



Year 2: Spring term 1

Topics studied this half term:

- Multiplication and division
- Statistics
- Properties of shape

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

- Make equal groups – sharing
- Make equal groups – grouping
- Divide by 2
- Identify odd and even numbers
- Divide by 5
- Divide by 10

Within statistics, your children will be learning to:

- Make tally charts
- Draw pictograms (1-1)
- Interpret pictograms (1-1)
- Draw pictograms (2, 5 and 10)
- Interpret pictograms (2, 5 and 10)

Within properties of shape, your children will be learning to:

- Recognise 2D and 3D shapes
- Count sides on 2D shapes
- Count vertices on 2D shapes
- Draw 2D shapes
- Lines of symmetry
- Sort 2D shapes
- Make patterns with 2D shapes
- Count faces on 3D shapes
- Count edges on 3D shapes
- Count vertices on 3D shapes
- Sort 3D shapes
- Make patterns with 3D shapes

Tips for good homework habits:

Turn off the TV while your child is doing homework.

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?

Multiplication and division

HERE'S THE MATHS

Multiply and divide by 5 (by counting on and back in 5s to help, if needed):

$$8 \times 5 = 40$$

$$35 \div 5 = 7$$

5, 10, 15, 20, 25, 30, 35, 40

35, 30, 25, 20, 15, 10, 5

Multiply and divide by 10 (by counting on and back in 10s to help, if needed):

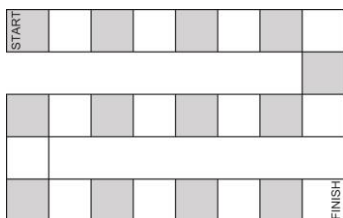
$$7 \times 10 = 70$$

$$60 \div 10 = 6$$

10, 20, 30, 40, 50, 60, 70

60, 50, 40, 30, 20, 10

ACTIVITY



What to do

- On a plain piece of paper, draw a simple zigzag game board with approximately 20–25 numbered squares as shown above.
- Put both counters at the beginning of the board game.
- Shuffle the question cards and put them face down in front of you.
- Take turns to take the top card and work out the answer. For correct answers only, roll the dice and move your counter that number of squares.
- The winner is the first player to reach the finish. Reshuffle the question cards, if needed.

You will need:

- pencil and paper
- 2 counters
- 1–6 dice
- small pieces of paper with multiplication or division questions for 5 (numbers up to 50) or 10 (numbers up to 100) without answers written on them (e.g. $1 \times 5 =$, $30 \div 5 =$, $6 \times 10 =$, $90 \div 10 =$)

QUESTIONS TO ASK

What is X multiplied/divided by 5/10?

What do you notice when you multiply/divide a number by 10? How does the answer differ from the starting number?

How can you make 40 by multiplying by 5 or 10?

Statistics

HERE'S THE MATHS

A tally chart is used to record how many times different things occur or different answers are given to a question. It is an easy way to collect information. A tally is used to count in fives. Four vertical lines are drawn and then a fifth, horizontal or diagonal, line is drawn through the four lines: |||| represents 5 and ||||-|||| represents 10.

20 children were asked which of these ice-cream flavours is their favourite.

Flavour	Tally
Vanilla	
Chocolate	-
Strawberry	
Mint choc chip	

5 people said vanilla is their favourite flavour.

8 people said chocolate is their favourite flavour.

4 people said strawberry is their favourite flavour.

3 people said mint choc chip is their favourite flavour.

ACTIVITY

What to do

- Help your child to draw a blank tally chart with two columns headed Cutlery and Tally. The cutlery column should then list fork, knife and spoon.
- Work together to complete the tally chart for the cutlery in your kitchen.

You will need:

- paper and pencil
- ruler

Variations

- Use a tally chart to record:
 - colours of cars that drive past your house in X minutes or are parked in your road
 - types or colours of clothes in a wardrobe
 - colours of front doors
 - coins in a purse.

QUESTIONS TO ASK

How do you make a tally mark?

What happens when there are already four tally marks and you want to add a fifth tally mark to that group?

What is the total tally for that group?

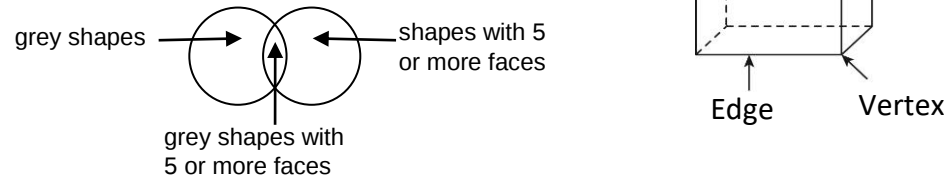
How many forks/knives/spoons are in our kitchen?

Properties of shapes

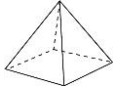
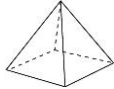
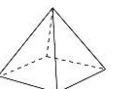
HERE'S THE MATHS

3-D shapes are made up of faces, edges and vertices.

3-D shapes can be sorted into groups using a Venn diagram.



ACTIVITY

 red	 red	 red	 red	 red	 red
 yellow	 yellow	 yellow	 yellow	 yellow	 yellow
 blue	 blue	 blue	 blue	 blue	 blue

What to do

- Colour the shapes in the colours as shown and then cut them out along the dotted lines.
- Draw two large, overlapping circles on a piece of paper.
- Use your Venn diagram to sort the shapes into groups with different labels, for example, 'shapes with a circular face' and 'blue shapes' or 'shapes with 5 or less vertices' and 'yellow shapes' or 'shapes with no edges' and 'red shapes'.

You will need:

- pencil and paper
- scissors
- colouring pencils