

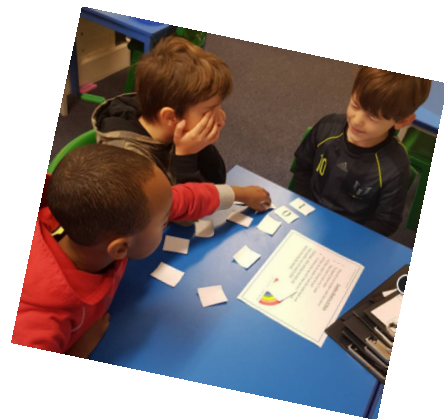
Parent Fluency Workshop Year 2



The aims of this workshop are to:

* Help you understand what *fluency* in Maths is.

* *Games* and *ideas* on how you can help your child at home to *improve* these skills.



In Year 2

Mathematics: Place Value & 4 Operations

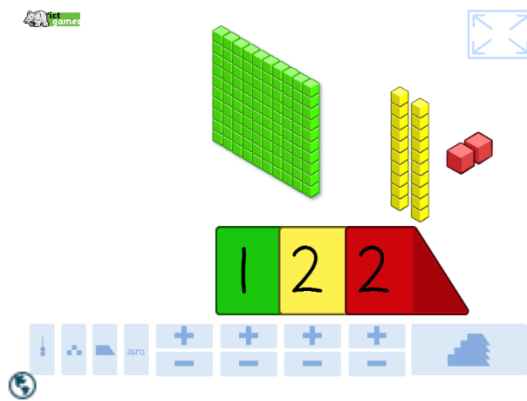
- by the end of the year:

- Compare and order numbers up to 100 and use $< > =$
- Read and write all numbers to 100 in digits & words
- Say 10 more/less than any number to 100
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards)
- Recall and use multiplication & division facts for 2, 5 & 10 tables
- Recall and use \pm facts to 20
- Derive and use related facts to 100
- Recognise place value of any 2-digit number
- Add & subtract:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognise and use inverse (\pm)
- Calculate and write multiplication & division calculations using multiplication tables
- Recognise, find, name and write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$
- Write and recognise equivalence of simple fractions
- Tell time to five minutes, including quarter past/to



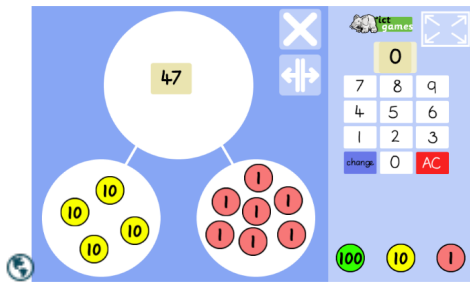
*These are all
the skills you
can help
develop at
home.*

Place Value is key to children's understanding of all aspects of Maths



$<$ less than $>$ greater than $=$ equal to

Use these mathematical symbols to compare and talk about place value



23

32

$3 + 6$

9

76

$66 + 11$

Using a 100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mark Weddell 2017

30

50

100



Show

Lots of work on:

* reading and then writing the number

* one more, one less

* 10 more, 10 less

* Counting in 2s, 5s or 10s

* Counting backwards and forwards

The aim is for children to be able to visualise the number square in their minds.

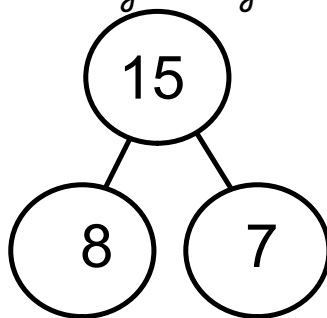
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you help me put these numbers in order from smallest to biggest?

