# Supporting Your Child with Maths

## Year 2

## Booklet 3: April

These booklets have been designed to help you support your child as they build and develop their skills on a **strong foundation** of key mathematical concepts.

The maths curriculum covers a wide range of concepts but is built on **confidence and fluency of key facts**. When a child is fluent with these facts and skills their confidence grows and they are more able to **apply** them to a range of problems.

The booklets include specific guidance for your child's year group on skills and methods used as well as ideas for games to play and ways to practise key ideas.

Wherever we can, we want to make this practice **fun** and **practical**.

Lots of opportunities to **talk** about the maths and to show that we, as adults, **enjoy** it too.

Did you know?

Parents' maths knowledge has *no* impact on how successful their children will be

Parents' attitude towards maths has a *pro-found* impact on their children's success

Did you know?

Mathematical understanding has a bigger impact on success in adulthood than reading and writing

If you have any questions or would like to know more, please contact your child's teacher or Mrs Gibbons, the maths leader.

# Learn-Its

## Year 2 – Phase 3 (Feb-Apr)

### I know the multiplication and division facts for the 10 times table.

By the end of this phase, children should know the following facts. The aim is for them to recall these facts **instantly**.

| | |
|---|---|
| 10 × 1 = 10 | 10 ÷ 10 = 1 |
| 10 × 2 = 20 | 20 ÷ 10 = 2 |
| 10 × 3 = 30 | 30 ÷ 10 = 3 |
| 10 × 4 = 40 | 40 ÷ 10 = 4 |
| 10 × 5 = 50 | 50 ÷ 10 = 5 |
| 10 × 6 = 60 | 60 ÷ 10 = 6 |
| 10 × 7 = 70 | 70 ÷ 10 = 7 |
| 10 × 8 = 80 | 80 ÷ 10 = 8 |
| 10 × 9 = 90 | 90 ÷ 10 = 9 |
| 10 × 10 = 100 | 100 ÷ 10 = 10 |
| 10 × 11 = 110 | 110 ÷ 10 = 11 |
| 10 × 12 = 120 | 120 ÷ 10 = 12 |

**Key Vocabulary**

What is 10 **multiplied by** 3?

What is 10 **times** 9?

What is 70 **divided by** 10?

How many in 10 **groups of** 6?

How many 10's would I need to make 70?

They should be able to answer these questions in any order, including missing number questions e.g. 10 × ◯ = 80 or ◯ ÷ 10 = 6.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Learn-Its while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Pronunciation – Make sure that your child is pronouncing the numbers correctly and not getting confused between thir**teen** and thir**ty.**

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 70 divided by 7?* They need to be able to multiply to create these questions.

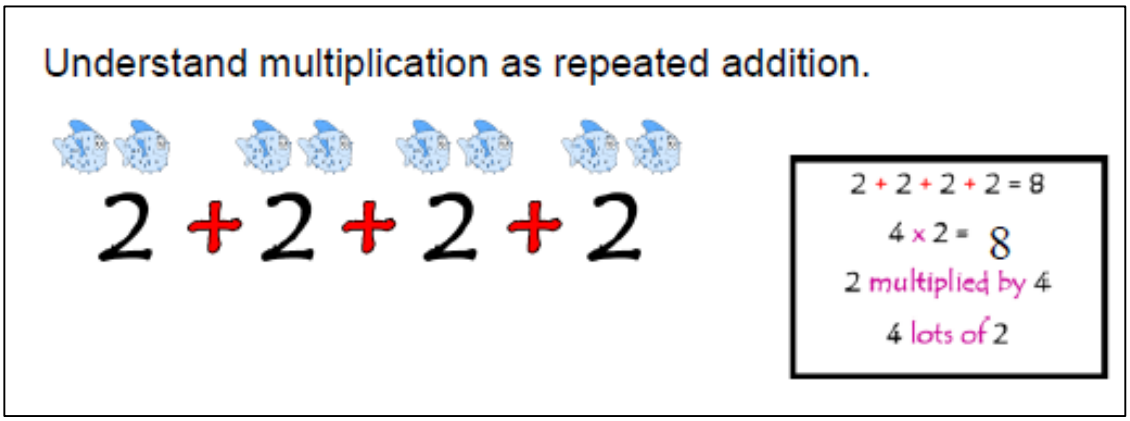
Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?

