

Year 2 Maths Home learning

Dear parents,

We will now be starting the next Mathematics Mastery home learning pack. Each day there will be a 'talk task' and an 'independent task' for your child to complete, a similar format to the lesson structure that we follow at school. Please engage in discussion with your child during the talk task that should typically last around 20 minutes.

- Get them talking and grow their language.
- Get them to use equipment and images to show and explain.
- Challenge them to think mathematically. Use the Prompts for Thinking that are suggested on the Mathematics Mastery planning.

Once the talk task is completed there will be an independent task that your child should around 10 minutes completing.

This document will provide further guidance and challenge where necessary. It will also continue to share the **why** this maths is important and **how** you could teach it.

A star rating has been used to explain the different levels your child could be working at.

All children should be able to complete the  task.

Most children should be able to complete the  task.

Some children should be able to complete the  task.

If you have any questions, please email us using our class email address.

Best wishes,

Miss Pickering and Mrs Horne



Mathematics
Mastery

**At home materials
Learner Pack
Year 2 Weeks 6-8**

Pack 1: Addition key facts Session A) Addition and subtraction Session B) Using key facts within ten Session C) Using key facts within twenty Session D) Modelling problems
Pack 2: Multiplication and division Session A) Describing equal groups Session B) Multiplication situations Session C) Arrays Session D) Times greater
Pack 3: Numbers Session A) Counting and grouping Session B) Value of place Session C) Regrouping Session D) Build and adjust



Session A (Monday): Counting and grouping

WHY?

The purpose of this session is to get pupils talking and thinking about numbers, what they can mean and how we write them. You want to explore what pupils understand about how our number system works.

HOW?

Talk task:

1. Discuss the images of the numbers. Think about where and why they are used (to count, measure, label, order etc).
2. Ask your child to think about how they could work out how many people there are in school.
3. Going through the process of thinking about this will probably involve grouping the people in some way rather than thinking about each individual, e.g. there are ___ teachers, there are ___ children in each class,
4. Discuss our number system, our number system uses grouping. We use ten digits and with them we can write any number you can think of!
5. Draw ten ones as dienes (small squares represent 'ones', long, thin rectangles represent 'tens' and large squares represent 'hundreds'), when we get to ten ones what do we need to do? We regroup them for one ten.
6. Draw the dienes to represent thirteen, write the number using numerals. Notice the relationship between the numbers and the dienes (the one represents one ten and the three represents three ones).

Independent task:



Complete questions 1 and 2.

Complete questions 1 and 2, record the numbers you say when counting in 10s from 56 (e.g. 56, 66, 76 and so on). What do you notice about the numbers? What happens when you count on 10 more from 96? Can you draw 96 as dienes, what do you need to do when you add another 10?

Captain Conjecture says, 'When I count in tens from any number the units digit stays the same.'

Do you agree?

Explain your reasoning.



Write all the 2-digit numbers greater than 40 using these digits.



How do you know you have them all? Prove it.

Jo has £2.29.

She only has £1 coins, 10p coins and 1p coins.

How many of each coin does she have?

Can you suggest a different answer?