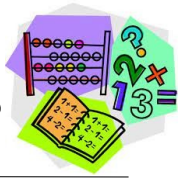
# Maths Masterclass



## Year 2 Summer 2

Alongside the half-termly curriculum information, here you can find additional information about your child's maths learning. This is intended to give you insight into the way we teach maths, which we hope makes it easier to support your child with their learning at home. We will give you suggestions of various activities to try and questions to ask with your child, which we hope you find useful.

### Multiplication and division

In multiplication and division, we will secure our knowledge of efficient strategies to complete calculations and use these in problem solving.

"I can show efficient multiplication by using multiples."

5 x 10 = 50

10, 20, 30, 40, 50
1, 2, 3, 4, 5

"I know that multiplication is commutative."

5, 10, 15, 20, 25, 30, 35, 40, 45, 50
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

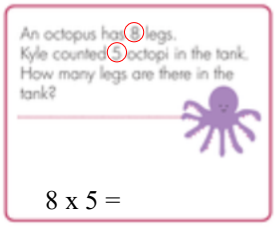
"I can show efficient division by using multiples."

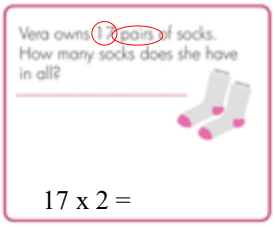
50 ÷ 10 = 5

10, 20, 30, 40, 50
1, 2, 3, 4, 5

"I know that I need to count up in tens until I reach 50."
"I know that I need to count how many multiples I have used"

When looking at worded problems, we will be learning how to identify the key information that will help us to complete each calculation.




Once we have identified the calculation we will be able to use an efficient strategy.

### Addition and Subtraction

This half-term, we will continue to focus on how we can add and subtract 2-digit numbers. We will link this to our money learning, therefore we will add and subtract amounts of money, including in the context of giving change. We will focus on step-by-step methods for this, as well as children being able to use their previously learnt strategies such as number lines.

**Step by step addition and subtraction:**

27 + 13 =
20 + 10 = 30
7 + 3 = 10
30 + 10 = 40

24—12 =
24—10 = 14
14—2 = 12

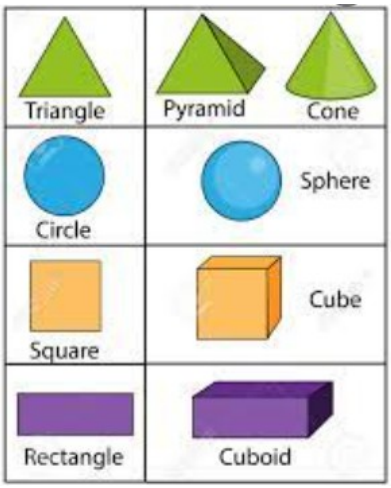
### Shape

In geometry, we will revisit 2D shapes and their properties, as well as 3D shapes and their properties.

We will compare and sort common 2D shapes and 3D shapes and everyday objects.

You could see what 2D and 3D objects you have at home!

**Technical vocabulary**
faces, edges, vertices, sides, apex, symmetry



# Maths at Home

## Measures —Money

We will be building on our knowledge of money to understand how we can use different coins to make the same amount of money.

***You can talk about this at home too!***

*"I know that I can use a 20p and a 10p to make 30p or I could use a 5p, a 5p and a 20p to make 30p".*


## Fractions of number

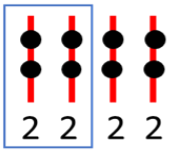
*We will secure our knowledge of fractions of number.*

*"I know that fractions need equal groups."*

*"I know that the denominator shows me how many rods I need to share between."*

*"I know that the numerator shows me how many rods I need to count."*

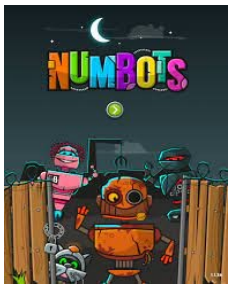
$\frac{2}{4}$ of 8 = 4




*At home, you can ask your children half of a number or a quarter of a number. For a quarter, they know they can half it and half it again!*


It is important for the children to do 10-15 minutes focusing on their times tables as often as possible to build their fluency! Children who do this regularly are more confident when tackling a range of mathematical challenges.

Contact admin@hamble-pri.hants.sch.uk if you need help logging on.




## Position and direction

⇒ We will be concentrating on ordering and arranging combinations of mathematical objects in patterns and sequences .

⇒ We will be able to communicate how the pattern changes using mathematical vocabulary such as "quarter turn clockwise" and "a three quarter turn anti-clockwise".

What comes next?

How does the shape change?

*At home, you could create some patterns using colours or lines or shapes. Can you spot any patterns around your home or when you are out on a walk?*