



Year 2: Autumn term 2

Topics studied this half term:

- Money
- Multiplication and division

Within money, your children will be learning to:

- Count money – pence
- Count money – pounds (notes and coins)
- Select money
- Make the same amount
- Compare money
- Find the total
- Find the difference
- Find change
- Two-step problems

Within multiplication and division, your children will be learning to:

- Recognise, make and add equal groups
- Create multiplication sentences from pictures and using the x symbol
- Use arrays
- Recite the 2, 5 and 10 times table

Tips for good homework habits:

Choose a quiet place to work, preferably sitting at a table, where your child can work comfortably without being disturbed.

Money

HERE'S THE MATHS

Your child has been learning to make an amount of money using different combinations of coins. 46p can be made in many ways including:



ACTIVITY

What to do

- Split the coins into two equal piles, one for each player, and take turns to choose an amount of money between 11p and 49p.
- Both players should then make that amount using their coins and put their hand up or call out 'money' when they have finished.
- Check that each other's coin total is correct and compare how each player has made the amount.
- If both players have used the same coins no one wins a point. If both players have a correct answer, the first one to finish wins a point. If only one person has the correct amount, they score a point. Write each player's score on a piece of paper.
- The winner is the first player to score 10 points.

You will need:

- plenty of assorted coins (20p, 10p, 5p, 2p, 1p)
- paper and pencil

Variations

- Include larger amounts of money and add 50p coins to the set of coins to be used.
- Encourage children to use their skills when out shopping by finding the right money to pay for an item.

QUESTIONS TO ASK

What are the least number of coins you can use to make Xp?

Which other coins could you have used to replace the Xp coin?

How many ways can you make 5p/10p/20p?

Multiplication and division

HERE'S THE MATHS

Your child has been learning to count on and back in steps of 2, 5 and 10 from various starting numbers.

16	18	20	22	24	26	28	30	steps of 2
85	80	75	70	65	60	55	50	steps of 5
23	33	43	53	63	73	83	93	steps of 10

ACTIVITY

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

You will need:

- 2 small counters

What to do

- One player puts their counter on 3 and is working towards 100. The other player puts their counter on 98 and is working towards 0.
- Players take turns to choose steps of 2, 5 or 10 and count on or back a maximum of 5 steps of that size, moving their counter as they jump.
- In each game, each player must use every step size (2, 5 and 10) at least once.
- The winner is the first player to land exactly on their target number (0 or 100). Swap starting positions and play again.

QUESTIONS TO ASK

Ask your partner to write down each number as you say it. What pattern do you notice in the sequence of tens and/or ones?

If you start at X and count on/back Y steps of 2/5/10, what number do you end up on?

What size step(s) would take you directly from X to Y?

How many steps of 2/5/10 would it take to get from X to Y?