E-Safety
Maths Workshop
KS1

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Year 2 Maths Workshop

Thank you for attending

By the end of this workshop you will:

- Understand what is covered in the Year 2 curriculum
- Understand how maths is delivered to children in our school
- Understand the 4 operations children use to solve calculations and word problems
- See and solve examples of the 4 calculations
- Know what you can do to support your child with maths at home
- Begin to have an insight into mathematical reasoning

What is covered throughout year 2

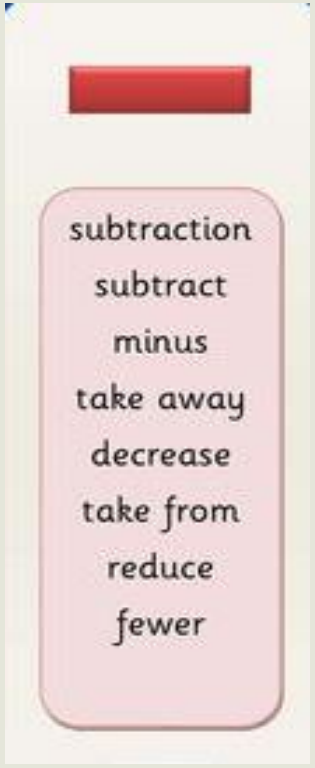
Term	*Week 1*	*Week 2*	*Week 3*	*Week 4*	*Week 5*	*Week 6*	*Week 7*	*Week 8*
Autumn 1	Place Value	Place Value	Place Value	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction
Autumn 2	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Shape 2D & 3D	Shape 2D & 3D	Shape 2D & 3D	
Spring 1	Shape 2D & 3D	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division			
Spring 2	Fraction	Fraction	Fraction	Time	Time			
Summer 1	Money	Money	Mass, capacity and temperature	Mass, capacity and temperature	Mass, capacity and temperature	Assessment Week	Assessment Week	
Summer 2	Statistics	Statistics	Position and Direction	Position and Direction	Revisit and Review	Revisit and Review	Revisit and Review	

Time table and when children are covering maths

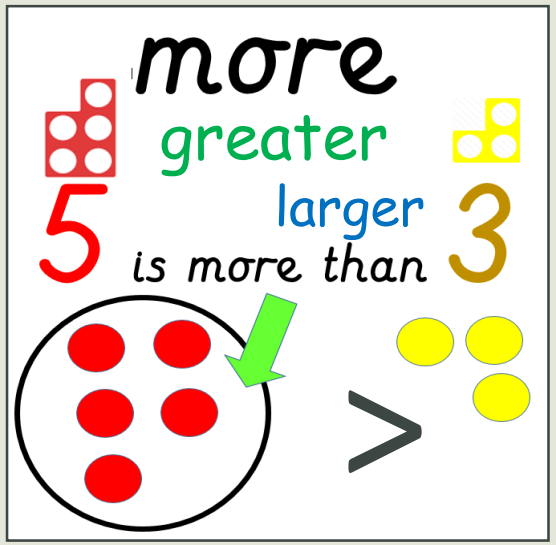
	Reading for Pleasure 8:30-8:50	8:50-9:00	9:00-9:45	9:45-10.45	10.45 - 11.00	11:00 - 11:15 Playtime	11:15-	11:30	11:45-12:30			12:30-1:30 Lunch	1:30-2:30		2:30-2:45	2:45-3:00	3:00-3:10
Mon		Relish register Visual timetable Weather Genre of the week	English - SPAG	Maths			Reading Practise 11:20-11:45		Mastering Number	Handwriting	Story		Phonics / SPAG 1:30-2:00	History 2:00-2:45		**Jigsaw**	Ready for home time
Tues		Relish register Visual timetable Weather Genre of the week	Maths	Science	Snack		Reading Practise 11:20-11:45		Mastering Number	Handwriting	Story		Phonics / SPAG 1:30-2:00	Maths 2:00-2:45		Star learner 2:45-3:00	Ready for home time
Wed		Relish register Visual timetable Weather Genre of the week	English	PE	Snack		Reading Practise 11:20-11:45		Mastering Number	Handwriting	Story		Phonics / SPAG 1:30-2:00	Maths 2:00-2:45		Singing Practice 2:45-3:00 Reading for pleasure/SPAG	Ready for home time
Thurs		Relish register Visual timetable Weather Genre of the week	English	English	Snack		Mastering N	HW & Story	Music 11:55-12:25				Phonics / SPAG 1:30-2:00	Computing 2-2.45		RE assembly 2:45	Ready for home time
Fri		Relish register Visual timetable Weather **Check how many books read/homewor**	English	RE	Snack		**Art** 11:15 - 12:00						Phonics / SPAG 1:30-2:00	2:00 **Share HWK** Assembly Reading certificates	PE 2:15 – 3:00		Ready for home time

