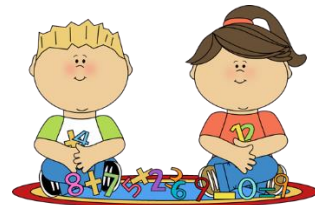
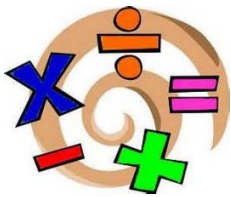


Learn Its



Year 2

Spring term

The aim of these 'Learn Its' which are focused on in school and for **Home Learning** is to give the children **regular** but **short practice** at key maths facts. Some of the facts may seem quite basic, but this practice will help them develop their **confidence** and **recall**, which will help them **apply** them in their maths learning.

Wherever we can we want to make this **practice fun** and **practical**. Please feel free to make up your own games / activities, or adapt / swap the ones suggested below. We also need lots of opportunities to **talk** about the maths and to show that we as adults **enjoy** it too.

To count beyond 100 accurately and write 3 digit numbers with correct place value.

- Starting from a number between 50-100 count up to and beyond 100
- Roll a dice 3 times, or pick 3 playing cards at random. Create the lowest and highest 3 digit number possible. Write the numbers out and explain the value of each digit (*e.g. 462 = 4 hundreds, 6 tens and 2 units*).
- An adult opens a page in a large book and read the page number (3 digits). Your child write the number and the value of each number (*e.g. 137 = 100 + 30 + 7*)

To count in multiples of 100 to 1000 and backwards.

- "Multiple tennis". As a pair say the multiples of 100 or 1000 in turn. This can be done whilst playing catch with a ball or balloon or kicking a ball between each other at the same time.
- "Missing multiple". An adult says a sequence of multiples of 100 or 1000 but missing one number out. Can your child listen out for and identify the missing number?
- Paint or type the multiples of 100 or 1000 to create a poster

To know pairs of 2 digit numbers with a total of 100 (e.g. 32+68).

- Roll a dice twice or pick two playing cards at random. Which 2 2-digit numbers can be made. Which numbers need to be added to make 100?
- Use a 100 square (like the one at the end). Pick a number. How many tens and ones need to be added to get to 100. *(It helps the children to understand that moving down a square adds 10 and moving a square to the right adds 1)*
- "Century challenge". In pairs. One person says a 2-digit number aloud, the other has an agreed number of seconds to work out the paired number that will total 100. Who can get 5 right first? How quickly can your child do it?

Multiplication and division facts for the 2, 5 and 10 times tables.

- Listen to and sing along to online songs
- Write out the multiples of 2, 5 and 10 as repeated addition on numberlines
- Practice chanting the tables together
- "I know...so..." Given a fact (e.g. $2 \times 4 = 8$) what 3 other facts can be made with the same numbers? ($4 \times 2 = 8$ $8 \div 4 = 2$ $8 \div 2 = 4$)
- Given a multiplication or division number sentence, can your child draw an array (see below) to prove it (e.g. $15 \div 5 = 3$)

To know doubles and halves of all numbers to 20.

- Take it in turns picking a number at random (1-20). Can you double and halve this number?
- Discuss and count when sharing practically (e.g. *food items...*) and when doubling (e.g. *sorting shoes, socks, gloves...*)

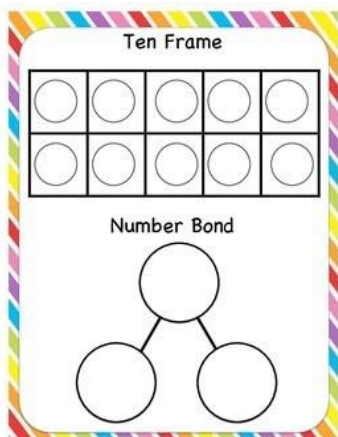
To know all subtraction and addition facts for each number up to 20.

- "Target number". Select a number between 1-20 at random. How many different ways can you find and record of making that number using pairs of numbers between 1-20 to add and subtract. *This could be played as a game in a pair or group, who will be the first person who cannot think of another pair to create the Target Number?*
- "Speed Recall". How quickly can your child answer 5 or 10 mixed addition and subtraction questions (with answers between 0-20)? *Speed is not essential, particularly when starting the challenge, but most children are motivated more if they can see they are becoming quicker over time)*

Understand division as sharing and grouping and recognise that it is the inverse of multiplication.

- $12 \div 4 = 3$. Division as sharing. Start with 12 counters / objects. Share them between 4 people, plates or cuddly toys. There should be 3 in each pile.
- This can also be done through drawing. Draw 12 dots and 4 circles. Draw a line from each dot to share them between the 4 circles.
- $12 \div 4 = 3$. Division as grouping. Start with 12 counters / objects. Put the counters / objects into groups of 4. There should be 3 groups.
- This can also be done through drawing. Draw 12 dots. Draw a bubble around 4 of the dots. Repeat two times. This can also be done on a numberline, with 3 jumps of 4 to get to 12.
- Draw an array of 3 rows of 4 dots, so with 12 dots in total. Draw bubbles around the dots in each vertical column (this is similar to sharing between 4 people). Now draw bubbles around each horizontal row (this is similar to 3 groups of 4).

Bar Model



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

