Supporting Your Child with Maths

Year 2

Booklet 4: July

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 **profound** 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 4 (Apr-Jul)

I know the multiplication and division facts for the 5 times table.

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

5 × 1 = 5	**5 ÷ 5 = 1**
5 × 2 = 10	**10 ÷ 5 = 2**
5 × 3 = 15	**15 ÷ 5 = 3**
5 × 4 = 20	**20 ÷ 5 = 4**
5 × 5 = 25	**25 ÷ 5 = 5**
5 × 6 = 30	**30 ÷ 5 = 6**
5 × 7 = 35	**35 ÷ 5 = 7**
5 × 8 = 40	**40 ÷ 5 = 8**
5 × 9 = 45	**45 ÷ 5 = 9**
5 × 10 = 50	**50 ÷ 5 = 10**
5 × 11 = 55	**55 ÷ 5 = 11**
5 × 12 = 60	**60 ÷ 5 = 12**

Key Vocabulary

What is 5 **multiplied by** 7?

What is 5 **times** 9?

What is 60 **divided by** 5?

How many in 5 **groups of** 6?

How many 5's would I need to make 25?

They should be able to answer these questions in any order, including missing number questions e.g. 5 × ◯ = 40 or ◯ ÷ 5 = 9.

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.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online.

Use What You Already Know!
10x table

Spot patterns – What patterns can your child spot in [illegible] times table? Are there any similarities with the 10 times table?

Test the Parent – Your child can make up their own tricky division questions for you e.g. *What is 45 divided by 5?* They need to be able to multiply to create these questions.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

Practise It!

Year 2 – Phase 4 (Apr-Jul)

I can tell the time.

Children need to be able to tell the time using an analogue clock faces. This can be broken down into steps.

- *I can tell the time to the hour and half hour.*
- *I can tell the time to quarter to and quarter past the hour.*
- **I can tell the time to the nearest 5 minute interval.**

Top Tips

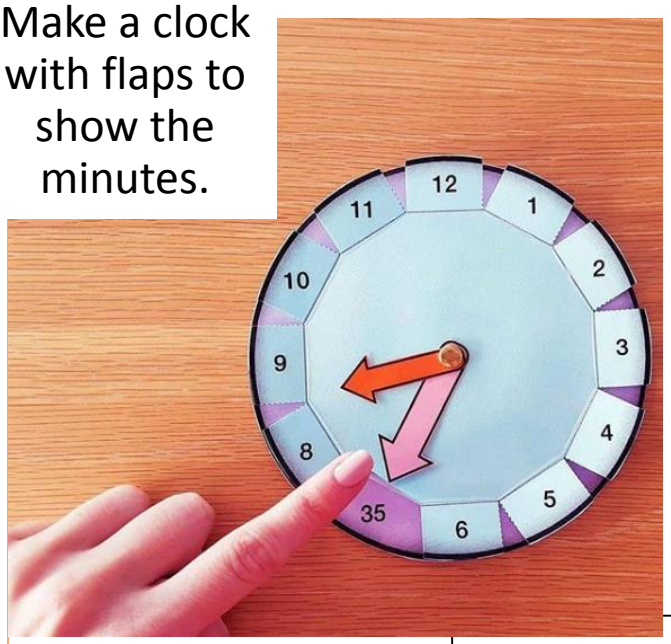
- Have both an analogue and digital clock on display at home
- Ask your child the time regularly
- Once they are confident, try a clock with Roman numerals or no numbers!
- Encourage your child to apply their skills. E.g. The cake will take 25 minutes to cook. Its 3 o'clock. What time will it be ready?

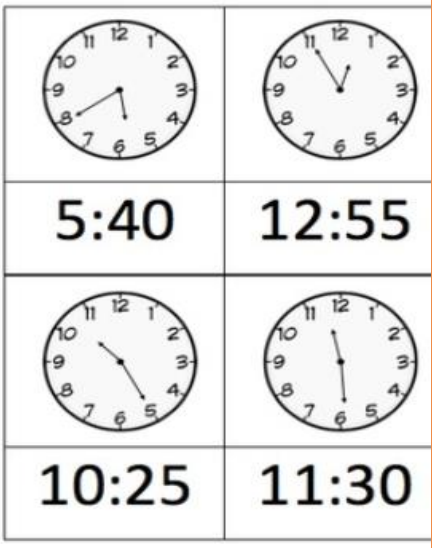
Try It!

Year 2 – Phase 4 (Apr-Jul)

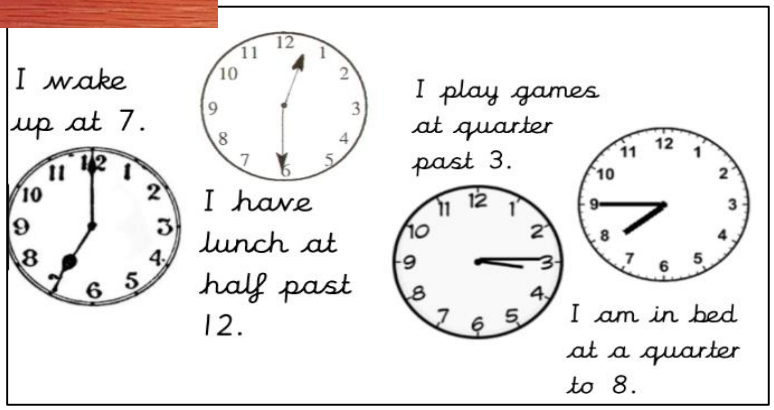
Try these

Make a clock with flaps to show the minutes.





Make a daily schedule.



Can you put the times on these clocks in order?