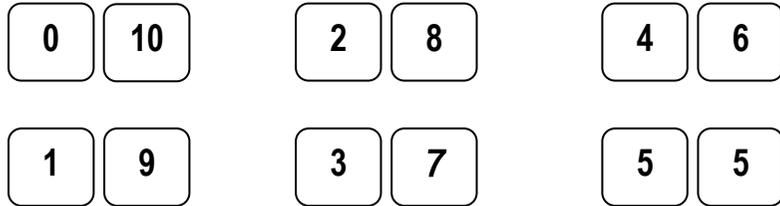


Speedy pairs to 10

Make a set of 12 cards showing the numbers 0 to 10, but with two 5s.
If you wish, you could use playing cards.

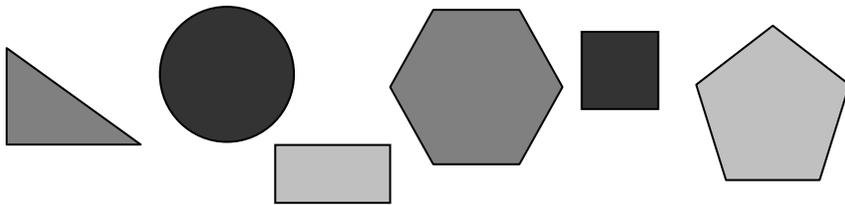
- ◆ Shuffle the cards and give them to your child.
- ◆ Time how long it takes to find all the pairs to 10.



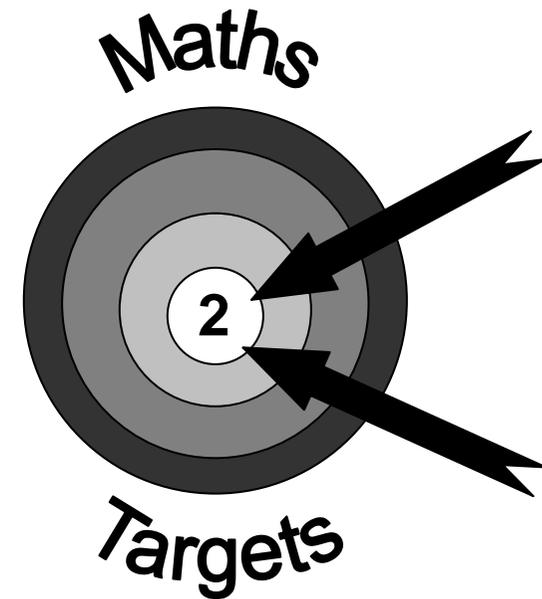
Repeat later in the week. See if your child can beat his / her time.

Guess my shape

- ◆ Think of a 2-D shape (triangle, circle, rectangle, square, pentagon or hexagon). Ask your child to ask questions to try and guess what it is.
- ◆ You can only answer *Yes* or *No*. For example, your child could ask: *Does it have 3 sides?* or: *Are its sides straight?*
- ◆ See if he can guess your shape using fewer than five questions.
- ◆ Now ask them to choose a shape so you can ask questions.



Targets for pupils in Year 2



A booklet for parents

Help your child with mathematics

Targets – Year 2 ₂

By the end of Year 2, most children should be able to...

- Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1
I can count objects by putting them into groups. I can partition numbers
- Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100
I can recall number facts for each number up to 10
- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
I can add and subtract some numbers in my head
- Use the symbols +, −, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\square \div 2 = 6$, $30 - \square = 24$)
I know how to write number sentences for multiplication and division as well as addition and subtraction. I can explain what my number sentence means
- Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties
I can look at pictures of 2-D shapes and name them
- Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour
I can estimate how long an activity might take, then check using a timer.
I can tell the time when it is something o'clock or half past the hour
- Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'
I can sort objects and talk about how I sorted them

About the targets

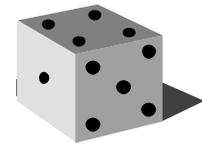
These targets show some of the things your child should be able to do by the end of Year 2.

A target may be harder than it seems, e.g. a child who can count up to 100 may still have trouble saying which number comes after 47 or which number comes before 50.

Fun activities to do at home

Car numbers

- ◆ Each person chooses a target number, e.g. 15.
- ◆ How many car numbers can you spot with 3 digits adding up to your target number, e.g. K456 XWL.
- ◆ So $4 + 5 + 6 = 15$, bingo!



Bean subtraction

For this game you need a dice and some dried beans or buttons.

- ◆ Start with a pile of beans in the middle. Count them.
- ◆ Throw a dice. Say how many beans will be left if you subtract that number.
- ◆ Then take the beans away and check if you were right!
- ◆ Keep playing.
- ◆ The person to take the last bean wins!

_____ is working on the targets that are ticked.