Year 2 Maths Activities - Week Beginning 1.3.21

We're on the last week of fully learning remotely! And the last week of division!

Thank you for helping your child revise the addition and subtraction methods and for supporting them learn these early multiplication and division methods. We're looking forward to seeing how much they've learnt when they return next week.

The step-by-step guide about how to group is included at the bottom.





| | Learning video: <u>https://vimeo.com/498262138</u> | | |
|---|---|---|--|
| | Activity: Use Activity 3 | | |
| Day | Learning objective: To Divide by 10 | | |
| 4 | Learning video: <u>https://vimeo.com/498262386</u> | | |
| | Activity: Use Activity 4 | | |
| | | | |
| | Extra activity for 'stretching further': | | |
| | Shop A sells 80 lemons in bags of 10. | Leanna has 90p in her pocket in 10p coins. | |
| | Shop B sells 100 lemons in bags of 10. | Malachi has 50p in his pocket in 10p coins. | |
| | I buy all of the bags from both shops. | Tia has 3 coins in her pocket. How many coins do they have altogether? | |
| | How many bags do I have? | Draw a picture to help prove your answer. | |
| | Shop A sells 80 lemons in bags of 10. Shop B sells 100 lemons in bags of 10. I buy all of the bags from both shops. How many bags do I have? A B B | Leanna has 90p in her pocket in 10p coins. 9 coins Malachi has 50p in his pocket in 10p coins. 5 coins Tia has 3 coins in her pocket. How many coins do they have altogether? 17 Draw a picture to help prove your answer. | |
| Day 5 | We really hope your child has been able to find success with division. Today's session is really for applying all they've learnt and showing what they can do using Activity 5 , which is a range of questions that have been covered in some form already. This should give you a good gauge of how secure your child is with division. | | |
| Keep scrolling for little extra challenge | | | |

A Little Extra Pairs of Legs How many legs does each of these three creatures have? How many **pairs** is that? How do you know? Spider Bird Crab What about these three creatures? Snake Insect Cat 2 pairs of legs No legs 1 pair of legs 3 pairs of legs 4 pairs of legs 5 pairs of legs

Can you match the animal to the number of **pairs** of legs it has?

Did you know that legs on living creatures always come in pairs?

Division

Children divide by sharing objects into equal groups using one-to-one correspondence. They need to do this using concrete manipulatives in different contexts, then move on to pictorial representations. Children will be introduced to the ÷ symbol. They will begin to see the link between division and multiplication.

Steps for dividing using sharing:



Step 1 – Draw your sharing groups. The number of groups you need to draw will be the smaller number in the number sentence and the larger number is how many 'things' we need to share amongst them.



Step 2 - Share the larger number amongst the groups. Do this systematically. Draw one in the first group and say 'one', then draw the second one in the next group and say 'two', the third in the next group and say 'two', the third in the next group and say 'three'. When you have put one in each group, go back to the first group and start again. Keep going in this way, counting the whole time until you get to the larger number (in this case 24).

Drawing Groups for Division: $24 \div 4 =$ $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ Drawing Groups for Division: $24 \div 4 =$ $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$



Step 3 - Once you have shared the bigger number equally between your groups, count how many 'things' are in each group and that is the answer.

 $12 \div 2 = 6$

TotalNumberNumberquantityofin eachgroupsgroup

Like with Multiplication, children should use their times tables where they are able to. As shown, the children begin by seeing division as 'sharing' into equal groups, but they should now also start to see the link between multiplication and division. They are 'inverse operations', so to do 12 ÷ 3, they should be able to count in 3s until they get to 12 and then see that they counted 4 times, it took 4 lots of 3 to get to 12.

They may just know this as a number fact, or they may be able to do it mentally. Alternatively, it helps some children to see it drawn on a number line, as shown.



Extra things for stretching further: Understanding of remainders.

 When your child draws the counters for sharing, they should see that the groups are not equal and they have some 'left over' that will not share exactly.



2) Alternatively, they might be able to use their times tables. So in the above example, they may know that 17 does not occur in the Five Times Table, but 15 does. If it was 15, there would be 3 in each group and then 17 is 2 more than 15, so there will be 2 left over.