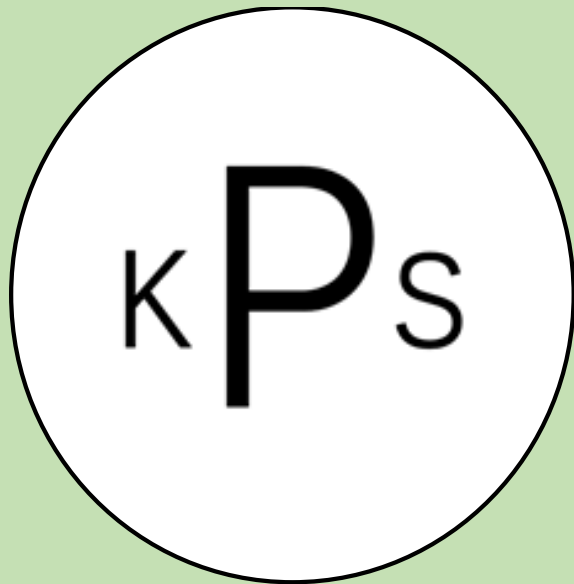


YEAR 2 CURRICULUM OVERVIEW

FOR PARENTS/CARERS 2022-2023

Delivered by Melissa van der Ree – Assistant Headteacher and Phase Leader for Years 2, 3 and 4



Keyworth Primary School

Part of the Bessemer and Keyworth Federation

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Executive Headteacher: Sarah Beard

Head of School: Ray Capper

Welcome to Year 2!

- Every year, we welcome parents/carers to attend workshops to share the expectations in English and Maths for the coming academic year.
- This workshop is to keep Keyworth families informed in relation to the knowledge and skills that their child will require during the academic year, and to offer advice as to how children can be supported at home.

THE YEAR 2 TEAM



Teacher
Phoebe



Teacher
Carolina



Teaching
Assistant Moynul



Teaching
Assistant Luigi

NATIONAL CURRICULUM LEVELS

- At the end of year 2, a child working at the expected standard will be a 2ME.
- A child who is exceeding the expected standard will be a 2EE
- A child who is working towards the expected standard, meaning they are able to access the year 2 curriculum but may not be secure will be a 2WT.
- Children who are working below the year 2 curriculum E.g. 1WT, 1ME, means that they will still be working at expected levels for a child in year 1.
- A 2EE is the highest grade that can be awarded to a child in year 2.

Please note these are the end of year 2 expectations.

ENGLISH

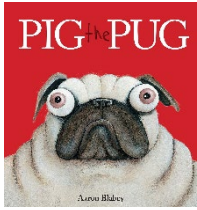
ENGLISH

- The National Curriculum breaks the subject of English down into 4 areas:
 - English writing
 - English reading
 - Spelling, Punctuation and Grammar (SPaG)
 - Handwriting

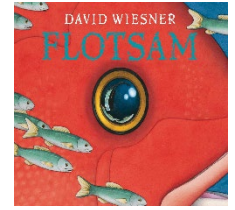
KS1 SATs, which the children will complete during the month of May 2022, cover the whole KS1 curriculum from years 1 to 2.

SATs assess children in all of the areas above.

