



Year 2: Spring term 2

Topics studied this half term:

- Fractions
- Length and height

Within fractions, 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 length and height, your children will be learning to:

- Measure length (cm)
- Measure length (m)
- Compare lengths
- Order lengths
- Four operations with lengths

Tips for good homework habits:

Take a break before your child gets bored or overwhelmed.

Fractions

HERE'S THE MATHS

$$\frac{1}{4} \text{ of } 8 = \square$$

$$\frac{1}{2} \text{ of } 8 = \square$$

$$\frac{3}{4} \text{ of } 8 = \square$$

To work out the answers:

$$8 \div 4 = 2$$

$$8 \div 2 = 4$$

$$8 \div 4 \times 3 = 6$$

$$\frac{1}{4} \text{ of } \square = 3$$

$$\frac{1}{2} \text{ of } \square = 9$$

$$\frac{3}{4} \text{ of } \square = 15$$

To work out the answers:

$$3 \times 4 = 12$$

$$9 \times 2 = 18$$

$$15 \div 3 \times 4 = 20$$

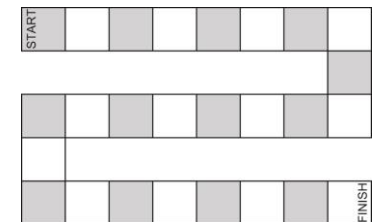
ACTIVITY

What to do

- On a plain piece of paper, draw a simple zigzag game board with approximately 20–25 numbered squares as shown below.
- 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 on which are written questions similar to those given above (involving numbers 30 or less)



QUESTIONS TO ASK

What is $\frac{1}{4} \frac{1}{2} \frac{3}{4}$ of X?

$\frac{1}{4} \frac{1}{2} \frac{3}{4}$ of what number equals X?

How do you work out $\frac{1}{4} \frac{1}{2} \frac{3}{4}$ of an amount?

Measurement

(length and height)

HERE'S THE MATHS

Learning to measure accurately takes practice, so ideally work with your child to measure small lengths (less than 30 cm) to the nearest centimetre around the house.

< means 'less than' > means 'greater than' = means 'equals' or 'is equal to'

The wider part of < and > belongs next to the larger number and the narrow point belongs next to the smaller number, e.g. $2 < 4$ (two is less than four) and $4 > 2$ (four is greater than two).

ACTIVITY

What to do

- Together, measure (to the nearest cm) the length of 10 items each less than 30 cm (e.g. length of a toy car, length of your foot) and write the name of the item and its length/height on a piece of paper.
- Say two of the objects and ask your child to write a statement using the two lengths and the correct symbol in between them (<, > or =).
- Repeat for more pairs of the objects to create as many different statements as possible.

You will need:

- pencil and paper
- 30 cm ruler
- objects less than 30 cm in length, height or width

Variation

- Write 10 different length measurements each less than 30 cm and then complete the rest of the activity as described.

QUESTIONS TO ASK

What does this symbol mean?
(Point to <, > or =)

Which measurement is the shortest/longest?
How do you know?

Which symbol means 'is less than'/'is greater than'/'is equal to'?

How do you know which symbol is the correct one to use? (Point to < and >)