Year 2 – Maths Homework – Spring 2

Year 2 Recall +/-/x/÷	Ex. Mental Calculations … jottings if needed	Mental Strategies +/-/x/÷ …how & when to apply strategies
• + & - facts for all numbers up to at least 20, • number pairs with totals to 20 • all pairs of multiples of 10 with totals up to 100, • derive and use related facts up to 100 • what must be added to any two-digit number to make the next multiple of 10,	• + or - a pair of single-digit numbers, including crossing 10, e.g. 5 + 8, 12 – 7 • add any single-digit number to or from a multiple of 10, e.g. 60 + 5 • subtract any single-digit number from a multiple of 10, e.g. 80 – 7 • + or - a single-digit number to or from a two-digit number, including crossing the tens boundary, e.g. 23 + 5, 57 – 3, then 28 + 5, 52 – 7 • + or - a multiple of 10 to or from any two-digit number, e.g. 27 + 60, 72 – 50	• reorder numbers when adding • partition: bridge through 10 and multiples of 10 when adding and subtracting • partition and combine multiples of tens and ones • use knowledge of pairs making 10 • partition: count on in Ts & Os to find total • partition: count on or back in Ts & Os to find difference
• addition doubles for all numbers to 20, (17+17) & multiples of 10 to 50, (30 + 30) • + & - mentally a 2 digit and a 1 digit, 2 digit and 10's, 2 digit and 2 digit • doubles of all numbers to 20, e.g. double 13, and corresponding halves • doubles of multiples of 10 to 50, e.g. double 40, and corresponding halves • multiplication facts for the 2, 5 and	• add 9, 19, 29, … or 11, 21, 31, … • add near doubles, e.g. 13+14, 39+40 • double any multiple of 5 up to 50, e.g. double 35 • halve any multiple of 10 up to 100, e.g. halve 90 • find half of even numbers to 40 • find the total number of objects when they	• partition: add a multiple of 10 and adjust by 1 • partition: double and adjust • partition: double the Ts and Os separately, then recombine • use knowledge that halving = inverse of doubling and that doubling is equivalent to multiplying by two • use knowledge of multiplication facts

10 times-tables, and corresponding division facts ...introducing 3 times tables and 4 times table (double 2x tables)

• odd and even numbers to 100
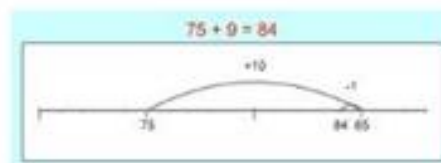
Odd and Even Numbers Chart

| 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

are organised into groups of 2, 5 or 10 (3 & 4)

$75 + 9 = 84$

$59 + 20$

from the 2, 5 and 10 times-tables, e.g. recognise there are 15 objects altogether because there are 3 gps of 5

53

50   3
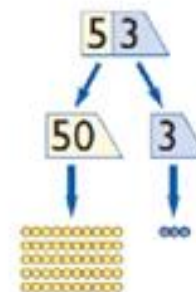
$30p + 4p = 34p$

41p could be made from 10p + 10p + 10p + 10p + 1p
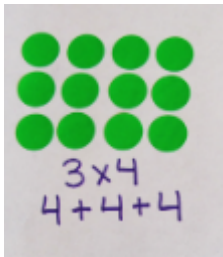
or 20p + 20p + 1p

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This homework is designed to support your child's learning in class. Each objective will have been covered in school during Spring 1. There are four questions to complete each week (apart from week 2) and these will be assessed in school during lessons.

Week 1 – Multiplication using an array

3x4
4+4+4

Children will draw dots in an array to work out the multiplications.

1. 5 X 5   2. 3 X 6   3. 4 X 8   4. 4 X 4

Week 2 – Two times table facts (in order)

2 x 0	=	0
2 x 1	=	2
2 x 2	=	4
2 x 3	=	6
2 x 4	=	8
2 x 5	=	10
2 x 6	=	12
2 x 7	=	14
2 x 8	=	16
2 x 9	=	18
2 x 10	=	20
2 x 11	=	22
2 x 12	=	24

Children should be chanting the times tables in the form of ' two times zero is 0, two times one is 2, two times two is 4' etc.

This week focus on being able to say the times table in order.

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Week 3 – two times table facts (out of order)

This week continue to learn the two times table, however this time children should be asked the calculations out of order.
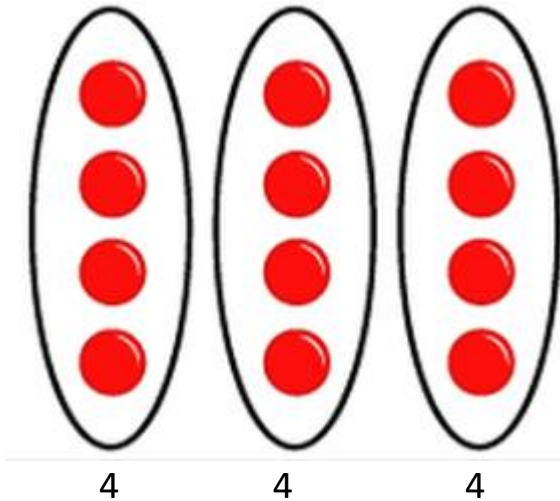
Also use questions such as:

How many twos are in 14?

Which number is made out of 5 twos?

1. 6 X 2 =   2. How many twos in 24?   3. How many twos in 16?   4. Which number is made out of ten twos?

Week 4 – Division

Ask the children to use the method taught in class to calculate the divisions.

$12 \div 3 = 4$

Children will draw 3 groups as we are sharing by 3. They will then start to put a dot in each group in turn, until they reach 12. They will then add up how many dots in each group.

4   4   4

1. $15 \div 3 =$ 2. $20 \div 4 =$ 3. $30 \div 5 =$ 4. $12 \div 4 =$

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Week 5 – Mixed arithmetic

1. $4 \times 5 =$ 2. $15 \div 5 =$ 3. $25 + 37 =$ 4. $56 - 23 =$