

How to help at home: Year 2

Maths

Children need to have a clear and deep understanding of number and place value as this can support them in all other areas of maths.

Tips

Keep a 100 square to help children visualise where numbers are. Children can also use it to help them with addition and subtraction.

Shark numbers

<https://www.ictgames.com/sharkNumbers/mobile/>
Children have to match visual representations to figures in a quick paced game to escape from a shark!

Counting coins

Provide a mixture of 10p and 1p coins. Roll a dice to create two, two digit numbers. Make the numbers by adding/subtracting the one and tens. Can you beat your friend?

Fact family

Give children an addition question. Can they use it to make a fact family?

EG-
 $13 + 6 = 19$
 $6 + 13 = 19$
 $19 - 6 = 13$
 $19 - 13 = 6$

Snakes and ladders

Whilst children play snakes and ladders, practice counting on and counting back spaces.
(Children could even make their own board, forcing them to count spaces)

Cards

Playing with a friend, turn two cards over each to create two, two digit numbers. Race to add the numbers.

Number pieces

Children can build numbers and add/subtract two numbers using objects.
<https://www.mathlearningcenter.org/resources/apps/number-pieces>

Marble drop

Choose to count from 2, 3, 5 or 10. Drop marbles into a jar and your child must count out the total.

TT Rockstars

The children have their own logins. The children should be practicing their 2, 5 and 10 x tables.

Other online games/websites

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

<https://www.topmarks.co.uk/place-value/place-value-charts>

<https://www.ictgames.com/mobilePage/partPartWhole/index.html> - provides different objects to show addition/subtraction and place value.

<https://www.topmarks.co.uk/maths-games/daily10>

Mental Fluency

MA6: Number Bonds
 $3 + 4 + 7 = 14$

MA4a: Counting On
 $78 + 7 = 85$

MS4a: Counting On
 $61 - 58 = 3$

MS4b: Counting On
 $40 - 28 = 12$

MS5a: Counting Back
 $68 - 20 = 48$

MS5b: Counting Back
 $86 - 12 = 74$

MA3: Partitioning
 $43 + 21 = 64$

MA3: Partitioning
 $63 - 35 = 28$

MA2: Round & Adjust
 $45 + 19 = 64$

MA2: Round & Adjust
 $84 - 29 = 55$

MA1: Manipulate Calculation
 $45 + 19 = 64$

MS1: Manipulate Calculation
 $84 - 29 = 55$

MS6: Number Facts
 $61 - 41 = 20$

$85 - 30 = 55$

$41 + 20 = 61$



Spelling

In year 2, the children are encouraged to segment spoken words into phonemes and select the correct grapheme. They need to recognise and spell year 2 common exception words. They also need to add suffixes to spell longer words- ment, -ness, -ful, -less, -ly.

Pattern Spotting

When reading, look for words that follow the weekly spelling pattern.

Anagrams

Jumble the letters from a word. Can children unscramble it?

Hangman

Try to figure out your partner's word by guessing letters. Each incorrect letter is part of the drawing. Guess the word before it is complete.

Segmenting words

Write out sounds children can hear to check their spelling.

Word trains

Write the entire spelling list end-to-end as one long word. Write each new word in a different colour.

Tic Tac Toe

Take it in turns to test each other. If you spell the word correctly, put a naught or cross on a 3 x 3 grid. 3 in a row wins.

Missing words

Show the children up to 6 common exception words. Take one away. Which is missing? Write it down.

Backwards words

Spell words from the spelling list out backwards. Can children work out which word it is?

Copy, cover and write

Copy a spelling word, cover it and write it again. Did they spell it correctly?

Writing, grammar and punctuation

In year 2, children should be able to write considering the genre, audience and purpose of their writing. Children should be able to include subordination and coordination for example, but, because, when and if. They should also correctly use punctuation including full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and the possessive. Children need to understand and use grammatical terminology from the year 2 National Curriculum and apply this in their writing.

Reading for writer hints

When reading a text that the children really enjoy, look for what the writer has done to make it so good.

- Use of adjectives
- Use of adverbs
- Repetition of words.
- Language/ vocabulary

Editing

Ask children to proof read your writing. They love finding mistakes in someone else's work!

Choose a section from a text that they found boring, can they rewrite it to make it better?

Online grammar games

<http://www.scottle.edu.au/ec/viewin g/L6187/index.html>

<http://www.scottle.edu.au/ec/viewin g/L8469/index.html>

<http://www.ictgames.com/mobilePa ge/lcwc/index.html>

Book Talk

Share picture books and try to verbally tell the story, drawing on the details in the pictures. Encourage children to tell stories they know well.

Swap

Choose a page from a favourite book. Can children retell that page swapping all the adjectives for alternatives?

Drop in

Give children a simple sentence and ask them to 'drop in' different features. Ideas for 'drop ins' include: similes, adverbial phrases, an embedded clause, adjectives.

From boring to brilliant

Take a boring sentence and get children to add/take away words, change words, reorder words, add an adjectives/adverbs to make it more interesting.

Say before you write

Children say their sentences out loud before they write them down. Count out words on their fingers and check they are all there when the sentence has been written.

Magpie Book

Keep a notebook nearby when reading. When children find a new and exciting word, add it to their magpie book so they don't forget it!



Reading

In year 2, children should be reading fluently and should read a text over and over until they are fluent. They should be able to discuss the book, their views on it and the sequence of events. They should be able to discuss favourite words and phrases and be reading both fiction and non-fiction books with different structures. We recommend that children read at home every day for 10-15 minutes.

When reading at home:

- Encourage children to ask questions to develop a greater understanding.
- Discuss the meaning of new and unfamiliar vocabulary.
- Can they discuss what has happened so far? What is going to happen next?
- Discuss words and phrases that they like and why.
- Make predictions about what books will be about and what may happen next.
- Ask children questions where they have to hunt for the answer within the text.
- Discuss the characters and events in the story. Can children explain their thoughts using words from the texts?
- Discuss similarities and differences between books that the children have read.
- Can children summarise what has happened in a chapter?
- Read aloud with expression.
- Read for purpose. Can children follow a recipe or a set of instructions? Can they research their favourite animal?
- Re-read a text until children are fluent with it and read without hesitation or mistake.