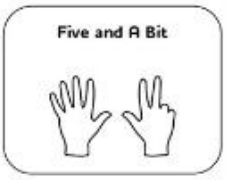
Number Sense Maths

Autumn 2nd Half – Year 2

In the first few weeks in Year 2 we will be re-visiting and re-capping on our learning from Y1.

Y2 Weeks 1 and 2



Activities for Home

Dear Families,

This week we are practising showing 6, 7, 8, 9 and 10 on our 'Five and A Bit' hands.

6	7	8	9	10
				

We are learning to use our 'Five and A Bit' hands to solve related addition and subtraction calculations. For example, 8 shown as 5 fingers and 3 fingers helps us solve the following equations without counting:

5 + 3 = 8, 3 + 5 = 8, 8 - 3 = 5, and 8 - 5 = 3

Here are some simple activities you can do at home to support your child's learning:

Match my fingers
Hold out between 6 and 10 fingers using 'Five and A Bit' hands. Ask your child to copy the pattern with their hands. How many fingers are you each showing? Summarise what you have. "We are showing 7 fingers. 5 fingers on this hand and 2 fingers on this hand."

Shout the number!
On the count of 3, both you and your child show between 6 and 10 fingers using 'Five and A Bit' hands. Have you put out the same amount as each other? If so the first to shout the number you've both shown gets a point. Every time you make a match, talk about the number that you have shown, for example, "We both had 6. 6 is made up of 5 and 1."

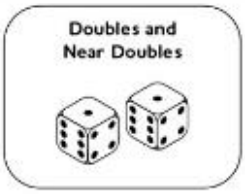
Guess how many
Put 5 fingers out on one hand and show your child. Put your other hand behind your back with some fingers showing. Say "I have 9 fingers showing in total". Ask your child to guess how many fingers are showing on your hidden hand. Show your hand when they have guessed. "That is right, 9 is made up of 5 and 4."

Five and A Bit stories
Use your fingers to act out 'Five and A Bit' stories e.g., "5 children are on the climbing frame and 3 children are on the swings. How many children are playing altogether?" Once your child gets the idea they can use their fingers to show the story. As they get more confident you could challenge them to imagine their fingers. Can they work out how many there are in total by just thinking about the numbers of fingers? You can reinforce their learning with your language, "That's right! 5 and 3 more is 8." Remember one of the numbers you are adding in your story should always be 5, and the other number should be 1, 2, 3, 4 or 5.

Talking Tip

Repeat each of the games several times until you are sure you child's understanding is secure. There are many games you can play - don't feel restricted to these ones. If your child wants to play differently with the materials that's fine, just bring the focus to games where you are involving number bonds to 10.

Stage 3 Book 4/5



Activities for Home

Dear Families

This week in maths we are learning doubles of numbers to 5. We are learning how these help us to solve addition and subtraction facts like 3 + 3 = 6 and 8 – 4 = 4. We are also using these double facts to help us solve 'near double' additions like 4 + 5 = 9. Here are some simple activities you can do at home to support your child's learning:

Show me double, show me half
You say, "Double four" and your child shows you this on their fingers (by putting up 4 on each hand) and says, "Eight!" Then you say "Halve it," and move your child's hands apart. Say, "Double four is eight," and bring your child's hands together again, then "Half of eight is four," and move their hands apart again. Get them to join in with you as you say it. Then repeat for doubles of other numbers to 5.

What's in my hand?
You will need 10 small items, such as pieces of dried pasta. Take 2, 4, 6, 8 or 10, and split them evenly between your two closed hands (so if you take 8, put 4 in each hand). Tell your child the number of pieces you have in each hand and ask them how many you have in total. Reinforce their learning with your language, saying things like, "Yes, that's right, 4 plus 4 is 8." On other occasions tell your child the total number you have, and they have to work out how many in each hand by halving that number.

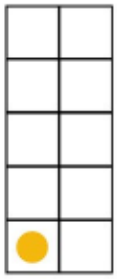
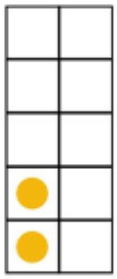
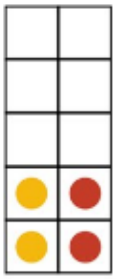
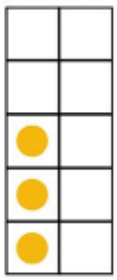
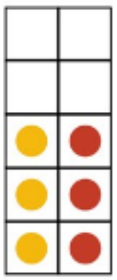
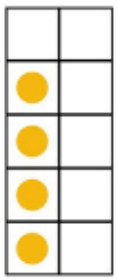
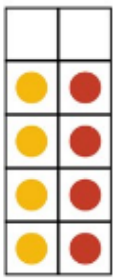
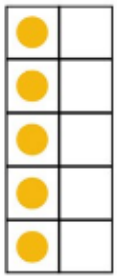
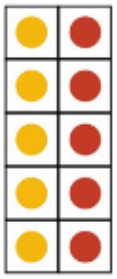
Hit the double, hit the half
Lay out the digit activity cards 1 to 10 face up. Say a number between 1 and 5. Your child has to say its double and hit that digit card as quickly as they can. Reinforce with language such as "That's right, double 2 is 4. 2 plus 2 is 4." Then, say an even number between 2 and 10. Your child has to say the half and hit that digit card as quickly as they can. Reinforce the learning with your language, "That's right, half of 8 is 4. 8 minus 4 is 4." As your child gets more confident ask them to describe the relationship.

