and abstract element. We expect the children to demonstrate the skills being taught in all 3 ways.

Active / Concrete





Building visual images
(Pictorial)

13 - 8

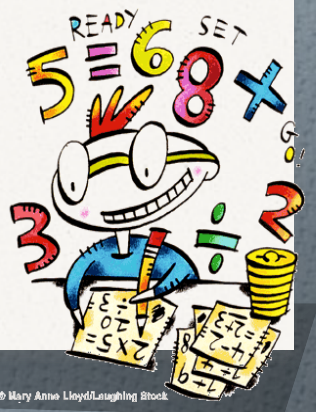
Abstract

12 + 19

How do we teach Maths in Year 2?

Our Maths lessons are split across the day –

- Guided Maths – guided/modelled session using jotters for 30 minutes before break time
- Independent Maths – applying the method taught in maths books for 30 minutes after break time



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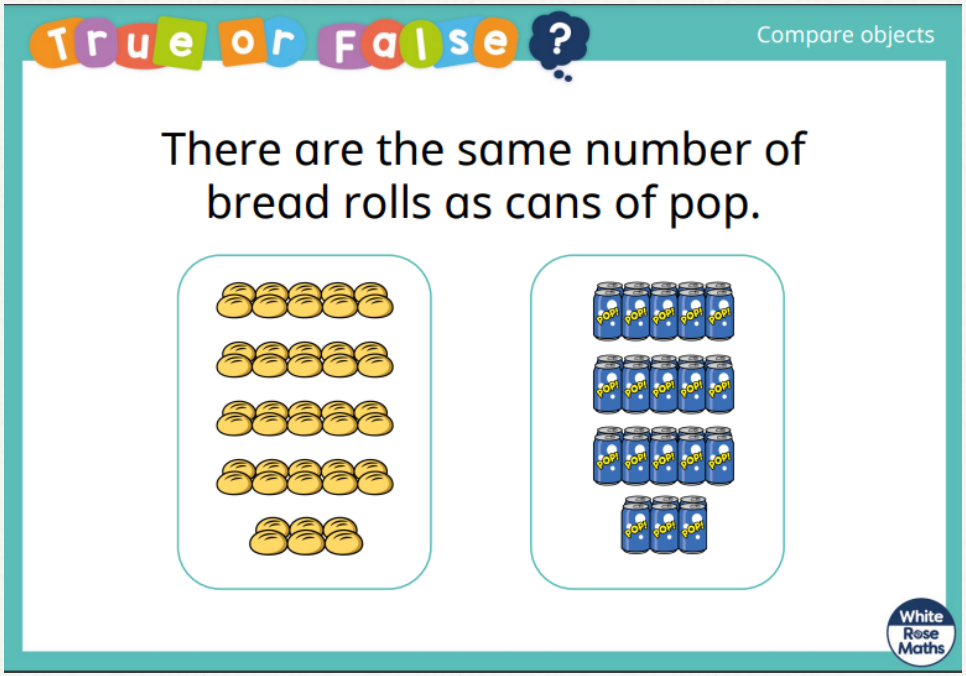
Guided Maths