15 45 65 13 11
4 23 10

Part - Whole

cherry diagram



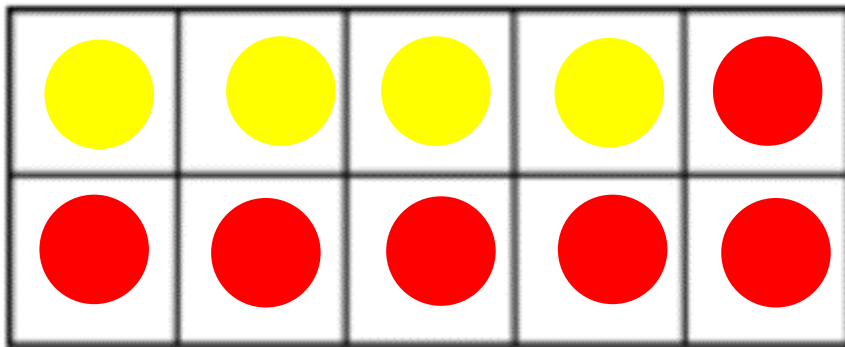
$$\begin{array}{r} 7 \\ \hline \end{array} + \begin{array}{r} 8 \\ \hline \end{array} = 15$$
$$\begin{array}{r} 15 \\ \hline \end{array} = \begin{array}{r} 8 \\ \hline \end{array} + \begin{array}{r} 7 \\ \hline \end{array}$$

We also support
maths concepts by
using visual
representations

& Bar Model

15	
8	7

Using the 10 Frame - they started to use these in Year 1



How many yellow counters? How many red counters? How many altogether?

Writing simple calculations:

$$4 + 6 = 10$$

$$10 = 6 + 4$$

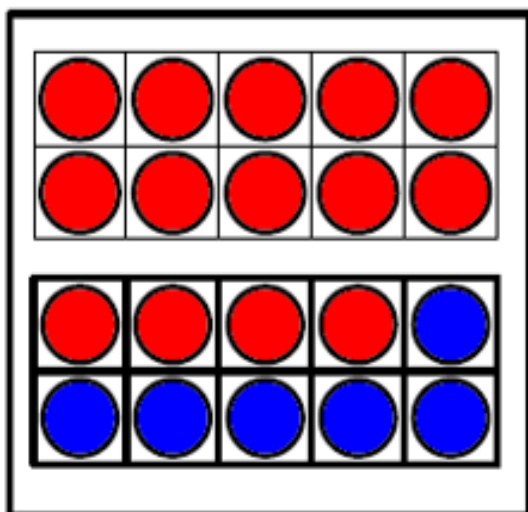
$$10 - 6 = 4$$

$$6 + 4 = 10$$

$$10 = 4 + 6$$

$$10 - 4 = 6$$

They will continue to be
used like this...



There are 14 red counters

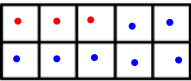
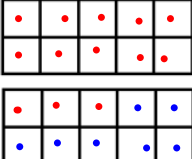
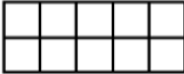
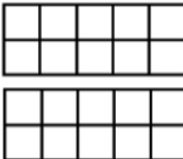
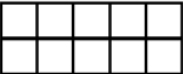
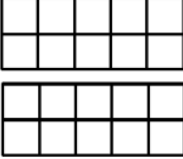
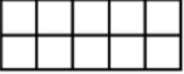


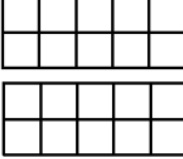
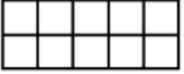

There are 6 blue counter

Altogether there are 20 counters.

$$\begin{array}{r} 14 \\ + 6 \\ \hline \end{array} = 20$$

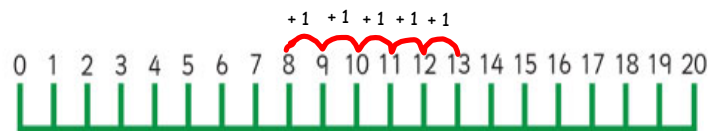
$$\begin{array}{r} 6 \\ + 14 \\ \hline \end{array} = 20$$

And this...

 $3+7=$	 $13+7=$	 $4 + 6 =$	 $14 + 6 =$
 $2+8=$	 $12+8=$	 $5 + 5 =$	 $15 + 5 =$
 $1+9=$	 $11+9=$	 $9 + 1 =$	 $19 + 1 =$

Using a Number Line

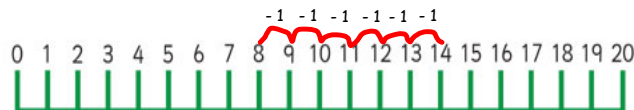
Number lines are introduced with numbers on them already and children are taught to count on from the biggest number in jumps of one.



addition

$$5 + 8 = 13$$

Number lines are introduced with numbers on them already and children are taught to count backwards from the biggest number in jumps of one.



