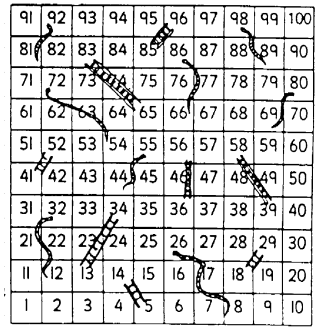
Board games

Make a board like this.
The numbers are arranged differently from usual, but the games will still work if you use a normal snakes and ladders board.

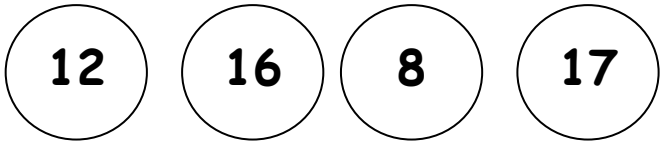


- Roll a dice twice. Add the two numbers.
- Move along that number of spaces. Before you move, you must work out what number you will land on.
- If you are wrong, you don't move!
- The first to the end of the board wins.

For a change, you could roll the dice and move backwards. Or you could roll the dice once, then move the number that goes with your dice number to make 10, e.g. throw a 3, move 7.

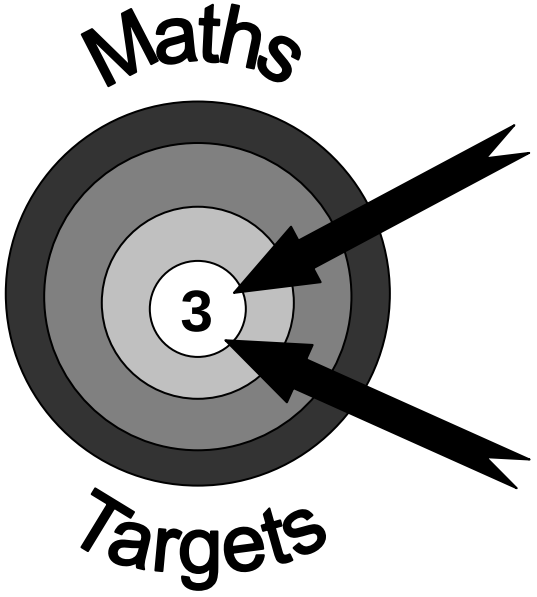
Circle trios

Draw four circles each on your piece of paper. Write four numbers between 3 and 18, one in each circle.



- Take turns to roll a dice three times and add the three numbers.
- If the total is one of the numbers in your circles then you may cross it out.
- The first to cross out all four circles wins.

Targets for pupils in Year 2



A booklet for parents

Help your child with mathematics

Targets – Year 2 3

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. □ ÷ 2 = 6, 30 – □ = 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

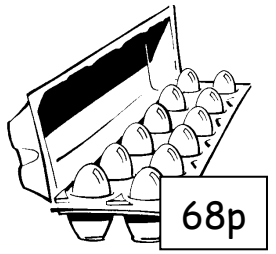
_____ is working on the targets that are ticked.

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



Shopping maths

After you have been shopping, choose 6 different items each costing less than £1. Make a price label for each one, e.g. 39p, 78p. Shuffle the labels. Then ask your child to do one or more of these.

- Place the labels in order, starting with the lowest.
- Say which price is an odd number and which is an even number.
- Add 9p to each price in their head.
- Take 20p from each price in their head.
- Say which coins to use to pay exactly for each item.
- Choose any two of the items, and find their total cost.
- Work out the change from £1 for each item.

Straight lines

Choose 4 different lengths between 5 and 20 centimetres. Use a ruler marked in centimetres. Draw lines of each length.