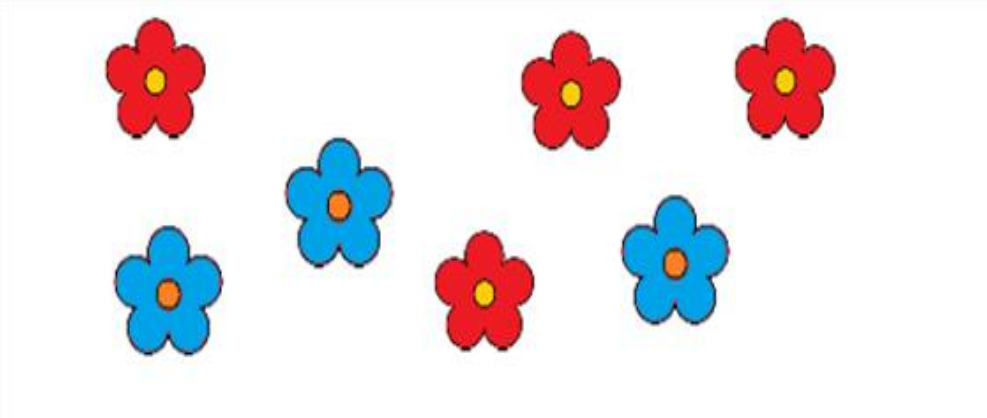
Anchor Task

All lessons start with an anchor task and are used to 'draw out' the maths at the beginning of the lesson.



Concrete

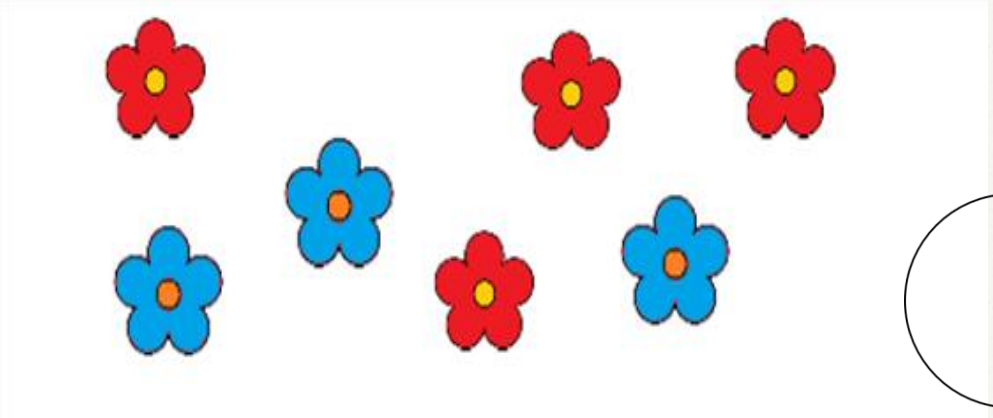
Represent the flowers using objects from your toolkit box.

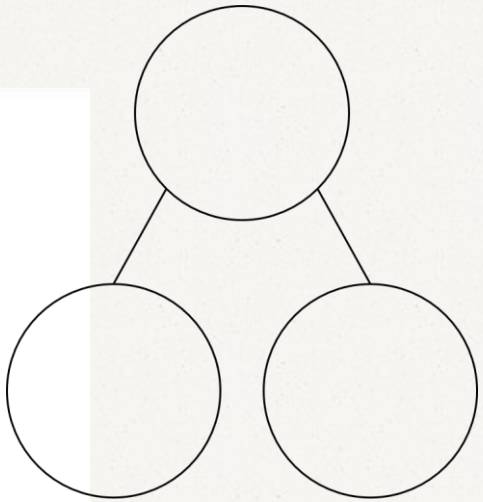


Children can choose which concrete objects they wish to use – double sided counters, cubes, ones.