The 4 operations and the key vocabulary

- It is important that children are familiar with the vocabulary linked to each operation. This demonstrates a deeper understanding of the four calculations and will enable children to solve word problems more successfully.



Key vocabulary and using pictures to support children's understanding

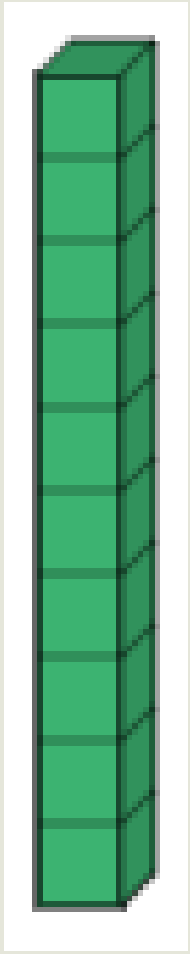


2 x 3 = 6 3 x 2 = 6

Children have been learning different strategies to use when solving mathematical calculations and problems

Addition +	Subtraction -	Division ÷	Multiplication x
Practical apparatus: • numicon • counters • dienes	Practical apparatus: • numicon • counters • dienes	Practical apparatus: • counters • objects to share	Practical apparatus: • counters • numicon
Partitioning	Partitioning	Sharing/groups	Arrays Repeated addition
Jottings	Jottings	Jottings	Jottings
Inverse of subtraction	Inverse of addition	Inverse of multiplication	Inverse of division

How we represent numbers practically



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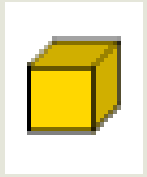

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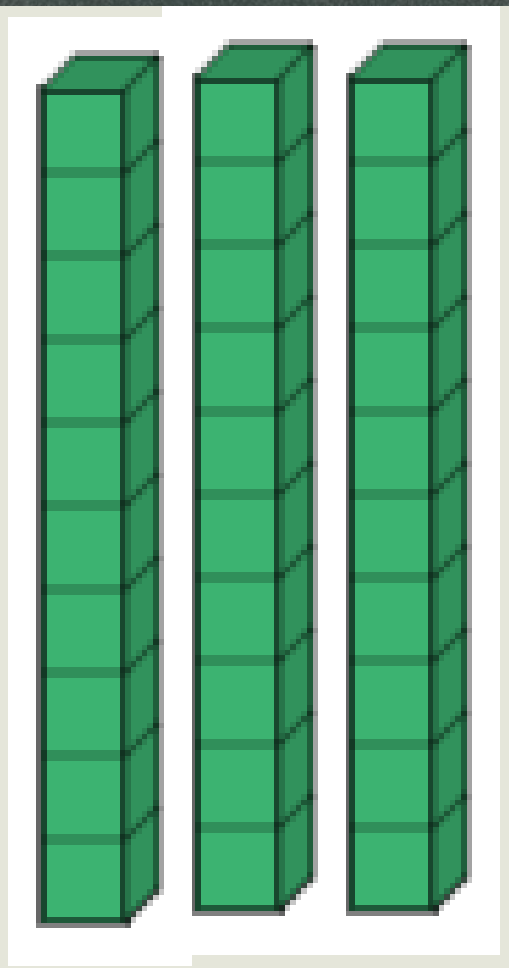

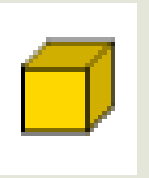

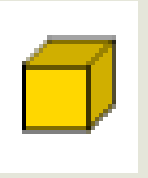

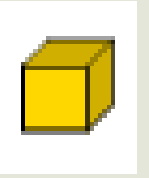

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How we represent numbers using jottings

