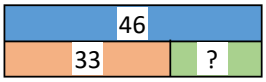
Year 2 Maths

This half term, we will focus on developing the children's **addition and subtraction calculation skills**. Children are now expected to know, or have fluent strategies for deriving, all of the **number facts within 20** (e.g. 3 + 11 = 14; 16 - 7 = 9). They will now use these facts to **add/subtract multiples of 10** as well, for instance if I know 2 + 3 = 5, I also know that 20 + 30 = 50. These skills will help children master both addition and subtraction of two 2-digit numbers. At first, we will work with numbers where the **ones do not bridge 10** (e.g. 34 + 22; 78 - 24). Once they are secure with these principles, we will move onto the addition and subtraction of numbers that ***do*** **bridge 10** (e.g. 45 + 17; 64 - 36). All strategies taught will be mental maths ones, although many pictorial and concrete resources (such as number lines, hundred squares, base 10 and place value counters) will be used to support the children. Please see our school calculation policy for more details about this.

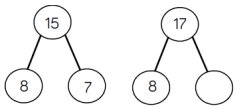
Activities & Games:

★ Use our calculation policy to practise adding and subtracting two 2-digit numbers using all of our different methods.

★ Can you complete this bar model? What four number sentences can you write to go with it?



★★★ Ahmed thinks he can work out the missing number in this part, part whole model without calculating it. Can you explain how he might do this?



★★ Choose any starting number that is less than 100. Now count either forwards or backwards in *steps of 10.* You could use a hundred square to help you. What do you notice? Is there a pattern in the numbers you say?

★★ Here are three digit cards: 6 7 8 Place these digits in this number sentence: ___ ___ + ____ = ? How many different totals can you make?

★★ Each column and row adds up to 100. Fill in the missing numbers.

45	45	
	35	
15		65

★★★ How many pairs of numbers (that are less than 50) can you find that have a difference of 23?

Going deeper...

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.

Counters might help you to explain your answer.

My Maths

Use our school log in (Username: **coleridge1,** Password: **success74**) and then your own log in details to access activities related to this topic on the MyMaths website.

You can also have a look to see if there are some other fun games you would like to play!

Wonderful websites

Balancing numbers—this challenge is great for looking at different ways to make the same number.

Fruit splat addition— this game has lots of different difficulty levels.

Hit the Button— play the number bond games.

Number families— this game is great for seeing the relationship between addition and subtraction.