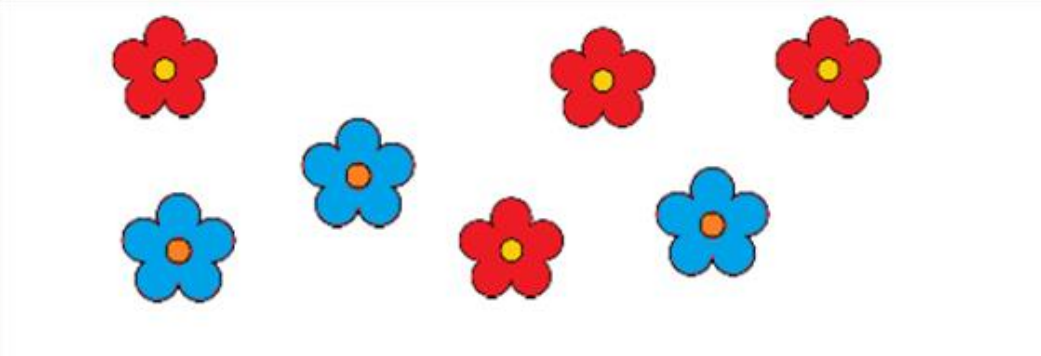
Pictorial

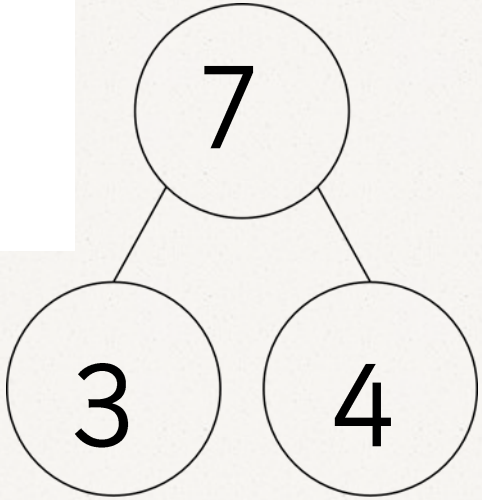
Draw the part-part-whole diagram to match these flowers.





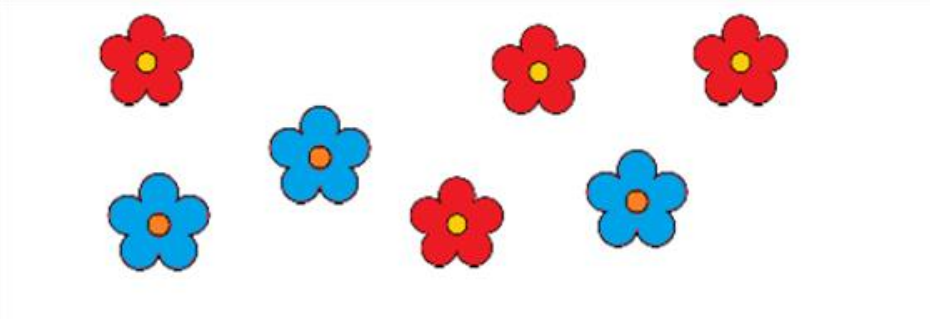
(Revisit and discuss what a part-part whole is, which is the whole, which are the parts) How do we know which numbers will go in the parts and whole?)

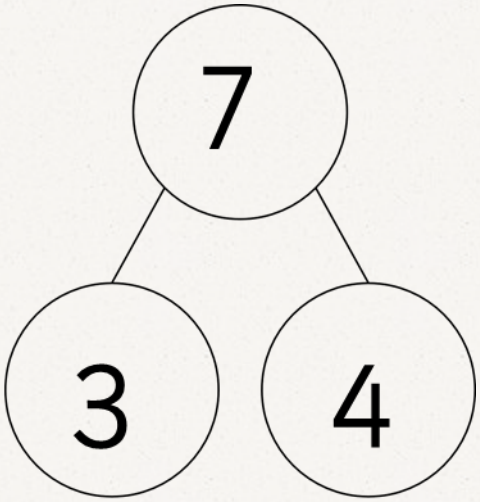



7
3
4

Abstract

What number fact sentences can you make from this part-part whole diagram?