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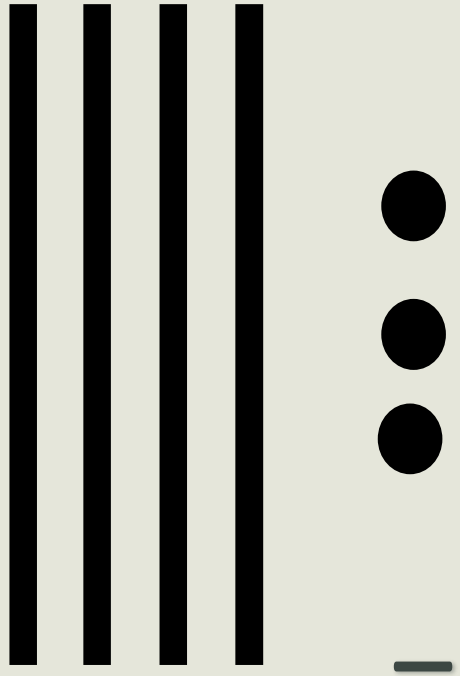
= 1



= 43

Solving Addition

42 + 13 =

Let’s solve using:

- Dienes
- Jottings

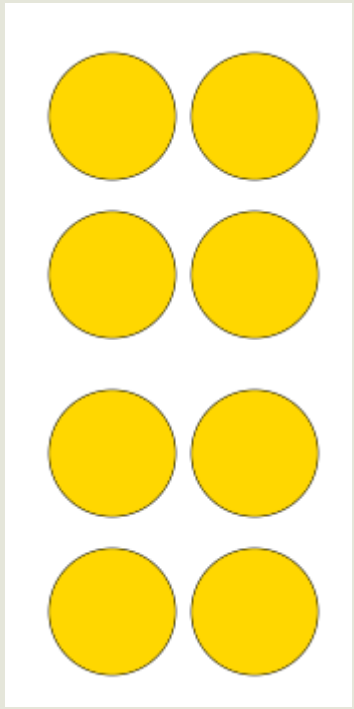
Solving Subtraction

49 - 14 =

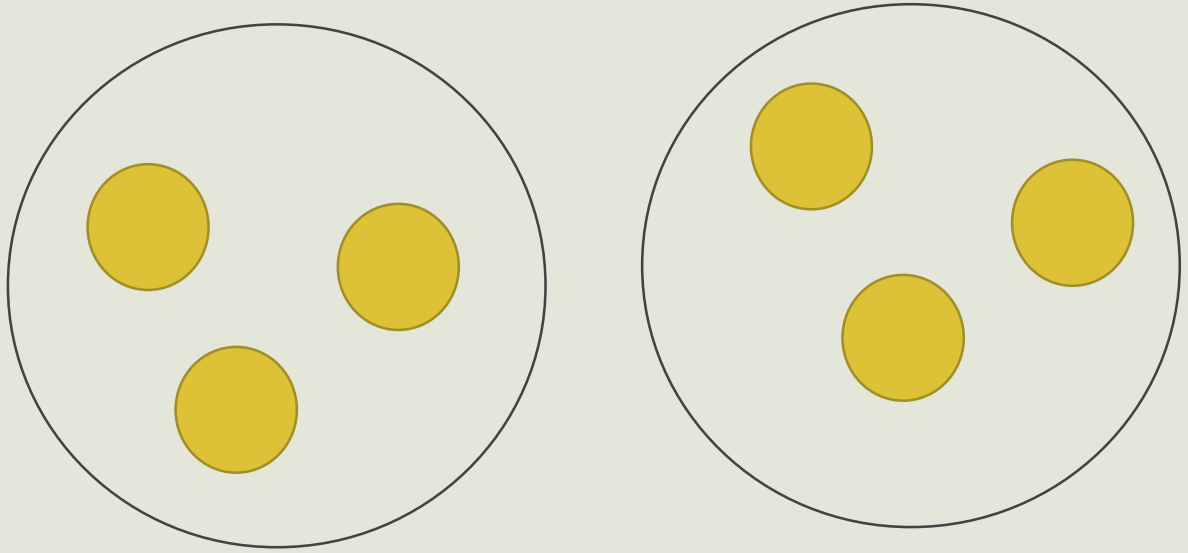
Let’s solve using:

- Dienes
- Jottings

Arrays and Groups



4 x 2 = 8



6 ÷ 2 = 3

Solving division

$$15 \div 5 =$$

Let’s solve using:

- Counters into groups on whiteboard
- Jottings

Solving multiplication

3 x 5 =

Let’s solve using:

- Counters into arrays
- Jottings

Mastering Number

- Across Reception and KS1, we have implemented a new and exciting Mastering Number maths project. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

- Mastering Number was a new programme offered to schools in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.

