

Maths Planning and Ideas



Week Commencing: 11th May 2020

Year Group: 2

Note to parents:

This week's planning will be recapping previous learning from earlier this year. The idea behind this is to consolidate children's understanding of key concepts in order to help prepare them for next year. We are aware that some children may already have a sound understanding of some of these areas of learning, while others will still need to practise them. For any children who are very confident in working through the White Rose worksheet, I have attached some additional activities at the bottom of the planning to further deepen children's understanding.

As always, I appreciate that everyone will have a different circumstance at home. Please use the activities to fit into your weekly routine. Some families may wish to complete, and have the time to complete, every activity for every day. Others may want to / only have time to pick out one or two activities to try with their child. Some of the activities on the worksheets may be challenging for some children. Please don't let your child get upset if they are struggling – or worry about it yourself. Praise them for what they have achieved and leave anything that is too hard. When we are at school, we can rectify any problems. For now, please keep safe and maintain a happy balance for all your family. Any questions or concerns, please email us. Mrs Phillips.

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	LC: Can you use fact families for addition and subtraction facts to 20?	LC: Can you compare number sentences?	LC: Can you use related facts?	LC: Can you add and subtract ones?	Challenge Day
Activity	<p>Starter:</p> <p>Times Table Rockstar</p> <p><i>Battle of the Bands and Garage challenges have been set for Y2 children.</i></p> <p>Main:</p> <ul style="list-style-type: none"> Please follow the link below to find the White Rose resources. We are using Summer Term – Week 3 – Week commencing 4. 5. 20. 	<p>Starter:</p> <p>This week I have included some links to times tables games. You try some of the games and practise your 5x table on them.</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>https://www.topmarks.co.uk/maths-games/mental-maths-train</p>	<p>Starter:</p> <p>Times Table Rockstar</p> <p><i>Battle of the Bands and Garage challenges have been set for Y2 children.</i></p> <p>Main:</p> <ul style="list-style-type: none"> Please follow the link as yesterday and complete lesson 3. Please watch the video and then complete the worksheet. You will find this if click on the pink 	<p>Starter:</p> <p>Choose some of the times table games to play, listed on Tuesday's plan.</p> <p>Main:</p> <ul style="list-style-type: none"> Please follow the link as yesterday and complete lesson 4. Please watch the video and then complete the worksheet. You will find this if click on the 	<p>Starter:</p> <p>Times Table Rockstar</p> <p><i>Battle of the Bands and Garage challenges have been set for Y2 children.</i></p> <p>Main:</p> <ul style="list-style-type: none"> Today I would like you to play a game with fact families. I have attached a blank spinner on the

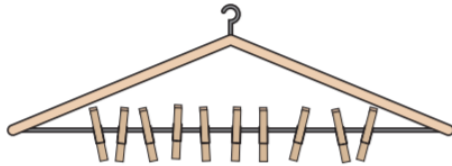
<ul style="list-style-type: none"> • https://whiterosemaths.com/homelearning/year-2/ • Please complete lesson 1. • Watch the video and then complete the worksheet. You will find this if click on the pink box labelled 'Get the Activity'. <p>Key Questions to discuss with children: <i>How many different number sentences are there in a number family? Which number must come first in a subtraction number sentence and why? Where will the largest number appear in an addition number sentence?</i></p> <p>Independent: Please complete the worksheet. You can write your answers on paper if you do not want to print out the sheet. I know that you do not have ten frames at home, but if you want to try making your own ten frames you could draw a 5x2 box and add two different coloured spots, smarties, lego blocks or whatever you have at home.</p> <p>The extension sheet is at the bottom of the planning if you wish to complete it.</p>	<p>https://www.topmarks.co.uk/times-tables/coconut-multiples</p> <p>Main:</p> <ul style="list-style-type: none"> • Please follow the link as yesterday and complete lesson 2. • Please watch the video and then complete the worksheet. You will find this if click on the pink box labelled 'Get the Activity'. <p>Key Questions to discuss with children: <i>What other numbers make the same total? Do you notice a pattern?</i></p> <p>Independent: Please complete the worksheet. You can write your answers on paper if you do not want to print out the sheet.</p> <p>The extension sheet is at the bottom of the planning if you wish to complete it.</p>	<p>box labelled 'Get the Activity'.</p> <p>Key Questions to discuss with children: <i>What is the same? What is different? What relationship is there between the numbers?</i></p> <p>Independent: Please complete the worksheet. You can write your answers on paper if you do not want to print out the sheet.</p> <p>The extension sheet is at the bottom of the planning if you wish to complete it.</p>	<p>pink box labelled 'Get the Activity'.</p> <p>Key Questions to discuss with children: <i>What happens to the size of a number when we add to it? What happens to a number when we take away?</i></p> <p>Independent: Please complete the worksheet. You can write your answers on paper if you do not want to print out the sheet.</p> <p>The extension sheet is at the bottom of the planning if you wish to complete it.</p>	<p>resources page or you could make one of your own from the back of a cereal box .</p> <ul style="list-style-type: none"> • Put some different fact families in each part of the spinner. • I have put some examples on the resources page so you could use mine or challenge yourself to make up some of your own. • Try to stick to fact families within 20. • Put a pencil in middle of your spinner and spin it, making sure you are not on a surface you will mark. • With the numbers it lands on, write your fact families as quickly as you can. You could time yourself and challenge yourself to try and beat your time on each go. • If another family member has time, you could have a competition with them to see who can write down all the fact families first. • Have fun.
--	--	---	--	--

Supporting Resources for Maths

Monday 11th May

LC: Can you find and use number bonds?