Matching pairs
You will need either the digit cards, or the tens frame activity cards, laid out face down. Turn two over. Have you got a double and half matching pair, such as 5 and 10? If so keep the cards and take another pair. If not, it is your partner's turn. Use language similar to that in the activity above to reinforce the doubles and halves relationship

Near doubles
Lay out a 'double' number of small items (such as toy cars/pieces of dried pasta) in two groups, for example, in 2 groups of 4. Say "4 and 4 is 8." Then add one item to one of the groups... "So 4 and 5 is____." Do the same for one less "4 and 4 is 8." Then remove one from one of the groups... "So 4 and 3 is____." The aim is to help your child see that if they know their doubles, they can also add near doubles. As your child grows in confidence, mix up how you do the activity. They could choose a double for you to make a near double from, or they could do both the double and near double.

Stage 3 Book 6

Activity Cards

1	2		
2	4		
3	6		
4	8		
5	10		

Stage 3 Book 6

Y2 Week 5

Activities for Home

Dear Families,

This week in Maths we are thinking about 'Number Neighbours'. Spotting number neighbours helps children solve some of the subtractions they can find hard, like 6 – 5 and 9 – 7. We have learnt that if the numbers we are subtracting are next door number neighbours, like in 6 – 5, the difference (answer) is 1. If the numbers we are subtracting are odd number neighbours or even number neighbours, like 9 – 7, the difference (answer) is 2. Here are some simple activities you can do at home to support your child's learning:

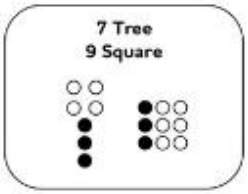
Odd and even counting
Build counting in odds and evens (forwards and backwards) into routines with your child. For example you might count backward from 20 in even numbers (20, 18, 16) while you rinse their hair in the bath, or you might count forwards in odd numbers (1, 3, 5 etc.) and see if they can get their pyjamas on before you get to 19. The facts we are learning at school use odds and evens within 10, but counting in odds and evens beyond 10 will help your child get familiar with how the pattern continues. Let your child choose how you count. Will they choose odds or evens? Will they choose forwards or backwards? Encourage your child to count along with you! If you live on a street with numbered houses, you can use your walk to school to practise the counting pattern too. Will your child choose to walk on the odd side or the even side? Say the number of each house as you pass it.

Odd number neighbours, even number neighbours
Cut out the activity cards and take one set of cards to 10 each. Each of you turns over your top card at the same time. If they are next door number neighbours then the first to shout, "Difference of 1!" takes the pair. If they are odd or even number neighbours, then the first to shout, "Difference of 2!" takes the pair. When you have been through your cards once, one of you can put one to the bottom and go through them again. Are there any more number neighbour pairs you can make? You can start to use the language of subtraction. "That's right, 9 and 7 have a difference of 2. 9 minus 7 is 2."

Matching pairs
Lay the activity cards face down on the table. Turn up two cards. If they have a difference of 1 (next door number neighbours) or a difference of 2 (odd or even number neighbours) you keep the pair and get another go. If not it is your partner's turn. (You won't necessarily be able to make number neighbour pairs from all of the cards left on the table, so if you don't think there are more pairs left then play again.)

Activity Cards

1	6	1	6
2	7	2	7
3	8	3	8
4	9	4	9
5	10	5	10



Activities for Home

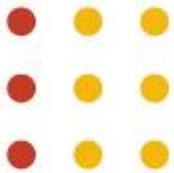
Dear Families

This week in maths we have been learning two important visual prompts to help us solve some of the tricker addition and subtraction facts within 10. These are called the 7 Tree and the 9 Square and they help us solve the facts shown below:

7 Tree

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

9 Square



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

Unlike the other calculation strategies there are no specific games or activities this week. Instead we would just encourage you to:

Talk about the visual prompts
Ask your child if they can tell you about these 2 visual images. Ask them, "What is the 7 Tree and why is it helpful in maths?" What is the 9 square, what can that help with in maths?"