- The project is delivered by our teachers who deliver a daily session of 10 to 15 minutes in addition to their daily maths lesson. We use the provided resources such as: lesson plans, visual resources and practical equipment to ensure consistency with the training our staff have received. Central to the programme is a small, abacus-like piece of equipment called a rekenrek, which is provided to the school to use.

- At MFIS we have decided to implement this program in school with the intention of strengthening our children's understanding of early number. Our aim is to provide our children with the automaticity, rapid recollection and confidence with basic number facts e.g. subitising, number bonds within 20, odd and even, addition and subtraction, enabling our children to enter KS2 with these key fundamental strategies solidified within their long term memory. Our intent is to ensure all children can be successful in the study of mathematics and we firmly believe that **all** can achieve mathematics success!

How to support your child at home

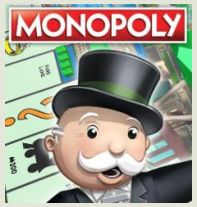
- Year 2 Maths At Home - Help Your 6 Or 7-Year Old Succeed (thirdspacelearning.com) This is a great link to help you understand what your child needs to know. It has visual examples of supporting your child with counting, partitioning and representing numbers
- Prove it! Rather than just expecting children to find the answer and have parents confirm if it's correct or not, ask children to also provide proof and explain how they know their answer is correct.
- Mentally add up the shopping list in the supermarket. Here's a tip: parents put a few things back to give your child some subtraction practice. Get them to use money and pay for items, supporting them with recognising coins and knowing what coins to use
- Baking and cooking. To extend this activity further, they can double or halve recipes, or only give them certain measuring cups to use.
- Shape hunts. Spot 2-D and 3-D shapes throughout the house or when you're out and about. This can be extended for older children to discuss properties of shapes. Ask children to explain and describe what the different properties of shapes are, it will only help them develop a deeper understanding.
- Connect maths to everyday life, distance to school, time until dinner or how to share the pudding equally.

Continued support at home

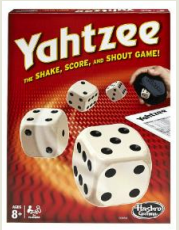
- When you start preparing the food, ask, “what time is it now?”
- When you’ve finished prep, ask, “how long did it take to prepare the food?”
- When you’re putting the food in the oven, tell your child the amount of time the food will need to cook, then ask, “at what time will the food need to come out?”
- When you’re finished cooking the meal, ask your child, “which took longer: the time it took to prepare the food, or the time it took to cook the food?”
- In this everyday maths exercise, your child will need to tell the time, work backwards and forwards in time, compare time durations, and make connections as they reflect on their learning.

The importance of games

Board games



- Monopoly
- Card games (variations of Snap are fantastic – one more, one less; two more, two less; multiples of 2; multiples of 3; combinations to 10, etc.)
- Uno
- Game of life (payday)
- Domino games
- Snakes and Ladders (counting forward and backwards)
- Yahtzee
- Shut the box



The following are some iPad apps that are mathematics based games:

- 2048
- Threes
- Tangram
- Maya Numbers
- Banana Hunt
- Concentration

Being able to reason in maths

So, what is reasoning?

Some things reasoning can be seen as:

- **Thinking** about mathematics
- Making connections
- Application of facts and knowledge – either explicitly or implicitly
- Justifying
- Convincing yourself and others

12 + 8 = 20

True or False

Explain why? Prove it!

Things to remember

- There is more than one way to solve operations.
- Let the children guide the learning. Let them read the number sentence and decide what they should do next.
- Children should be encouraged to check their work using a different method.
- Part of learning is getting it wrong and working out how to correct our mistakes. Use questions to help your child resolve it themselves.
- Children should start to apply reasoning to their maths work.


thank
you!