# Year 2 Numeracy Information Night


# Term 1 Mathematics

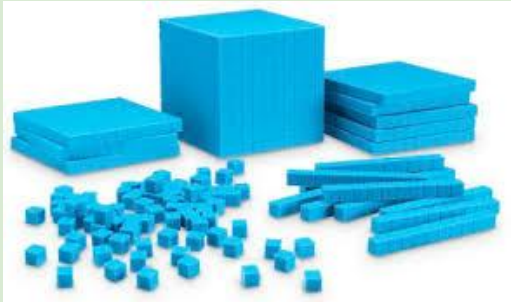
*We have focused on the following topics:*

- ➔ *Whole Number*
- ➔ *Addition and Subtraction*
- ➔ *Time*
- ➔ *Position*
- ➔ *Data and Chance*

# Whole Number

**Learning Intentions:**

1. We are learning to use the terms 'more than' and 'less than' to compare two and three-digit numbers.
2. We are learning to state the place value of digits in numbers.
3. We are learning to represent 2 and 3 digit numbers using MAB blocks.
4. We are learning to represent two and three-digit numbers and apply our understanding of place value.
5. We are learning to plot numbers on an empty number line.



# Addition and Subtraction


**Learning Intentions:**

1. We are learning to count on from the largest number.
2. We are learning to use the strategy of doubles when adding numbers together.
3. We are learning to use 'Near Doubles' as a strategy when adding numbers together.
4. We are learning to use the strategy 'Bridging to Ten'.
5. We are learning to use a number line to find the difference between two numbers.

# Time

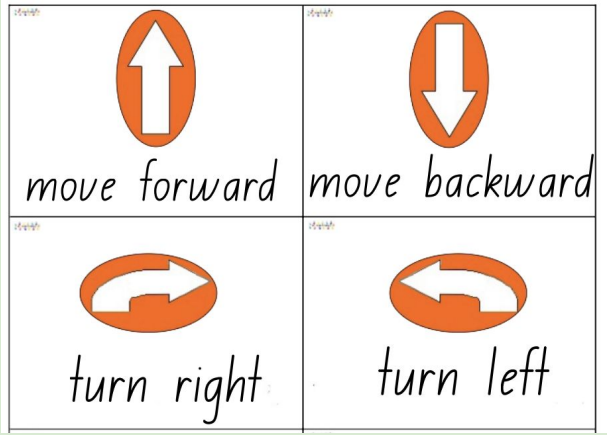

**Learning Intentions:**

1. We are learning to order the months of the year and to use a calendar.
2. We are learning to use a calendar to calculate the number of months, weeks or days until an upcoming event.
3. We are learning to explore activities that we can do in one minute, so that we have a better understanding of duration.
4. We are learning to compare and order the duration of events.
5. We are learning to identify the parts of an analog clock so that we can read the time.
6. We are learning to read the time on an analog clock to the quarter-hour.
7. We are learning to read the time on analog and digital clocks to the quarter-hour.

# Position

**Learning Intentions:**

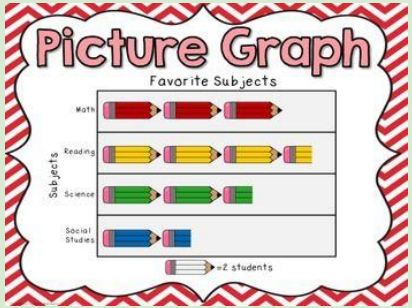
1. We are learning to describe the position of objects in models and drawings.
2. We are learning to identify the position of key features in our school.
3. We are learning to use 'Position' language to give instructions.



# Data and Chance

**Learning Intentions:**

1. We are learning to collect data on familiar topics through questioning.
2. We are learning to use tally marks to help with data collection.
3. We are learning to create displays of data using lists, tables and picture graphs and to interpret them.
4. We are learning to describe outcomes as 'likely' or 'unlikely'.
5. We are learning to identify some events as 'certain' or 'impossible'.



# Homework

- *Homework provides a window into the classroom.*

- *It informs parents of the content that was taught in the classroom the previous week.*

- *It gives the students an opportunity to revise the learning at home.*

# Real Life Maths

***How can I support my child with Maths at home?***

➔ *Practise:*

- *Counting forwards and backwards by ones, twos, fives, tens, hundreds, etc.*
- *Telling the time on analog and digital clocks*
- *Money: identify the coins and notes*
- *Shopping: add and subtract the money that is spent*

# Mathematical Language

***How can I help my child to understand and use the correct mathematical language?***

- *Have conversations about Maths: the more that you talk about Maths, the more familiar your child will become with the language and then they will feel more confident to use the language to explain their thinking.*

