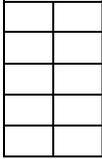# Year 2 Maths

In Year 2, children will work to develop their mental calculation skills, initially focusing on numbers within 20. They will regularly rehearse a quick recall of number facts within 10, including doubles facts (e.g. 2 + 4; 3 + 3) and use pattern spotting to identify what happens when you add/subtract 1, 2 or 0 to/from a number. Children will then learn how to use these known number facts to solve other calculations within 20. For instance, if they know 4 + 3 = 7, they should also know that 14 + 3 = 17. Or, using the **near doubles** strategy, they should also be able to use 6 + 6 to work out 6 + 7. Significant time will be spent developing the children's use of the **bridging 10** strategy (e.g. 7 + 5), where the second number (5 in this case) is partitioned into 3 and 2, to first make 10 and then to add the remainder (e.g. 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12). Subtraction will be taught as the **difference between two numbers**. In this way, for the calculation 12 - 8, children will count up from 8 to 10 (2), and then from 10 to 12 (2) to establish the overall difference (4). Children will be discouraged from using their fingers for these simple calculations.

Activities & Games!

★ Ask a grown up to regularly quiz you on your number facts within 10, as well as your doubles facts. See how many you can get right in one minute. You need to try to learn these facts off by heart — can you improve your score as the weeks go on?

★★ Make yourself a tens frame. They look like this: Choose a sum which bridges 10 (e.g. 8 + 7) and use counters (or whatever you can find around the house, perhaps dry pasta shells) to make the first number in the frame. Can you now use visualisation (i.e. try and imagine what is happening your head) to work out what the answer will be when you add your second number?

★★★ You need to practise finding the difference between two numbers (that are both less than 20). Get a grown up to give you a subtraction calculation (e.g. 7 - 3) and build both of these numbers as a tower next to each other. Can you see what the difference is between these 2 numbers (e.g. 4)? Practise with bigger numbers too. Eventually, see if you can start to find the difference between 2 numbers using a blank number line instead.
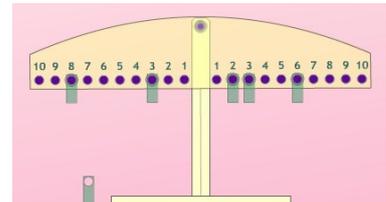
6 —(4)→ 10 —(4)→ 14

Going deeper...

Getting the Balance

Access the interactive number balance found here. On one side of the balance, place 2 weights on 2 different numbers. You must now try to balance the scale by placing three weights on the other side (each on a different number). Is there more than one way to do it?

Now start again!

My Maths

Some of the MyMaths activities are harder than others. Feel free to try as many as you can, but don't worry if you find some of them too difficult.

Wonderful websites

Hit the Button

Calculation Balance

Blast Off!

Post Sorting

Cross the Swamp