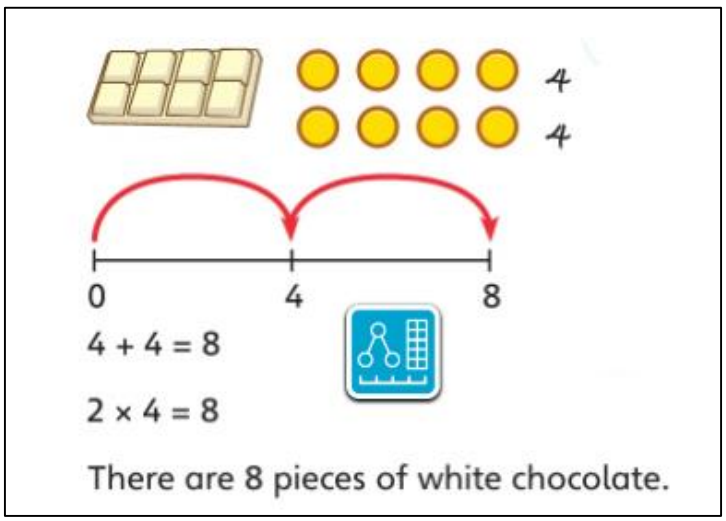
# Practise It!

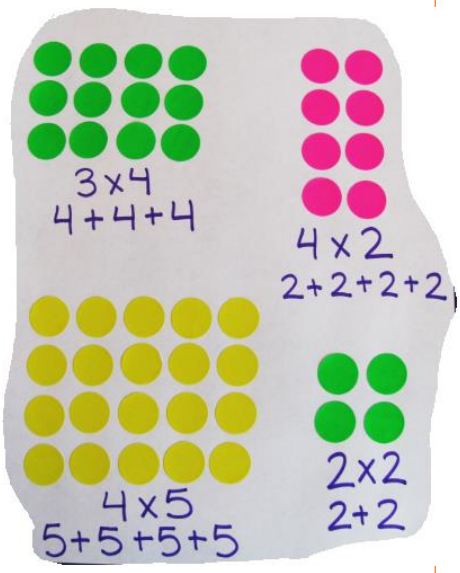
Year 2 – Phase 3 (Feb -Apr)

**I can use arrays to help me understand multiplication.**

In year1, arrays are used to support repeated addition but now in year 2 we begin to use them to develop our understanding of multiplication and eventually division.



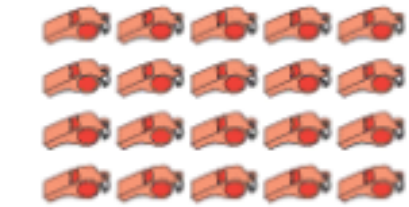

This is developed further in year 3 where they use a wider variety of times tables and make more links to division.

# Try It

Year 2 - Phase 3 (Feb-Apr)

## Try these activities to practise the skills

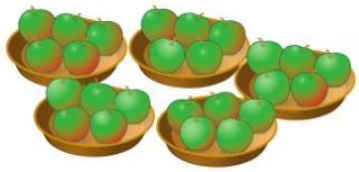
Write a multiplication sentence to describe each array.



____ × ____ = ____

____ × ____ = ____

How many apples are there in total?



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5 + 5 + 5 + 5 + 5 = ☐

5 × 5 = ☐

What does each 5 represent?

Use counters to show these multiplication sentences.

The first one has been done for you.

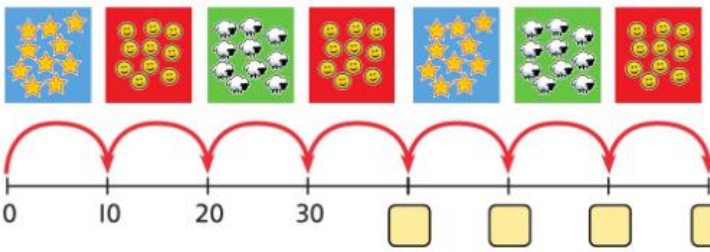
3 × 2 

4 × 3

5 × 5

There are 10 stickers on 1 sheet.

How many stickers are there on 7 sheets?




7 × ☐ = ☐

A) Identify the multiplication sentence that describes each model.

1)

a) 4 × 4 b) 1 × 4 c) 4 × 3 d) 2 × 4

2)

a) 2 × 5 b) 3 × 3 c) 5 × 5 d) 3 × 5

3)

a) 1 × 3 b) 3 × 3 c) 2 × 3 d) 4 × 3