

Year 2 maths newsletter



Summer

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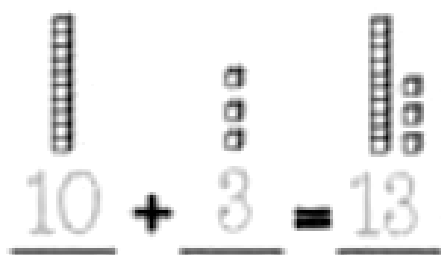
This half-term will be split into two maths topics. 'length and height' unit before moving onto 'position and direction'.

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This half term pupils will be continuing to look at the four operations– **addition, subtraction, division and multiplication**. Concrete, pictorial and abstract approaches are used to develop understanding.

Concrete

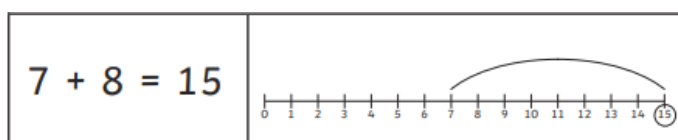
Pupils can use objects to create the problems, before solving them. It is important for pupils to know the value of these numbers so they can create them, using tens and ones.



Pictorial

Number lines are used so pupils can count on in ones. As the numbers increase, they can start to jump along their number line in increments of 5s and 10s.

Abstract



Pupils are encouraged to use various methods they have learnt in class to answer number problems.

During this half term pupils will explore the relationship between fact families, helping them to realise that addition, subtraction and

multiplication sentences can be rearranged and completed in any order.

For example:

$2 \times 7 = \underline{\hspace{2cm}}$ can be worked out as $7 \times 2 = \underline{\hspace{2cm}}$

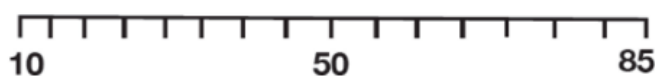
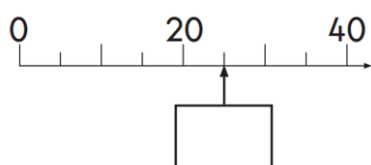
$20 = \underline{\hspace{2cm}} + 7$ is worked out in the same way as $\underline{\hspace{2cm}} + 7 = 20$

$12 + 8 =$

Pupils will also order numbers correctly on a number line. Pupils should be comfortable in counting forwards and backwards within 100, which will help them complete more complex number problems.

Times tables practise

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



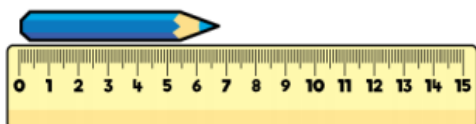
Draw an arrow to show 65.

Measurement: length and height

Measure length

Measuring length (cm)

Children measure to nearest centimetre using a ruler and focus on the importance of measuring from 0.



Measuring length (m)

Year 2 begin to measure larger objects using metres.

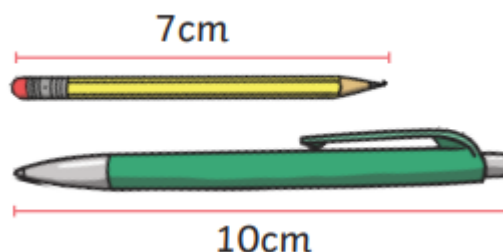
Compare lengths

Children compare lengths using language 'shorter than', 'longer than' and 'same length as' as well as ' $<$ ', ' $>$ ' and ' $=$ ' symbols to compare length.

