

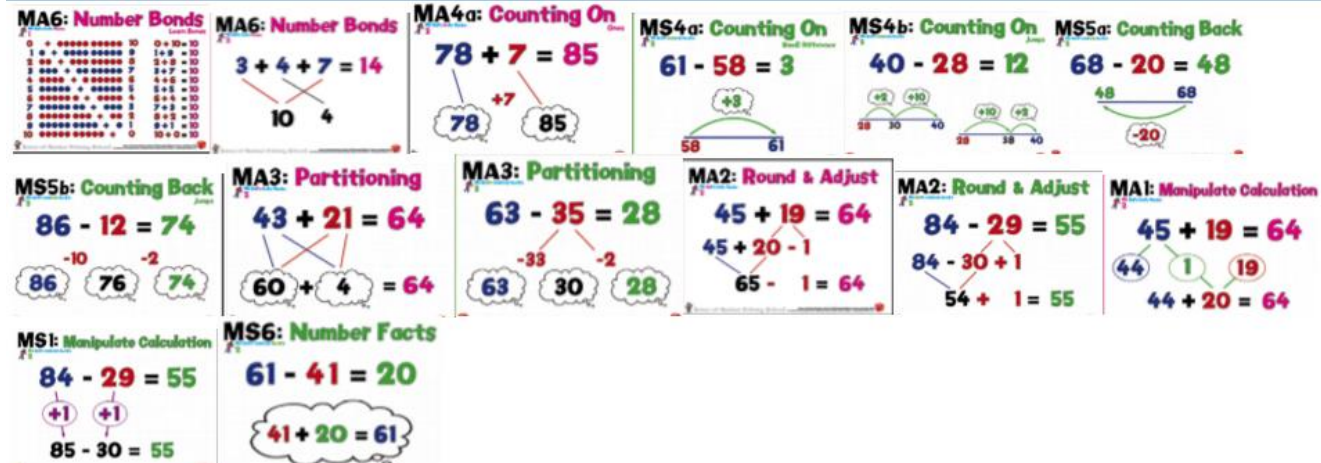


Year 2: How to help at home

Maths			
<p>Children need to have a clear and deep understanding of number and place value to ensure they can build on this in all other areas of maths. Therefore, it is important children have a deep understanding of place value, number patterns and ordering numbers. This will support them in their understanding of addition and subtraction as well as many other areas of maths.</p>			
<p style="text-align: center;"><u>TT Rockstars</u></p> <p>Encourage your child to play as it develops fluency and speed with multiplication and division.</p>		<p style="text-align: center;"><u>Telling the time</u></p> <p>Practice using the analogue clock to tell the time to the nearest 5 minutes. Discuss how much time has passed or how long something has taken.</p>	
<p style="text-align: center;"><u>Shark numbers</u></p> <p>https://www.ictgames.com/sharkNumbers/mobile/ Children have to match visual representations to figures in a quick paced game to escape from a shark!</p>		<p style="text-align: center;"><u>Money</u></p> <p>Work out how much items will cost in total and how much change they will be given. This can be done in the shops or through role play.</p>	
<p style="text-align: center;"><u>Fact family</u></p> <p>Give children an addition question. Can they use it to make a fact family? For example; 13 + 6 = 19 6 + 13 = 19 19 - 6 = 13 19 - 13 = 6</p>	<p style="text-align: center;"><u>Shapes</u></p> <p>Test your child's knowledge of 2D and 3D shapes by describing properties, finding them around the house and drawing them.</p>	<p style="text-align: center;"><u>Cards</u></p> <p>Playing with a friend, turn two cards over each to create two, two-digit numbers. Race to add the numbers.</p>	<p style="text-align: center;"><u>Counting coins</u></p> <p>Provide a mixture of 10p and 1p coins. Roll a dice to create a two digit number. Race to make the number.</p>
<p style="text-align: center;"><u>Measure out ingredients</u></p> <p>Follow recipes to help your child measure in g and ml using scales and measuring jugs.</p>		<p style="text-align: center;"><u>Marble drop</u></p> <p>Choose to count in multiples of 2, 3, 5 or 10. Drop marbles into a jar and your child must count out the total.</p>	
<p style="text-align: center;"><u>Other online games/websites</u></p> <p>https://www.topmarks.co.uk/learning-to-count/place-value-basketball https://www.topmarks.co.uk/place-value/place-value-charts https://www.ictgames.com/mobilePage/partPartWhole/index.html- provides different objects to show addition/subtraction and place value.</p>			

Mental fluency

Throughout the year, your child will practice these strategies during lessons. Each week they will have a mental maths quiz. Talking to the children about these methods will really help with mental fluency.