If each peg on the coat hanger has a value of 10, find three ways to partition the pegs to make the number sentences complete.



$$\square + \square + \square = \square$$

$$\square + \square + \square = \square$$

$$\square + \square + \square = \square$$

What is the total of each addition sentence?

Will the total always be the same?

Explain your reasoning.

Captain Conjecture says,

'An odd number + an odd number + an odd number = an even number'.

Is this sometimes, always or never true?

Explain your reasoning.

Concrete resources might help pupils to explain their reasoning.



Monday 11th May (continued)

Complete the calculations.

$$30 + 40 + \square = 100$$

$$40 + \square + 20 = 100$$

$$36 + 44 + \square = 100$$

$$36 + 54 + \square = 100$$

$$47 + \square + 20 = 100$$

$$47 + \square + 30 = 100$$

Tuesday 12th May

LC: Can you compare number sentences?

Insert numbers to make these number sentences correct.

$$13 - \underline{\quad} < 6$$

$$13 - \underline{\quad} < 6 \quad 13 - \underline{\quad} < 6 \quad 13 - \underline{\quad} < 6$$

$$13 - \underline{\quad} < 6 \quad 13 - \underline{\quad} < 6 \quad 13 - \underline{\quad} < 6$$

Wednesday 13th May

LC: Can you use related facts?

Fill in the missing numbers. What do you notice?

27	
15	?

12	15
?	

37	
15	?

23	14
?	

13	14
?	

57	
15	?

We call these diagrams, 'part – part – whole models'.

This is an activity that is encouraging you to look for patterns.

Work from left to right to complete this activity.

Try to look for patterns in numbers.

Are there any similarities between the totals (the 'whole') ?

If one part changes, how does it affect the other part?

Thursday 14th May

LC: Can you add and subtract ones?

What do I need to add to or subtract from each of these numbers to total 60?

40, 44, 66, 69, 76, 86, 99, 89, 79.

Insert <, > or = to make these number sentences correct.

$$7 + 8 \bigcirc 8 + 7$$

$$3 + 6 \bigcirc 2 + 7$$

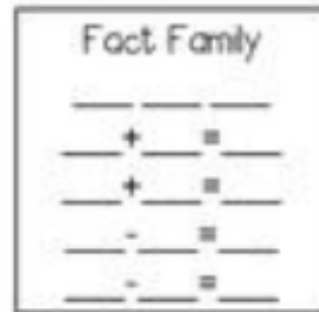
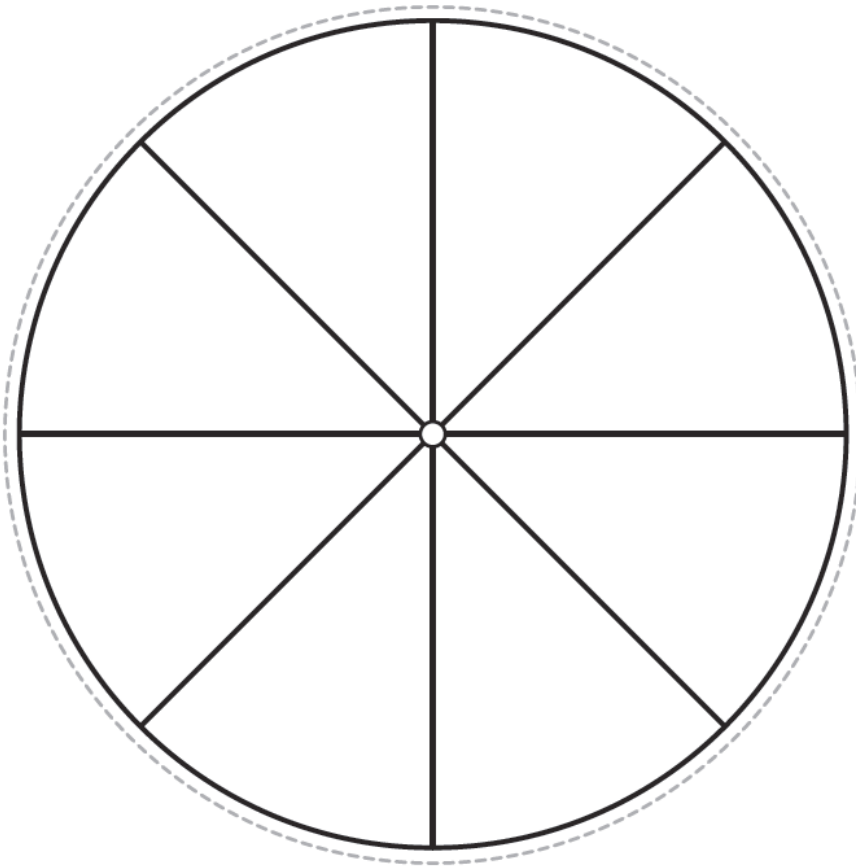
$$3 + 6 \bigcirc 4 + 7$$

$$4 + 7 \bigcirc 2 + 6$$

I think of a number and I add 2. The answer is 17. What was my number?

I think of a number and I subtract 5. The answer is 24. What was my number?

Friday 15th May



Examples

2 10 8

3 10 7

2 18 20

5 15 20

6 6 12

7 5 12

6 15 9

15 7 8

Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[White Rose Maths](#) – Free Maths home learning resources for all ages. Watch the videos and try the questions.

[Primary Stars](#) – Free Maths home learning packs for Year 1 and 2.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[I See Maths](#) – Free daily home maths lessons hosted by Gareth Metcalfe. Follow the link for videos, information and resources.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.