Maths Information Evening

Thursday 24th November 2022

Nov 4-14:45

The aims of this session are:

1. To inform parents / carers of the expectations for the end of Year 2.
2. To inform parents / carers about the mental and written methods for calculations children are now taught in school.
3. To help parents / carers to understand how they can help their children at home.

Nov 4-14:48

How do we assess children at the end of Year 2?

- Assessment framework,

- SATS tests.

- End of unit assessments.

Nov 4-14:57

Maths isn't just about learning how to do calculations! We want children to develop;

1. Mathematical Fluency – knowledge of number facts and understanding of how different number facts are related.
2. Reasoning Skills – children's ability to explain how they know and explain how they have worked through mathematical problems.
3. Problem Solving Skills – children's ability to see solutions, work systematically and try things out.

Nov 4-15:13


Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Nov 11-11:47

Place Value

Nov 4-15:17

62

60   2
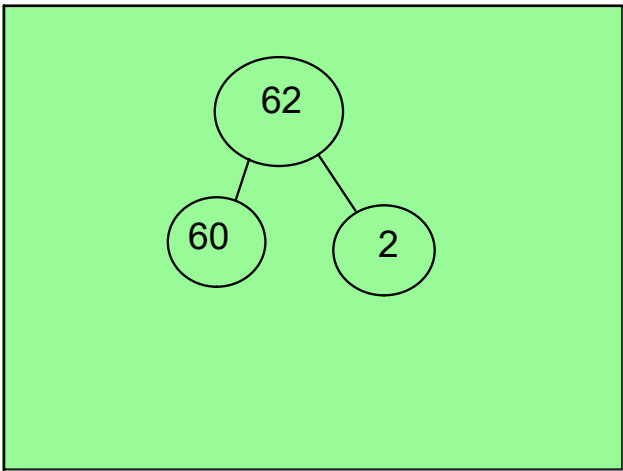
Nov 4-15:22

Partition in different ways

45

40 + 5

45 = 40 + 5
45 = 20 + 25
45 = 10 + 35   -> and so
45 = 30 + 15   many more
45 = 13 + 32

Mar 17-10:23

What 2 digit number is represented here?

32

tens   ones

Nov 4-15:28

44

10   10   10   10   4

Nov 4-15:33

The ten frames represent lemon and strawberry cupcakes. Draw a part whole model to show how many cupcakes there are altogether.

26

16   10

Nov 4-15:29

Tom says he has 61
Is he correct?
Explain your reasoning

16

No, there is one 10's and 6 ones, not the other way round.

Nov 4-15:36

2

Slide 1:

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

form numbers correctly

recognise numbers beyond 100

Nov 4-15:39

Slide 2:

Addition

Nov 4-15:41

Slide 3:

The written methods we teach are;

- Column method.

We also use number lines, bead strings, hundred squares to work out additions as well as counting objects. We apply our knowledge of CLIC and remember facts, 10 more/10 less, etc.

Nov 4-15:44

Slide 4:

tens   ones

$$38 +$$
$$\underline{11}$$
$$49$$

$$\begin{array}{r} T\ O \\ 64 + \\ 27 \\ \hline 11 \\ 80 \\ \hline 91 \end{array}$$

- start adding the ones
- then add tens

→ 8 tens are 80

Mar 17-11:07

Slide 5:

Subtraction

Nov 4-15:46

Slide 6:

We teach children to draw out the first number, then take away the second by starting with ones then tens.
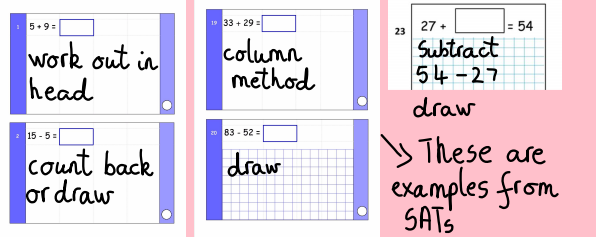
Nov 4-15:48

$64 - 22 = 32$

· draw the first number

||||| ҲҲ ×× ⊗⊗

    60   4

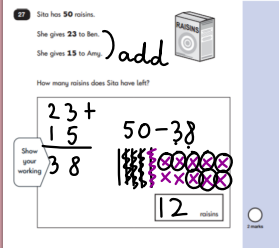· take away the second number, first the ones, then tens.

