

# Maths in Year 2

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Hunslet Moor Primary School, our approach to teaching mathematics is intended to support all of our children in becoming young, confident mathematicians; prepare them for their next stage of mathematical learning at secondary school, and to be able to apply their mathematical knowledge in everyday situations in order to be successful in life beyond school. We intend to do this, on a daily basis, through developing all children's fluency in all areas of the mathematics national curriculum; providing opportunities to reason mathematically; and also develop children's using and applying skills when solving increasingly more complex problems involving a range of mathematical knowledge.

# Year 2



OS 01.24  
I can find values in pence ✓

<p><u>Last year</u> Number bonds to 20</p> <p>13 + <u>7</u> = 20 ✓ 17 + <u>3</u> = 20 ✓ 19 + <u>1</u> = 20 ✓ <u>14</u> + <u>6</u> = 20 ✓</p>	<p><u>Last term</u> Count in 10s</p> <p>10, 20, <u>30</u>, 40, <u>50</u>, <u>60</u>, <u>70</u>, <u>80</u> ✓ 40, 50, <u>60</u>, <u>70</u>, <u>80</u> ✓ 90, 80, 70, <u>60</u>, <u>50</u>, <u>40</u> ✓</p>
<p><u>Last week</u> Which shape has 8 vertices?</p>	<p><u>This week</u> Complete the pattern by filling in the missing shapes.</p>

**GR**  
Complete the sentences to count the money.

1. 

- ▶ There are 3 10p coins. ✓
- The total value is 30 p. ✓
- ▶ There are 5 1p coins. ✓
- The total value is 5 p. ✓
- ▶ There is 35 p altogether. ✓

2. 

- ▶ There are 2 10p coins. ✓
- The total value is 20 p. ✓
- ▶ There are 3 1p coins. ✓
- The total value is 3 p. ✓
- ▶ There is 23 p altogether. ✓

3. 28p ✓

4. 72p ✓

5. 74p ✓

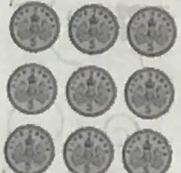

**Memory grids**  
We use memory grids as a way of revisiting our previous learning. This helps us to embed and retain our mathematical knowledge.

# Year 2

Draw notes and coins to make  
£15 and 32 p

10 5 20 10 2

11.01.24  
I can solve number sentences ✓ (E)

<p><u>Last Year</u> <u>Counting coins</u> (M)</p> <p>How much money do I have?</p>  <p>45 ✓</p>	<p><u>Last Term</u> <u>Subtraction</u></p> <p><math>59 - 33 = 26</math> ✓</p>
<p><u>Last Week</u> <u>Shape patterns</u> What comes next?</p> <p>1 2 3 4 5 6 7 8 9</p> <p>□ ● ▼ □ ● ▼ □ ??</p> <p>a. ▼ ● b. ● ▼ ✓</p> <p>c. ▼ □ d. □ □</p>	<p><u>This Week</u> <u>Pounds &amp; Pence</u> (M)</p> <p>How much money do I have?</p>  <p>£1 and £1 10p 2p</p>



## Extended Learning Challenges

We use blue highlighters to offer pupils a next step or challenge in their learning.

This is used to either reason or deepen pupils understanding.

# Year 2



24.01.24  
I can add equal groups together (S)

Last year  
Make the groups equal

Last term  
Addition  
 $7 + 3 = 10$

Last week  
Make 10p in 2 different ways.

This week  
Finding change  
I buy a book in the shop for £2. I pay with £5. What is my change?  
 $£5 - £2 = £3$

25.01.24  
I can add equal groups

Circle the ones that show equal groups

Use cubes to make the equal groups and find the total.

a)  $2 + 2 + 2 = 6$  ✓

b)  $4 + 4 = 8$  ✓

c)  $1 + 1 + 1 + 1 = 4$  ✓

d)  $3 + 3 + 3 = 9$  ✓

e)  $6 + 6 = 12$  ✓

Draw a picture to represent the number sentence

$5 + 5 + 5 = 15$  ✓

The children worked in pairs and used counters and whiteboards to explore adding equal amounts together.

**A range of pictorial representations**  
We use a range of concrete resources, pictorial and abstract methods to apply our mathematical understanding.