subtraction

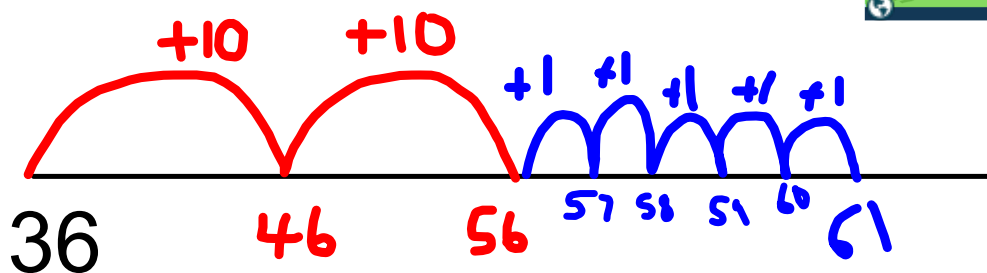
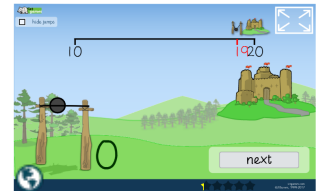
$$14 - 6 = 8$$

Using a Number Line

Then children are taught to create their own number line and then use it for addition and subtraction...

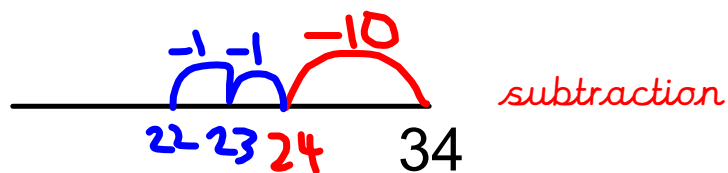
$$36 + 25 = 61$$

addition



$$34 - 12 =$$

$$\begin{array}{r} 10 \\ 10 \end{array} \begin{array}{r} 2 \\ 2 \end{array}$$



Problem Solving - you can do this by creating stories together...

Use for
addition &
number
bonds

Class 3 has 37 pencils.

Class 4 has 43 pencils.



How many pencils do they have altogether?

Katie has 12 marbles.

Jim has 13 marbles more than Katie.

How many marbles do they have altogether?

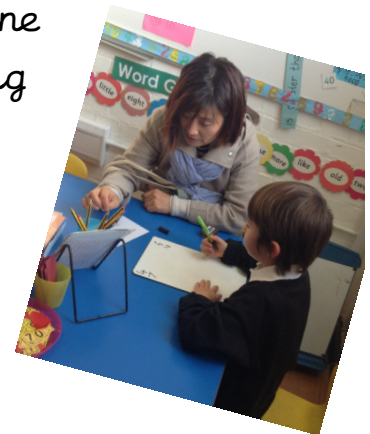




MAKE IT FUN!

Using Dice

- rolling dice and asking about number bonds
- adding together
- subtracting
- roll and create 2 digit number and then add or subtract a one digit number. Extend by adding
 - $2 \text{ digits} + 2 \text{ digits}$
 - $2 \text{ digits} - 1 \text{ digit}$



Playing Games

4 rolls to 100!



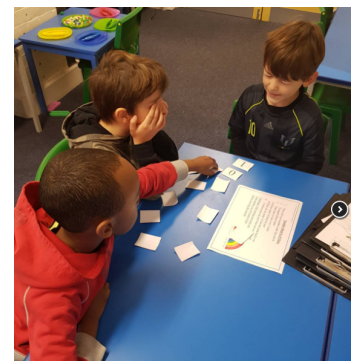
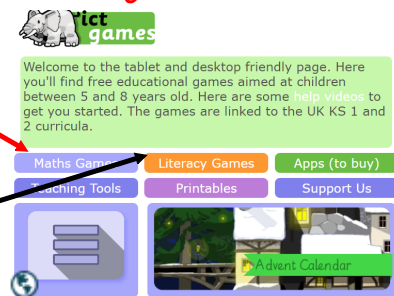
Reminders...

ICT Games-

Click on this picture for whole website

click on Maths

But also useful for English



Interactive Resources

username: primrose

password: primrosehill

Google Classroom

Home Learning Activities



*Thank you for
coming!*

Questions?