*Resources to support the learning of Mathematical language:*

- *Word walls: Anita Chin Inspired Mathematics Teaching*
- *Flashcards*

# Problem Solving

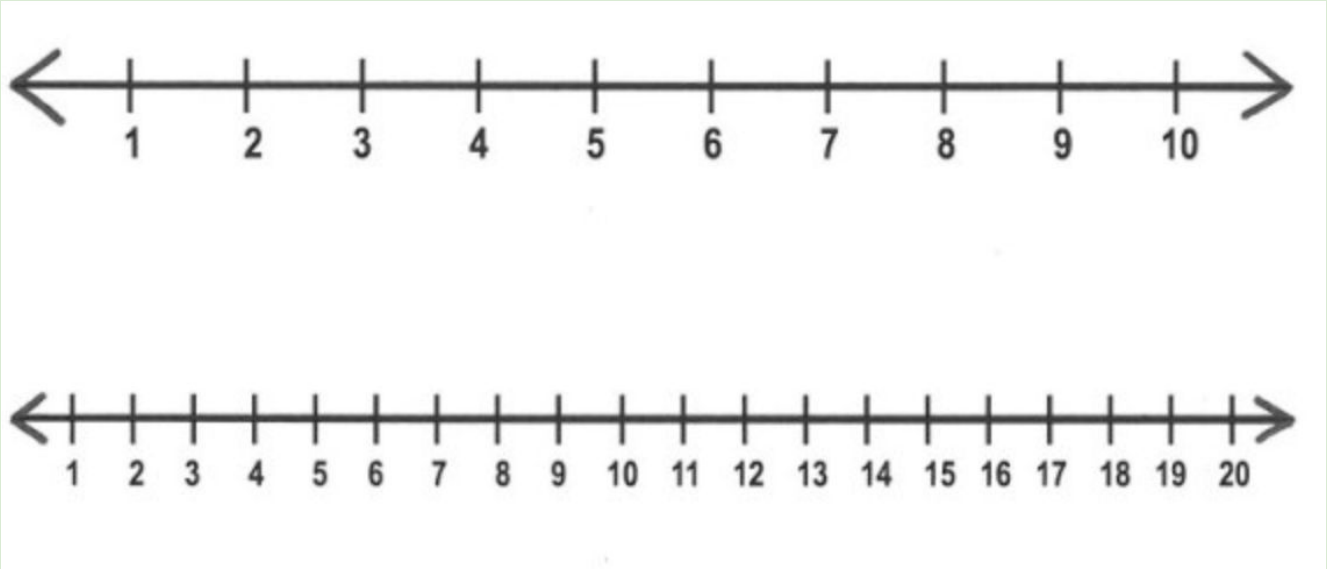
***How can I help my child to solve Maths problems and enjoy doing so?***

1. *Read the question*
2. *What is the question asking you to find out?*
    a. *What do you think you should do?*
3. *What could you do to get the answer?*
    a. *What strategy could you use?*
4. *Can you solve it now?*
    a. *What are the steps to your solution?*
    b. *How do you record these steps so that it is understood by others not just you?*
5. *Can you write your solution?*
    a. *Have you answered the question?*

# Subtraction

## How can I help my child with subtraction?

➔ *Use the "jump strategy" on a number line to find the difference between two numbers.*



# *Addition and Subtraction Activity - Subtraction Salute*

***What they'll need:*** *One set of number cards*

***How to play:*** *Two players are the "soldiers" and one player is the "general." Deal half a deck to each soldier. To begin the game, both soldiers salute the general by holding one of their cards up to their forehead (they can't see the card they're holding but the other two players can).*

*The general (the only one who can see both cards) adds the two numbers together and says the sum aloud. Each soldier then takes that sum, subtracts the number his/her opponent is holding, and calls out the value of the card he/she can't see. Whoever calls out the correct number first gets to keep both cards. The game ends when time runs out or someone wins all the cards.*

# Multiplication and Division Activity

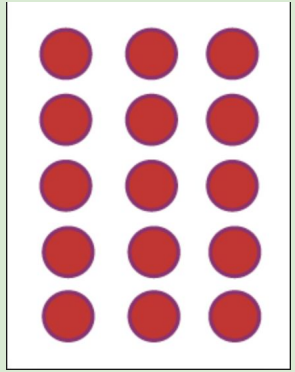
*Arrays - an arrangement of objects in equal rows and columns.*

*Roll the dice. This will tell you how many rows to make.*

*Roll the dice again. This will tell you how many items to place in each row.*

*Say: 5 rows of 3.*

*How many items are there altogether?*



# Feedback

- ➔ *Did you find tonight's information evening helpful?*
- ➔ *Would you attend another Numeracy information evening?*
- ➔ *What topic would you like to receive more information about?*