Mar 17-11:11

Sometimes we haven't got enough ones and we need to exchange one tens into 10 ones.

$73 - 46 = 27$

|| ҲҲҲ ⊗⊗⊗ ×××××××
    ⊗⊗⊗

Mar 17-11:15

work out in head

count back or draw

column method

draw

$27 + \boxed{} = 54$

Subtract
$54 - 27$

draw

↘ These are examples from SATs

Nov 4-15:52

Sita has **50** raisins.
She gives **23** to Ben.
She gives **15** to Amy.) add

How many raisins does Sita have left?

Show your working

$23 +$
15
$\overline{38}$

$50 - 38$

ҲҲ ⊗⊗⊗⊗⊗
×× ⊗⊗⊗⊗⊗

$\boxed{12}$ raisins

Nov 4-16:02

Tom added these numbers together;
42 + 29

He thinks that the answer is 61.

Here is the calculation that he did;
40 + 20 = 60
2 + 9 = 11
60 + 11 = 61

Is he right? Explain how you know.

use column method
first add the ones.
then add tens.

Nov 4-16:04

Multiplication

Nov 4-16:12

4

Count in 2s

Count in 10s

Nov 4-16:14

The written methods we teach are;
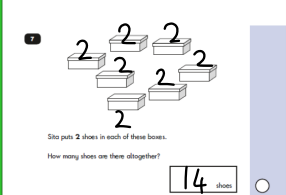
- Repeated Addition,

- Arrays.

Nov 4-16:34

$3 \times 4 =$ 4×3

xxxx   xxx
xxxx   xxx   — arrays
xxxx   xxx
                xxx

or repeated addition:
3+3+3+3   4+4+4

Mar 17-11:35

13 $7 \times 10 =$ 70
↓ children should
know this

14 $4 \times 0 =$ 0
children should
know this

2 2 2
2 2 2
2

Sita puts **2** shoes in each of these boxes.
How many shoes are there altogether?

14 shoes

Nov 4-16:27

$12 \times 5 =$
↓
we learn the 5 times table in CLIC
60

$3 \times 8 =$
3+3+3+3+3+3+3+3
or
8+8+8

or xxxxxxxx or xxx
   xxxxxxxx   xxx
   xxxxxxxx   xxx
              xxx
              xxx
24   xxx
              xxx
              xxx

Nov 11-11:32

Division

Nov 4-16:45

The written methods we teach are;

- Sharing into groups.

Nov 4-16:48

$12 \div 3 = 4$

Second number shows how many groups we need.

First number is the amount I share.

→ the answer is the amount in 1 group

Mar 17-11:53

- 2 groups

Two children share these shells.
They get the same number of shells.

8 shells $8 \div 2 =$

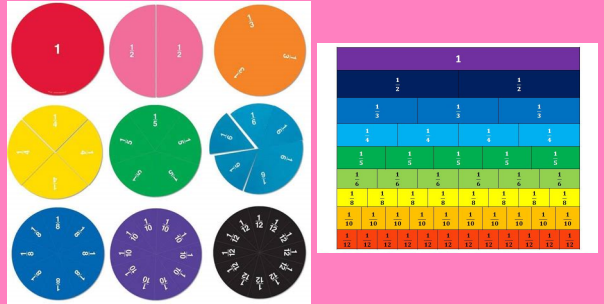How many shells does each child get?

4   shells

Nov 11-11:36

<u>Fractions</u>

Nov 4-16:58

The written method that we teach is again drawing groups. Then count.

We talk about the denominator and the numerator.

Nov 11-11:27

Nov 4-17:01

Nov 11-11:37

Nov 4-17:02

Nov 11-11:49