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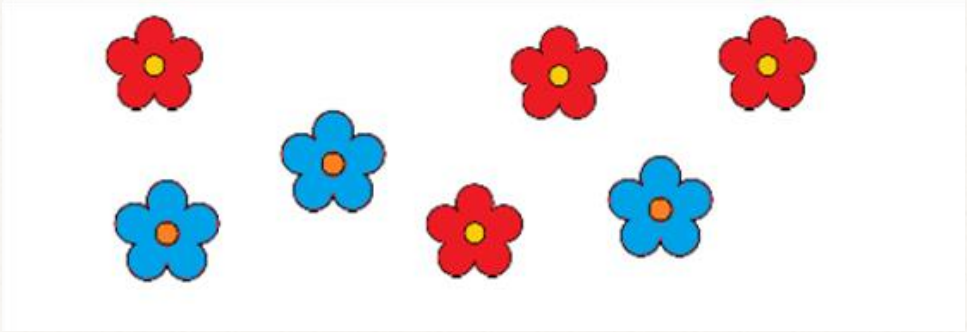
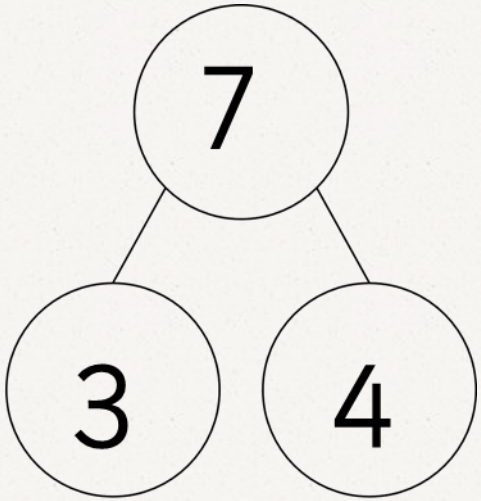
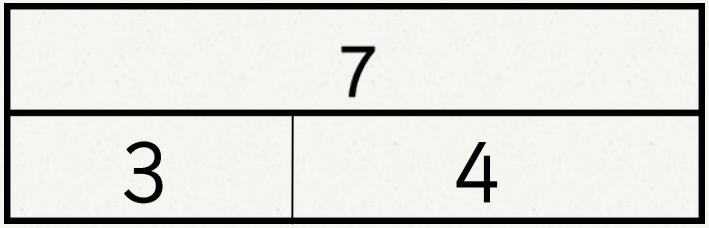




3+4=7 4+3=7 7-3=4 7-4=3

To challenge the children further we might ask them to write 4 additional number sentences with the 'answer' first - for example 7 = 3 + 4

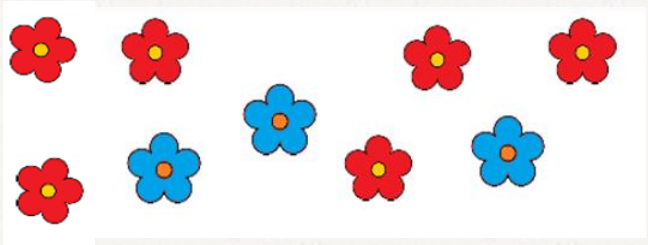


Can you represent the picture of the flowers using a bar model?

How are you going to split the bar for the parts? Why?

(Children would discuss how big/ small the bars need to be depending on the value of the numbers)

Problem solving



I have used the part-part whole to write my numbers facts.

6 + 3 = 9
3 + 6 = 9
6 = 9 + 3
6 = 3 + 9

(The children would then have the opportunity to have a go independently – e.g. by adding a few more flowers)
Can they follow the CPA approach again independently without guidance?

6 – 9 = 3
9 – 3 = 6
6 = 3 + 9
3 = 9 - 6

Do you agree with Tom?
Why/why not? Convince me.

Can the children identify Tom's mistakes and explain why he is incorrect?

Independent Maths

Independent Maths

During the independent lesson, children have access to a variety of tasks in which they apply new and previous learning.

Children work in their maths books.

Teachers and TAs support children as required.

Children are required to apply their skills to reasoning and problem solving.