Every day
When you are sure that your child knows what the 7 tree and 9 square images are, grasp every day to day opportunity to talk about them. When the number 7 comes up, say things like "And what's inside 7? That's right 3 and 4, remember the 7 tree", and when 9 comes up say things like "What's inside 9? That's right 6 and 3, remember the 9 square." Also, take any chance to lay out food or objects in the 7 tree and 9 square arrangements and ask the children to tell you what they can see.

Regular repetition that the 7 tree is made up of 4 and 3 and that the 9 square shows us 6 and 3 will enable the children to master these eight tricky facts with ease.

Number Sense Maths

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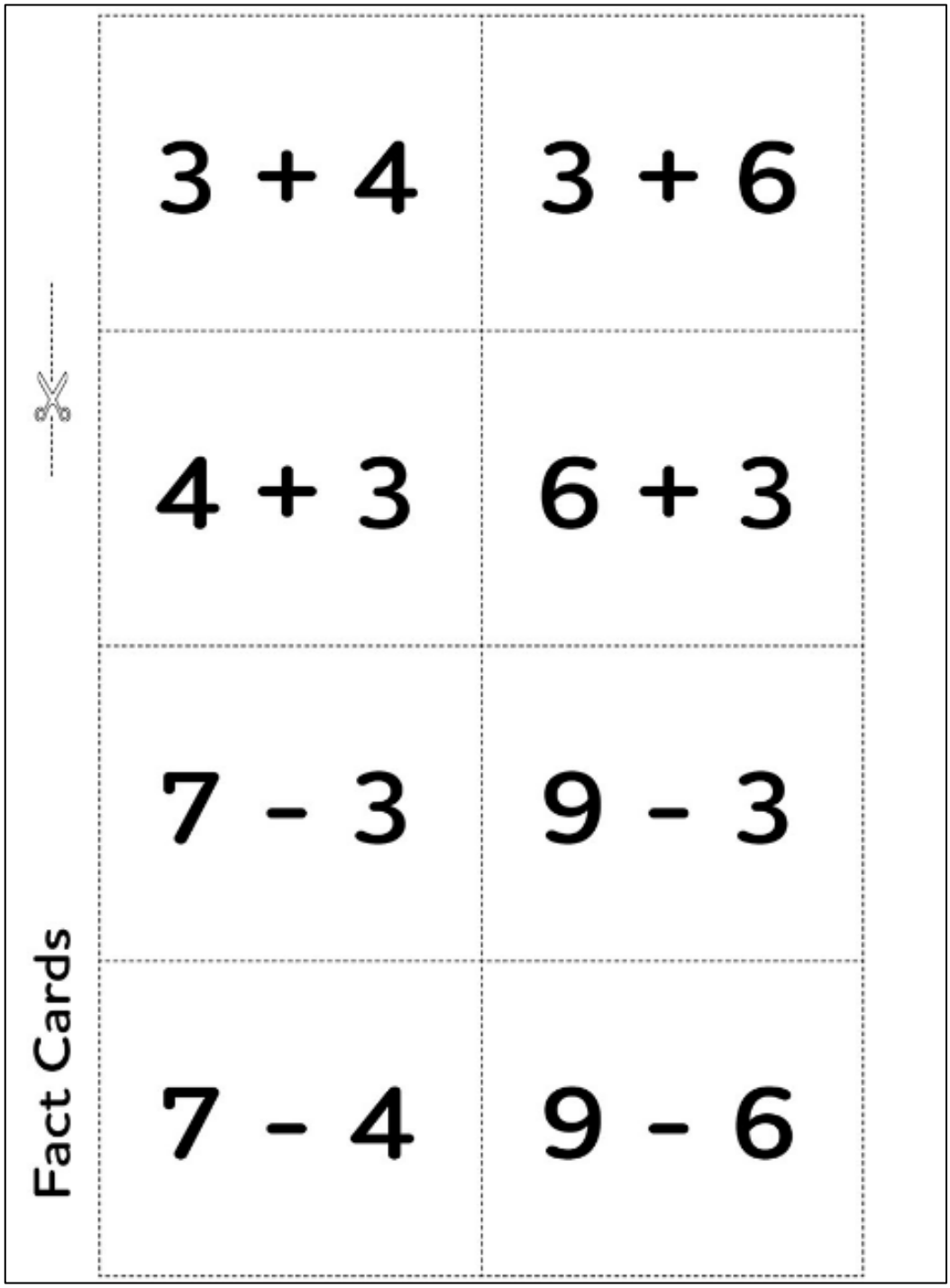

Stage 3 Book 8