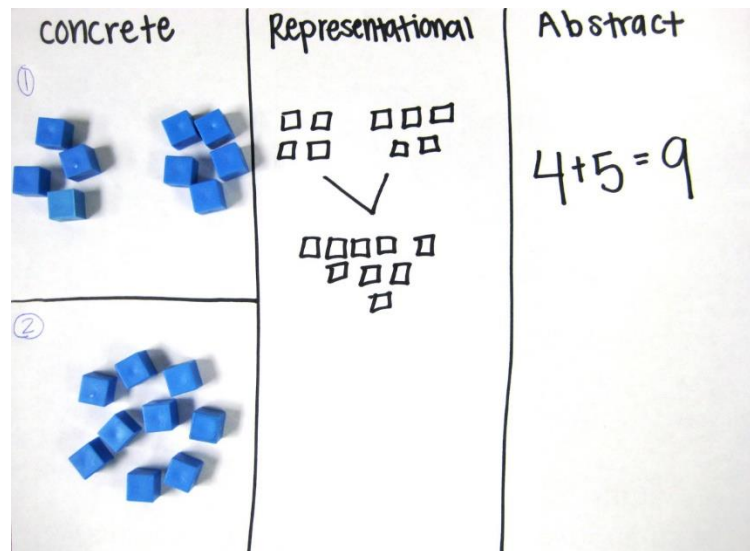


## Year 2

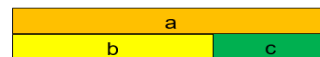
### Mathematics

- We teach number awareness by first using objects, apparatus and equipment (concretes) so children can 'see' what different quantities and numbers look like.



### The bar model...

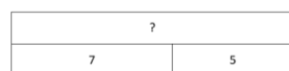
- It is a mathematical representation of a word problem
- It is a representation that **reveals the structure of a word problem**
- A way of 'acting out a problem'
- It is **not** a calculating tool



$$\begin{aligned} a - b &= c \\ a - c &= b \\ b + c &= a \\ c + b &= a \end{aligned}$$

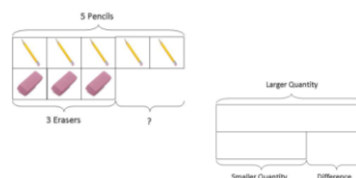
Sofia has 7 sweets and Finley has 5 sweets.

How many sweets do they have altogether?



They have  sweets altogether.

Peter has 5 pencils and 3 erasers.  
How many more pencils than erasers does he have?



- We then move to recording numbers in pictures before using number sentences (previously referred to as 'sums'). Teaching children to break numbers into tens and ones (or units) and counting on and back in tens, fives, twos and ones is important.

- Supporting your child's maths learning is often best achieved in real life situations. Some ideas include:
  - reading a clockface for on the hour, half past, quarter to and quarter past
  - handling and counting small sums of real money
  - reading measures on scales and on food packaging
  - playing board games using dice and counting
  - using measuring language; metres, kilograms, litres, minutes and hours
  - sharing things fairly; either by halving, quartering or dividing out
  - thinking of 'lots' of when organising e.g. the dinner table, party favours, etc

