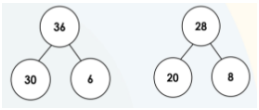
Year 2 - Summer Term - Maths Focus Areas

Each term, we have identified three areas which are a key focus to children being ready to progress in maths in the next term. In order for children to fully embed this knowledge, we recommend little and often practice. Little and often at home and at school will help your child become fluent in these milestones and focus areas.

Composition of number milestone

To use known addition facts to find addition pairs to 100 (e.g. 40 + 60, 45 +55) and add two 2-digit numbers together using a partitioning strategy to support addition and combining of tens and ones.



This learning will draw on children's learning from earlier in the year; partitioning numbers into tens and ones, adding two multiples of ten together and using known facts to support this, understanding the ones remain the same when we add tens to a number and being able to confidently add single digits together bridging 10 and applying bonds to 10 to support this e.g. 8+7…partition into 8 + 2 + 5.

Children will develop their knowledge and fluency with finding pairs of numbers to make 100, starting with multiples of ten e.g. 10 + 90, then numbers with 5 ones e.g. 15 + 85 and finally processing on to applying prior knowledge for any addition pair e.g. 22 + 78 = 100.

Children will explore different methods of adding two 2-digit numbers together. Method one - partitioning both numbers into tens and ones, adding the tens and adding the ones and then recombining. Method two - partitioning only one number into tens and ones and adding the tens to the other number and then adding the ones. Working through a range of strategies offers variation and a deeper understanding.

Multiplicative thinking milestone

To understand that objects and numbers can be grouped or shared equally, sometimes with a remainder.

Children begin to develop their understanding of dividing a quantity of objects into equal groups and use the language of division. They will use practical resources to share or group objects into equal amounts, often with some left over.

Children will be introduced to two structures of division - quotitive (grouping) and partitive (sharing) and use the language of dividend, divisor and quotient when describing division equations.

We will explore making connections to our 2, 5 and 10 times tables and use the skip counting strategy to count in multiples of the divisor. In particular, we will link halving to dividing by two and use our known multiplication facts of two to carry out division calculations.

Other milestone

To be able to read and tell the time to 15 minute intervals and progress to 5 minute intervals using an analogue and digital clock.

Children should understand the clock hands on an analogue clock - the small hand indicating the hour and the big hand representing the minutes. Children should already be able to read time to the O'Clock (big hand at the 12) and half past the hour (big hand at the 6).

Children will develop their understanding of the number of minutes in an hour and the number of hours in a day, focusing on when the big hand on a clock is representing the minutes 'past' the hour and when we can see the big hand switching to minutes 'to' the hour. They will first learn the time in 15 minute intervals, understanding that quarter past is when the big hand is on the 3 and that quarter to is shown when the big hand is on the 9.

Once children are confident with reading the time at 15 minute intervals, we will progress to 5 minute intervals and make links to our 5 times table, counting upto 12 x 5 =60 (60 minutes).
We will apply our knowledge to compare and sequence intervals of time.

These areas will form part of your child's shared learning weekly. Please can you keep an additional focus on these areas where possible.