Year 2 Maths Attainment Statements – Examples of Teaching Activities

The following activities provide examples of the types of teaching activities undertaken in school - it is not an exhaustive list and some of these activities would be undertaken with teacher support. A child successful in these activities is demonstrating an excellent understanding of the concept and shows a depth of understanding . Many of these activities can be used at home – please use these as an opportunity to talk together about maths rather than a test of what you child can do or can't.

Maths Aspect: Number and Place Value

Spot the mistake: 45,40,35,25 What is wrong with this sequence of numbers?
True or False? I start at 3 and count in threes. I will say 13?
What comes next?
41+5=46
46+5=51
51+5=56

Do, then explain : 37 13 73 33 3
If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers.
Make up an example: Create numbers where the units digit is one less than the tens digit. What is the largest/smallest number?

Maths Aspect: Addition and Subtraction

Continue the pattern:
90 = 100 – 10
80 = 100 – 20
Can you make up a similar pattern starting with the numbers 74, 26 and 100?

Missing numbers
91 + ___= 100
100 - ___ = 89
What number goes in the missing box?

True or false? Are these number sentences true or false?
73+ 40 = 113
98 – 18 = 70
46 + 77 = 123
92 – 67 = 35
Give your reasons.

Hard and easy questions Which questions are easy /hard?
23 + 10 =
93 + 10 =
54 + 9 =
54 + 1 =
Explain why you think the hard questions are hard?

Fact families Which four number sentences link these numbers?
100, 67, 33

What else do you know?
If you know this:
87 = 100 – 13
what other facts do you know?

Maths Aspect: Measurement

Top tips
Put these measurements in order starting with the smallest.
75 grammes,8 5 grammes,100 grammes. Explain your thinking

Position the symbols
Place the correct symbol between the measurements > or < - 36cm ____63cm

Undoing
The film finishes two hours after it starts. It finishes at 4.30. What time did it start? Draw the clock at the start and the finish of the film.

Explain thinking: The time is 3:15pm. Kate says that in two hours she will be at her football game which starts at 4:15. Is Kate right? Explain why.

Possibilities
How many different ways can you make 63p using only 20p, 10p and 1p coins?

Maths Aspect: Multiplication and Division

Missing numbers 10 = 5 x
What number could be written in the box?

Making links
I have 30p in my pocket in 5p coins. How many coins do I have?

True or false?
When you count up in tens starting at 5 there will always be 5 units

Use the inverse
Use the inverse to check if the following calculations are correct:
12 ÷ 3 = 4
3 x 5 = 14

Maths Aspect: Fractions (including Percentages and Decimals)

Spot the mistake
7, 7 ½ , 8, 9, 10,8 ½, 8, 7, 6 ½, … and correct it

What comes next?
5 ½, 6 ½ , 7 ½ , …., …. 9 ½, 9, 8 ½, ……, …..

What do you notice?
¼ of 4 = 1
¼ of 8 = 2
¼ of 12 = 3
Continue the pattern. What do you notice?

Odd one out. Which is the odd one out in this trio:
½ 2/4 ¼ Why?

What do you notice?
Find ½ of 8.
Find 2/4 of 8
What do you notice?

Maths Aspect: Geometry
What's the same, what's different? Pick up and look at these 3-D shapes. Do they all have straight edges and flat faces? What is the same and what is different about these shapes? **Visualising** In your head picture a rectangle that is twice as long as it is wide. What could its measurements be? **Always, sometimes, never** Is it always, sometimes or never true that when you fold a square in half you get a rectangle. **Other possibilities** Can you find shapes that can go with the set with this label? "Have straight sides and all sides are the same length"

Maths Aspect: Statistics
True or false? (Looking at a simple pictogram) "More people travel to work in a car than on a bicycle". **Convince me.** Make up you own 'true/false' statement about the pictogram. **What's the same, what's different?** Pupils identify similarities and differences between different representations and explain them to each other