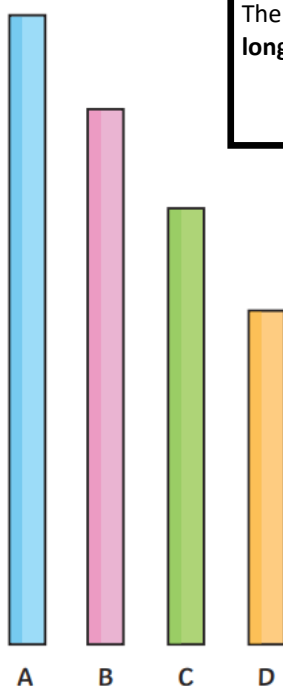
7 metres $<$ 17 metres

18 cm $<$ 18 m

32 cm $=$ 32 centimetres



Order lengths

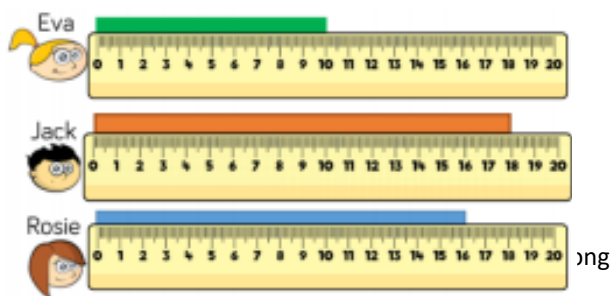


The straws are in order from **longest** to **shortest**.

A is the **longest**.
D is the **shortest**.
B is **longer** than C.
C is **shorter** than A.

Four operations with lengths

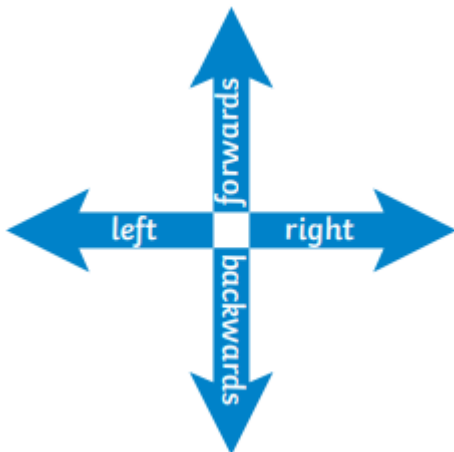
Year 2 will use their skills of the four operations ($+$, $-$, \times and \div) to work out length related problems.



Geometry: position and direction

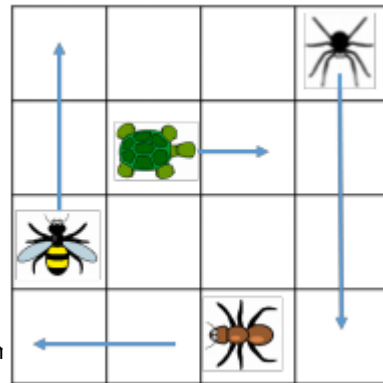
Describe position

Children use 'left', 'right', 'forwards' and 'backwards' to describe position and direction.



Describe movement

Children use the same language to describe movement in a straight line.



The  has n

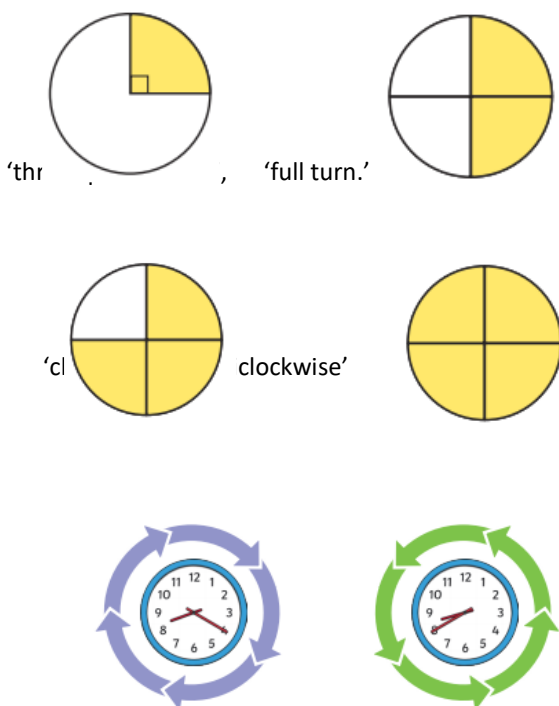
The  has moved 2 squares **left**.

The  moved 2 squares **up**.



Describe turns

Children describe turns using language, 'quarter turn', 'half turn',



Making patterns with shapes

Children build on previous knowledge of patterns and repeating patterns from Year 1. They now describe and create patterns that involve direction and turns.