MA6: Number Bonds
 $3 + 4 + 7 = 14$
 10 4

MA4a: Counting On
 $78 + 7 = 85$
 78 +7 85

MS4a: Counting On
 $61 - 58 = 3$
 58 +3 61

MS4b: Counting On
 $40 - 28 = 12$
 28 +10 +2 40

MS5a: Counting Back
 $68 - 20 = 48$
 68 -20 48

MS5b: Counting Back
 $86 - 12 = 74$
 86 -10 -2 74

MA3: Partitioning
 $43 + 21 = 64$
 $60 + 4 = 64$

MA3: Partitioning
 $63 - 35 = 28$
 63 -30 -5 28

MA2: Round & Adjust
 $45 + 19 = 64$
 $45 + 20 - 1 = 64$
 $65 - 1 = 64$

MA2: Round & Adjust
 $84 - 29 = 55$
 $84 - 30 + 1 = 55$
 $54 + 1 = 55$

MA1: Manipulate Calculation
 $45 + 19 = 64$
 $44 + 20 = 64$

MS1: Manipulate Calculation
 $84 - 29 = 55$
 $85 - 30 = 55$

MS6: Number Facts
 $61 - 41 = 20$
 $41 + 20 = 61$

Spelling

In year 2, the children are encouraged to segment spoken words into phonemes and select the correct grapheme. They need to recognise and spell the common exception words which were given out at the start of the year and use them in their writing. They also need to add suffixes to spell longer words - ment, -ness, -ful, -less, -ly.

<p>Pattern Spotting When reading, look for words that follow the weekly spelling pattern.</p>	<p>Word trains Write the entire list end-to-end as one long word. Write each new word in a different colour.</p>	<p>Backwards words Spell words from the spelling list out backwards. Can children work out which word it is?</p>	<p>Missing words Show the children up to 6 common exception words. Take one away. Which is missing? Write it down.</p>
<p>Segmenting words Write out sounds children can hear to check their spelling.</p>	<p>Anagrams Jumble the letters from a word from the list. Can children unscramble it?</p>	<p>Hangman Try to figure out your partner's word by guessing letters. Each incorrect letter is part of the drawing. Guess the word before it is complete.</p>	<p>Tic Tac Toe Take it in turns to test each other. If you spell the word correctly, put a naught or cross on a 3 x 3 grid. 3 in a row wins.</p>



Writing/ Grammar

In year 2, children should be able to write considering genre, audience and purpose. Children should be able to include subordination and coordination for example but, because, when and if. They should correctly use punctuation including full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and the possessive. Children need to understand and use grammatical terminology from the year 2 National Curriculum and apply this in their writing.

Reading for writer hints

When reading a text that the children really enjoy, look for what the writer has done to make it so good.

- Use of adjectives
- Use of adverbs
- Repetition of words.
- Language/ vocabulary

Editing

Ask children to proof read your writing. They love finding mistakes in someone else's work!

Choose a section from a text that they found boring. Can they rewrite it to make it better?

Online grammar games

- <http://www.scootle.edu.au/ec/viewing/L6187/index.html>
- <http://www.scootle.edu.au/ec/viewing/L8469/index.html>
- <http://www.ictgames.com/mobilePage/lcwc/index.html>

Say before you write

Children say their sentences out loud before they write them down. Count out words on their fingers and check they are all there when the sentence has been written.

Magpie Book

Keep a notebook nearby when reading. When children find a new and exciting word, add it to their magpie book so they don't forget it!

Book Talk

Share picture books and try to verbally tell the story, drawing on the details in the pictures. Encourage children to tell stories they know well.

Swap

Choose a page from a favourite book. Can children retell that page whilst swapping all the adjectives for alternatives?

Drop in

Give children a simple sentence and ask them to 'drop in' different features. Ideas for 'drop ins' include: similes, adverbial phrases, embedded clauses, adjectives.

From boring to brilliant

Take a boring sentence and get children to add/take away words, change words, reorder words, add adjectives/adverbs in order to make it brilliant.

Reading

In year 2 children should be reading fluently and should read a text over and over until they are fluent. They should be able to discuss the book, their views of it, and the sequence of events whilst discussing favourite words and phrases. They should also be reading non-fiction books with different structures. We recommend that children read at home every day for 10-15 minutes.

When reading at home:

- Encourage children to ask questions to develop a greater understanding.
 - Discuss the meaning of new and unfamiliar vocabulary.
- Can they discuss what has happened so far? What is going to happen next?
 - Discuss words and phrases that they like and why.
- Make predictions about what books will be about and what may happen next.
- Ask children questions where they have to hunt for the answer within the text.
- Discuss the characters and events in the story. Can children explain their thoughts using words from the texts?
- Discuss similarities and differences between books that the children have read.
 - Can children summarise what has happened in a chapter?
 - Read aloud with expression.
- Read for purpose. Can children follow a recipe or a set of instructions? Can they research their favourite animal?
 - Re-read a text until children are fluent with it and read without hesitation or mistake.