

Year 2 maths newsletter



Spring 1

This half-term will be split into two maths topics. 'multiplication and division' unit before moving onto 'statistics'.

Any queries please email either:
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Number: multiplication and division

Times tables

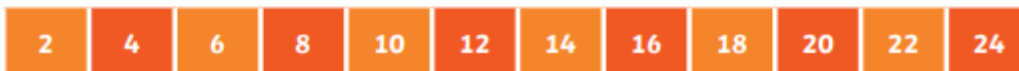
Children will have been taught their 2, 5 and 10 times tables and the related division facts.

The 2s



$$6 \text{ lots of } 2 = 12$$

The 5s



The 10s

$$9 \text{ lots of } 5 = 45$$

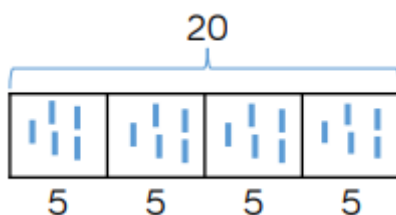


$$7 \text{ lots of } 10\text{p} = 70\text{p}$$



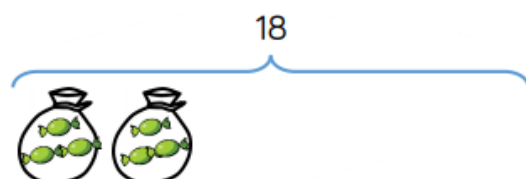
Make equal groups—sharing

Children will be introduced to the \div for the first time.
20 shared by (\div) 4 = 5



Make equal groups—grouping

Children link division to multiplication and repeated addition. They count out to work out the answer.



Statistics

Tally charts

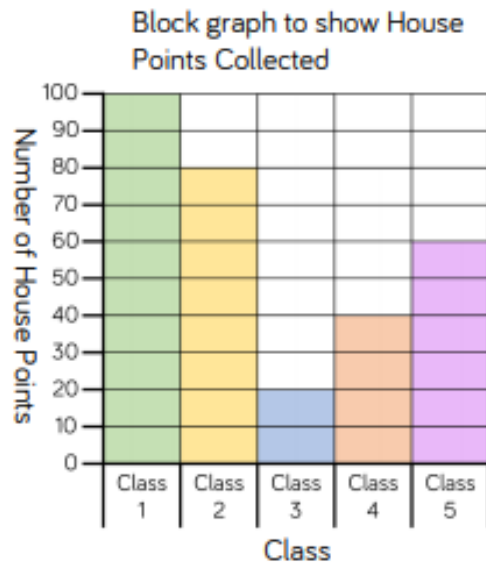
Children use their skills of counting in 5s to record data in tally charts.



Eye Colour	Tally	Total
brown		6
blue		8
green		3
grey		4
hazel		5

Block diagrams

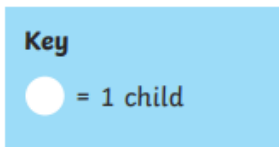
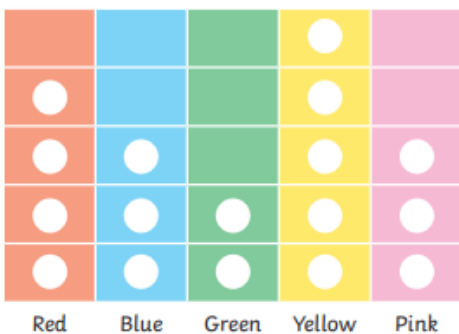
Children will build, draw and interpret information from block diagrams.



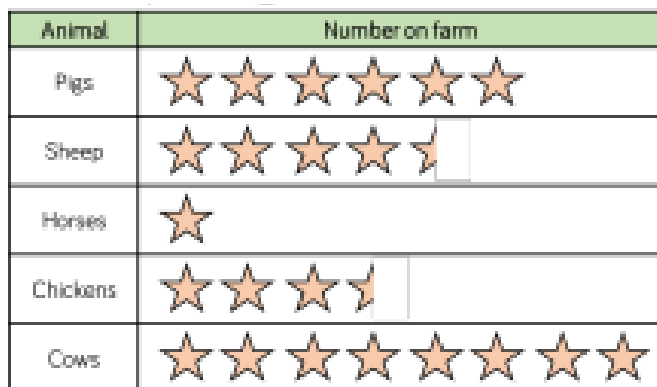
Pictograms

Children will first use tally charts to produce pictograms. They will build pictograms using physical resources such as counters and cubes then move onto drawing their own pictures.

Favourite Colour



Children will first look at representing data with a 1:1 key



★ = 10 animals

They will then look begin to look at keys with intervals of 2, 5 and 10.

Vocabulary

The following vocabulary is used in the classroom to support learning. Please continue to support your child at home by using the same vocabulary.

Statistics	Multiplication and division
data	groups, equal groups
interpret	multiplication
key	lots of
tally chart	arrays
pictogram	repeated addition
block diagram	times tables

Further support at home

To support your child at home, we encourage the use of the classroom vocabulary and the same methods/strategies of calculation.

When working with your child at home, you can ask them the following question starters to further demonstrate their understanding.

- How do you know...
- Can we make this amount another way?
- What would happen if....?
- Can this be done in a different way?
- What other strategies can we use to work out?
- How do you know if the groups have been shared equally?
- Can you explain what would happen if...
- Which is your favourite method? Why?
- What is the key information in the question?

Times tables practise

You can help support your child at home with practising the 2s, 5s and 10s times tables.

There are many websites to help support your child at home including times tables games on purple mash and times table rock stars.

<https://www.purplemash.com/login/>

<https://trockstars.com/>

If you have any questions on how to support your child at home or need any log in information, please contact your child's class teacher.