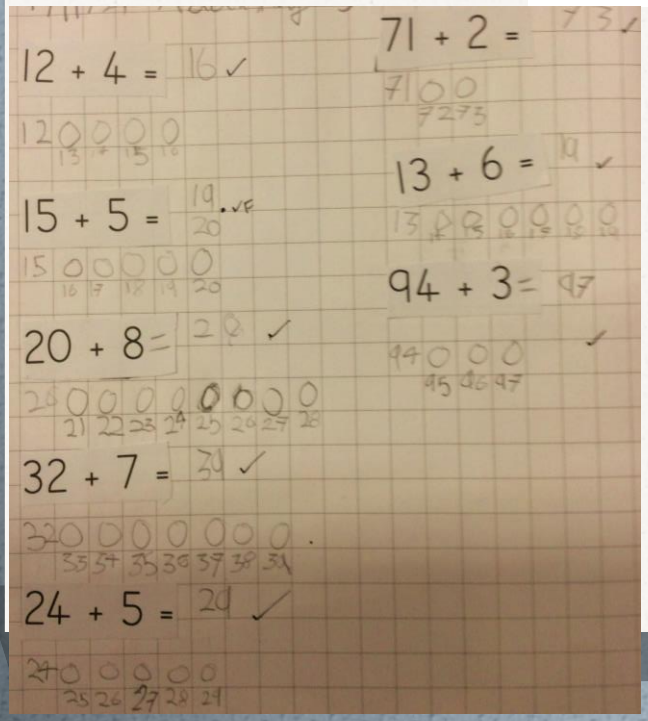
Addition

Add 1s

Kay has these stickers.

Her teacher gives her five more stickers.

How many stickers does she have now?



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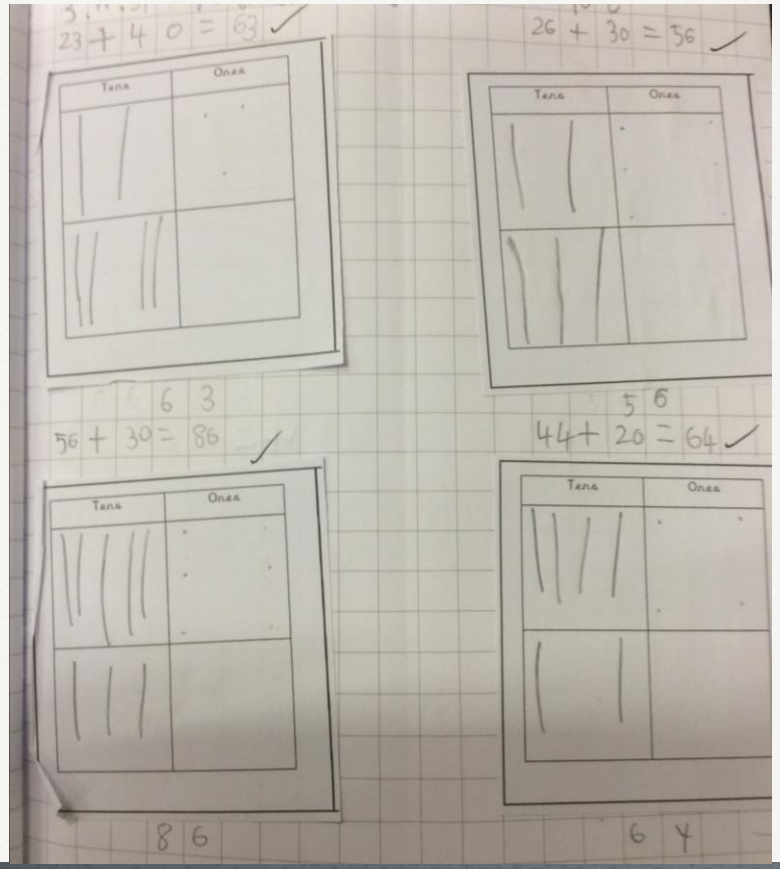
Addition

Add 10s



Class 2 has 26 crayons.

They are given 10 more crayons every day for 5 days.

How many crayons do they have after 5 days?

How did you work this out?

