

## Activity ideas to help my child at home – Year 2

### Counting in 2s, 3s, 5s and 10s forwards and backwards from any number

At first it may be you doing lots of the counting but over time your child will be joining in more and more as they learn it and become more confident.

It may help your child to have a 100 square and colour in the multiples (of whichever multiple you are counting in) and point to this while they are counting until they become more confident with counting forwards and backwards in these multiples.

Once your child can chant from 0 in the multiples, move on to starting at different numbers.

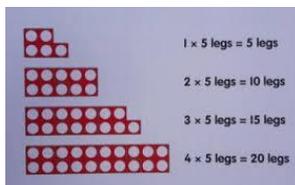
#### Ideas for practising this:

Chanting together in different voices (loud, squeaky, deep, singing, whisper etc)

“Let’s start at 14 and when we say 20 we are going to change to a squeaky voice.”

Clapping/clicking fingers while counting each number.

Adult count and when you clap, child takes over, when they clap, adult can take over again.



### Times tables and Division Facts



Children will begin to learn their times tables in school and use practical resources to understand what they mean. Once they have done this they will need lots of practise to then be able to automatically recall the tables.

Once children can chant counting in 2s, 5s and 10s they need to learn their times tables facts up to  $12 \times 2$ ,  $12 \times 5$ ,  $12 \times 10$ .

At first, they may need to chant (e.g. when asked  $3 \times 2$ , chant 2, 4, 6) to work it out but if practised regularly they will soon begin to recall the facts.

Children also need to recall division facts by the end of Year 2. This relies on knowing multiplication facts (or times tables). E.g.  $2 \times 7 = 14$  so  $14 \div 2 = 7$ .

### Spelling numbers in words up to one hundred

Ensure your child can write the numbers one to twenty as words. Once they can do this, they only need to learn thirty, forty, fifty, sixty, seventy, eighty, ninety and one hundred.

#### Ideas for practising this:

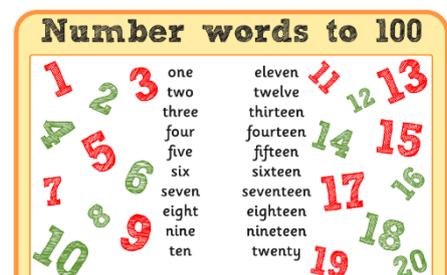
Talk about which parts of the words phonics can be used for and which parts don't match their phonic knowledge. E.g. three, five, six, seven, nine, ten, eleven, thirteen, fifteen, sixteen, seventeen, nineteen can be segmented using phonics whereas the other numbers to twenty can't be.

Make up rhymes together to help remember how to spell the difficult words – E.g. eight – Every important goat has toes.

Play guessing games e.g.

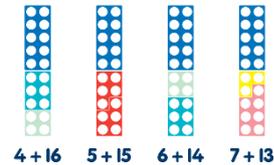
\_\_\_\_ \_ Child asks does it have a o?

\_\_\_\_ \_ O They can then guess remaining letters T and W.



$$20 + 80 = 100$$

## Learning number bonds



Number bonds is the quick recall of any two numbers that add together to equal another number. E.g. Number bonds of 5 are  $5 + 0$ ,  $4 + 1$ ,  $3 + 2$ ,  $2 + 3$ ,  $1 + 4$  and  $0 + 5$ .

When children leave Year 1, they should know all their number bonds to 10. Once they know these, they then need to work on using number bonds to 10 to help them to know number bonds to 20 (e.g.  $19 + 1$ ,  $18 + 2$  etc) and number bonds to 100 ( $90 + 10$ ,  $80 + 20$ ).

### Ideas for practising this:

Use number cards. Use them to play pairs, turn over two cards that total 20 and then you can keep them. At the beginning, children might need to calculate whether the total is 20 but if played regularly children should get quicker until they can recall the facts.

Quickfire verbal games – I have 7 how many do you need to make 10? How many do you need to make 20? I'm thinking of a number – it is the number to go with 16 to total 20. What is the number in my head? (You could have a teddy/favourite toy who is sat on the correct number so children can look under it to see if they are right.)

## Learning doubles and halves facts

Most children will understand what double and half means when they leave Year 1. They know need to be able to recall double and half of different numbers to 20.

### Ideas for practising this:

Link doubling to  $\times 2$  so that children who know their times tables can quickly use this to help them (e.g. double 6 is the same as  $2 \times 6$ )

Have numbers 1 – 20 on cards – Turn over two cards. If they turn over two related cards (e.g. 4 and 8) children can keep them if they notice this and can say Double 4 is 8, half of 8 is 4. At first children may need a bit of time to think about this, but over time it will become recall if practised regularly.

Verbal quickfire – what is double 8? What is half of 10?

## Combine coins to make a particular value



When leaving Year 1, most children can recognise different coins. They now need to be able to add up totals of coins and make totals using sets of coins.

### Ideas for practising this:

Play shop at home. Set up items to buy and give your child a purse of coins. Can they find the correct coins to buy the different items?

When going to the shop, get your child to help count out the coins needed to buy their ice cream, crisps or whatever other small items they are buying.

If children collect pocket money they could count how much they have in their savings jar.

## Telling the time

It is really easy to make a clock and use this to set it to different times and ask your child what time it is or tell them a time to set the clock to. Once children know the basics of o'clock, half past, quarter to and quarter past, we then move on to teaching 5 minute intervals past the hour and then 5 minute intervals to the hour (e.g. twenty to 6, rather than saying 5.40). Lots of practise with analogue clocks and watches will help your child to build up confidence with this.

Adding in the time to daily routines helps with this. E.g. "We are leaving at twenty past 8, that is when the big hand gets to the 4." "You can have your turn on the xbox when the big hand is on the 7, what time will it be then?"