Together we learn, grow and dream

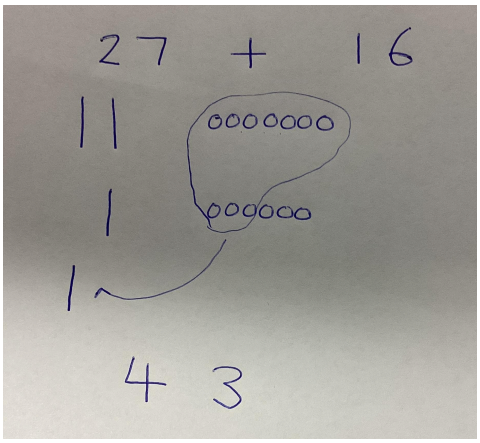
Supporting Maths at Home: A Guide for Year 2 Parents

Wincham Community Primary School

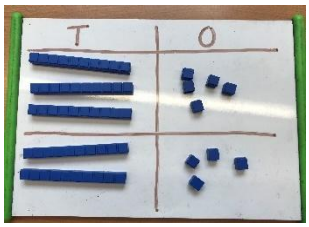
As children move into Year 2, we continue to use the White Rose Maths approach. The biggest shift this year is moving from working within 20 to working with numbers up to 100. We start to look at "Place Value" (Tens and Ones) and introduce more formal ways of writing calculations.

Here is how you can help your child master the Year 2 curriculum at home.

1. Addition: Adding 2-digit numbers



What we do in school: We use "Base 10" (blocks) to show Tens and Ones. We teach children to "Add across a 10"—for example, 28 + 5 is solved by adding 2 to get to 30, then adding the remaining 3. We do a lot of work on mental calculation and drawing the base 10 in order to help when the 'column' method is introduced in more depth in Year 3.



How to help at home:

- **Bundles of Straws/Pencils:** Use elastic bands to make "bundles of 10." If you have 2 bundles and 4 loose pencils, you have 24. This helps children "see" the 20 and the 4.
- **The "Make Ten" Strategy:** If adding 17 + 8, ask: "How many do we need to get to 20?" (3). "How many are left from the 8?" (5). "So 20 + 5 = 25."
- **Supermarket Totals:** Use small change. "You have 25p and I give you 30p. How many 10p 'tens' do we have now?"

2. Subtraction: Taking away and "Crossing Ten"

What we do in school: We subtract 1-digit numbers from 2-digit numbers (e.g., 34 - 7). We also find the "difference" using a number line.
How to help at home:

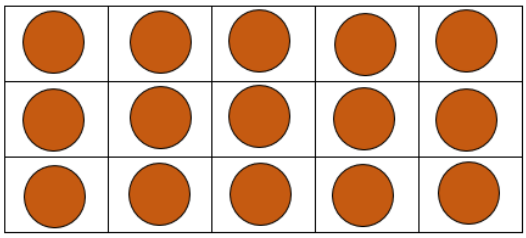
- **The Counting Back Game:** Start at 50 and roll a dice. Count back the number shown. Encourage them to notice when they "jump back" into the previous ten (e.g., going from 42 back to 39).
- **Price Differences:** "This apple is 45p and this banana is 30p. What is the difference?"

Use a number line (or a ruler) to jump from 30 to 40, then 40 to 45.

3. Multiplication: The 2, 5, and 10 Times Tables

What we do in school: We move from "equal groups" to using the x symbol. We use "Arrays" (rows and columns of dots) to show that 2 x 5 is the same as 5 x 2.
How to help at home:

- **Baking Arrays:** Arrange cookies or muffins in a tray in rows. "I have 2 rows of 5. How many altogether? 2 x 5 = 10."
- **5p and 10p Challenges:** Use coins to practice skip-counting. "How much money is in five 5p coins?" (5, 10, 15, 20, 25p).
- **The Commutative Law:** Show them that 3 bags of 2 oranges is the same as 2 bags of 3 oranges.



5 x 3 = 15

3 + 3 + 3 + 3 + 3 = 15

3 x 5 = 15

5 + 5 + 5 = 15

4. Division: Grouping and Sharing

What we do in school: We learn that division is the opposite of multiplication. We use the ÷ symbol. We focus on grouping (e.g., "How many groups of 5 are in 20?").
How to help at home:

- **Grouping Toys:** "You have 20 cars. If we put them into garages of 5, how many garages do we need?"
- **Division by Halving:** Practice halving even numbers up to 20. "If half of 20 is 10, what is 20 ÷ 2?"

Key Vocabulary for Year 2:

- **Place Value:** Knowing that the '4' in '42' means 40 (4 tens).
- **Commutative:** Numbers can be added or multiplied in any order (e.g., 2 + 5 = 5 + 2).
- **Difference:** The gap between two numbers (found by subtracting).
- **Inverse:** The 'opposite' operation (Addition is the inverse of subtraction).

Quick "Year 2" Everyday Math:

- **Telling the Time:** In Year 2, we learn O'clock, Half past, Quarter past, and Quarter to. Check the clock at these key times!
- **Measurement:** Use a ruler to measure toys in cm. Ask, "Which is 10cm longer?"
- **Money:** Let them pay at the till with exact change using 10p, 5p, 2p, and 1p coins.

Top Tip: In Year 2, we start to record work more formally. Encourage your child to draw "sticks" for tens and "dots" for ones to help them solve problems!