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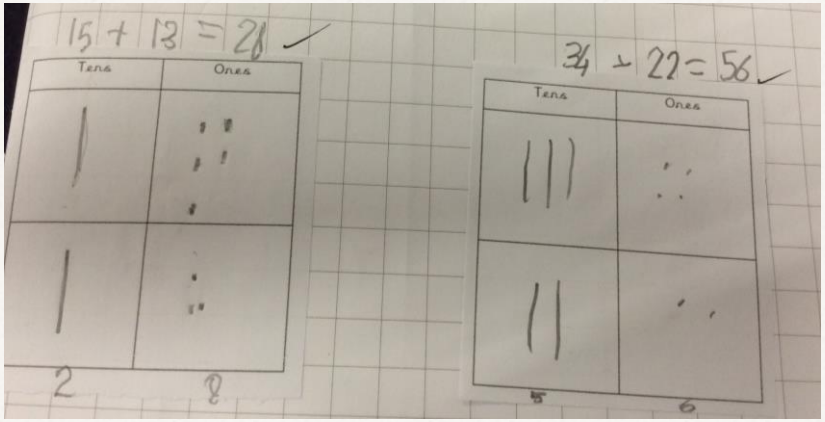
Addition

Add 10s and 1s (not crossing 10)



Sam and Max have some marbles.

I have 12 marbles.

Sam

I have 13 more marbles than Sam.

Max

How many marbles do they have altogether?

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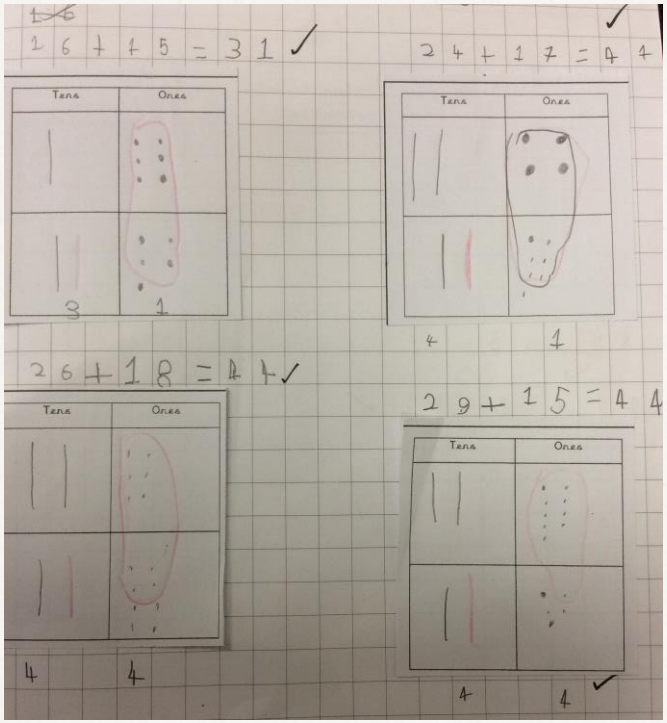
Addition

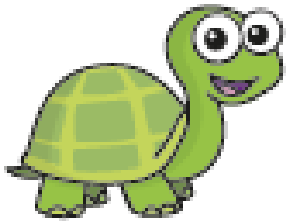
Add 10s and 1s (crossing 10)



Tiny is working out 57 + 26

7 ones + 6 ones = 13 ones

5 tens + 2 tens = 7 tens



The answer is 713

Do you agree with Tiny?

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Maths Intervention

Some children may not grasp new concepts straight away and may need extra practise.

Children who need extra support after a lesson will receive same-day intervention to give them extra practice in a small group.

Helping at home

<u>Skills that can be practiced at home:</u>

Learn the 2, 5 and 10 times table

Counting in 3s

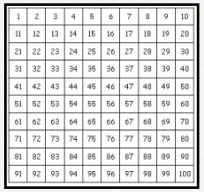
Telling the time at o'clock, ½ past, ¼ to/past

Measuring – e.g. when cooking

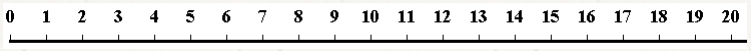
Money – recognising coins and notes

Adding amounts of money/finding change and making the same amount in different ways

