

Maths at Bedwell

Year 2
January 2017

Each half-term, every class in the school focuses on **one key area of maths**, based on strengths and weaknesses identified by all of our teachers at the start of the year. Your child's targets are explained over the page, along with some **ideas for how you can support your child with them at home**. The targets are split into 3 sections - the 'Should' target is age-related, based on national standards for maths, and is the point most children should reach. For some children maths can be difficult and therefore they are targeted to get the 'Must'. For others who really excel at maths there is the 'Could' target, which challenges them to work at a higher level.

Each class also selects a key set of number facts - their '**Learn-Its**' - which they practice every day. These are explained below, and again it would be a **huge help** if you could spend a few minutes every day helping your child to learn these.

Learn-Its: Near doubles

This half-term, we are learning three 'near double' facts:

$$4 + 5 = 9, 5 + 6 = 11, 6 + 7 = 13$$

Here a few things you could try together at home:

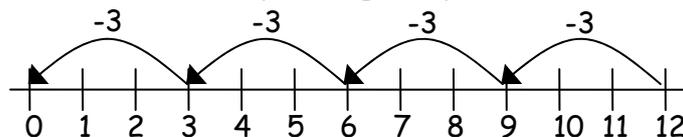
- Chant, sing, whisper... Say number facts out loud together whenever you have the chance - silly voices and silly ways to say them really stick in the memory.
- Write-out number facts with finger paints, chalk or water-on-tarmac, or make them from playdoh or fridge magnets.
- Practice number facts by rolling two dice to pick random numbers - what is the total of both dice? Can you remember it in less time than it takes me to count all the spots on both dice?
- Look for 9, 11 and 13 in the world around you (eg. on doors, number plates, price labels etc) and practice the corresponding addition fact when you spot each number.
- Make up number rhymes (eg. '6 + 7 makes 13, your bedroom is never clean!')



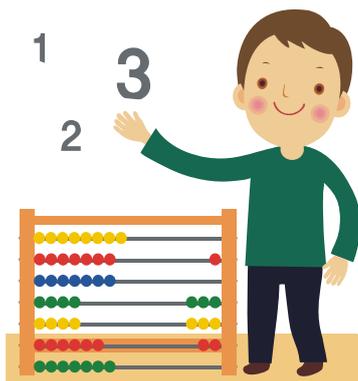
Must	Should	Could
I can find the total amount of objects when I am counting in sets	I can explain multiplication and division using pictures (eg. an array) or a number line	I can solve simple number problems involving multiplication, or division without remainders

How you can help:

- Every time something needs sharing between friends or family members (sweets, biscuits, grapes etc), practice sharing them out one at a time, making sure each person has an equal amount - is there a remainder, or does the number share perfectly?
- Plan a tea party for 5 friends, dolls or characters - if everyone eats two sandwiches, how many will we need? If we have ten lollies, how many will each person have?
- Over the course of the term, we will be learning to divide using repeated subtraction, so (for instance), we'd solve $12 \div 3$ by taking away 3s until we can't do it anymore:



As you can see, being able to count backwards is a key skill here - so practicing this as you put away laundry or pack-up shopping really helps.



- Practice counting in 2s, 5s and 10s. When you reach a number, eg. 20, ask how many 2s are there in 20? How many 5s? Encourage your child to use drawings or number lines to help work it out. Can you make it all the way to a hundred?
- Count money out of the piggy bank - I have four 10p coins, how much do I have? You've got thirty 2p coins - do you have more or less than me? Can we total all the 5p coins in the pot by counting up in 5s?