Resources we use



- Number line

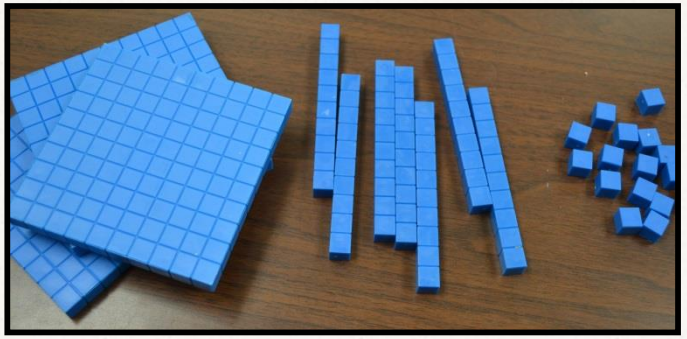


- Number (hundred) square
- Place value cards

- Numicon

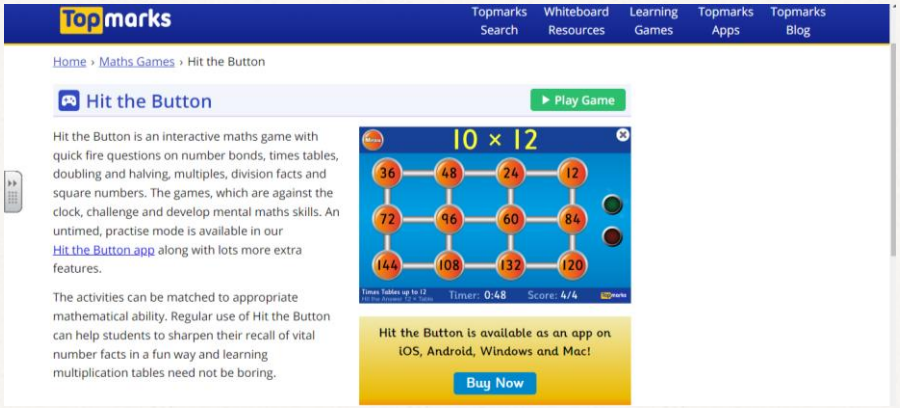
- Counters
- Bead Strings
- Base ten
- Online games

- Everyday objects



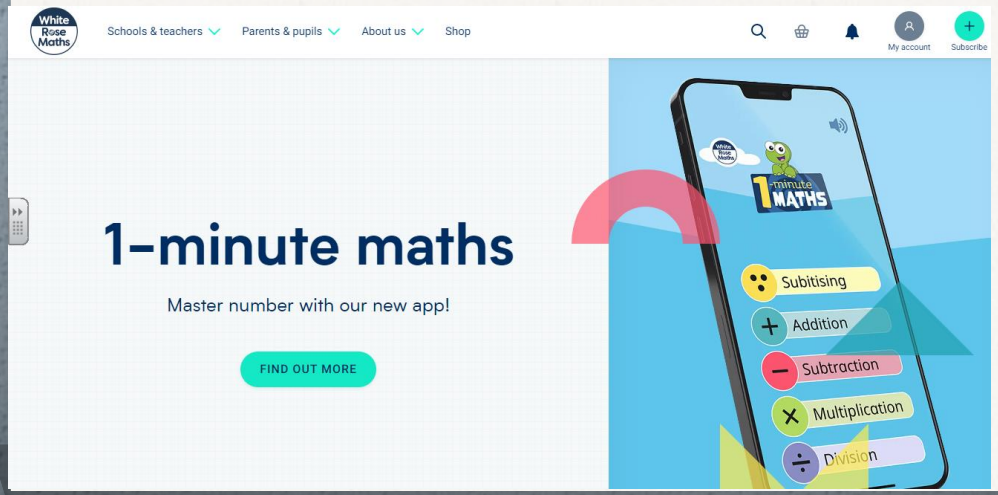
Online games

Children love games to engage their learning.



Bitesize

https://www.bbc.co.uk/bitesize/subjects/zjxhfg8



BBC Bitesize has a range of fun and interactive games that you can play with your child or they can play independently.