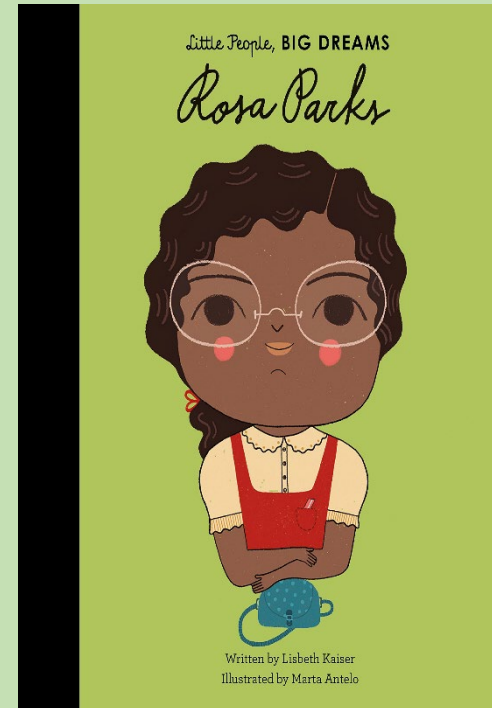
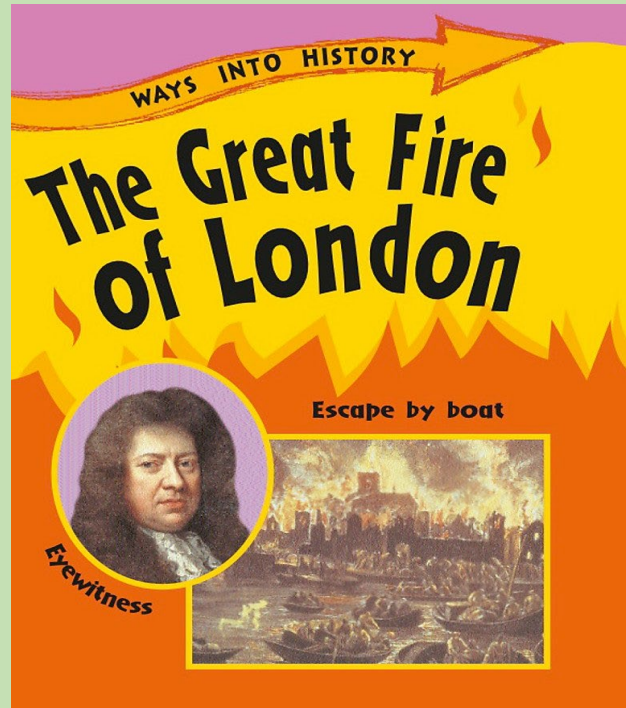
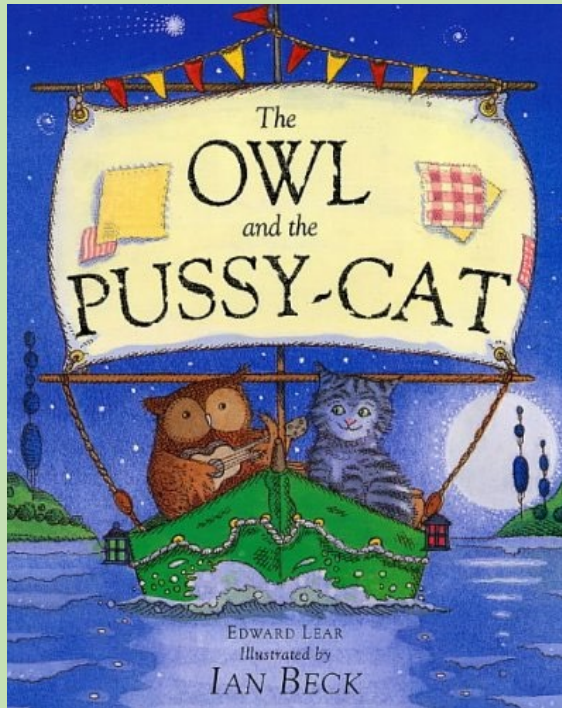
**More information about KS1 SATs will be given later on in the year.*



ENGLISH WRITING AT KEYWORD



Teachers plan text-based English units using quality texts. We link these texts to topics where possible. Some of the year 2 topics include: Pirates, The Great Fire of London, Significant People, The Seaside.



ENGLISH WRITING AT KEYWORD


Writing different genres

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing recounts, letters, labels, reports and poems.
- Writing for different purposes

Recount Checklist

Does your recount have a title?

Are the events in order?

Time terms 

Capital letters
The cat sat on the mat.

Full stops
The cat sat on the mat.

Finger spaces
The cat sat on the mat.



Newspaper Report: The Great Fire of London

THE LONDON TIMES

Headline:

Introduction:

How the fire started:

What happened:

When:

Where:

Quote:

Summary:

By:



ENGLISH WRITING

By the end of year 2, a child working at or above the age- related expectations in writing will be able to:

- **Maintain form** throughout their piece of work.
- **Practice planning and saying out loud** what they will write about. They will write down ideas and keywords, including new vocabulary.
- **Make simple additions, revisions and corrections** to their own writing by evaluating, re-reading to check for sense and proof reading to check for errors in spelling, grammar and punctuation.
- **Read aloud what they have written** with appropriate intonation to make the meaning clear.

ENGLISH WRITING

VOCAB, GRAMMAR AND PUNCTUATION

By the end of year 2, a child working at or above the age-related expectations in writing will be able to:

- Use different sentence types. For example; **statements, exclamations, questions, commands.**
- Use expanded noun phrases to describe and specify. *E.g. The dazzling, white swan swam round the lake.*
- Use **past** and **present tense** correctly and consistently.
- Use **subordination** (using when, if, that or because) and **coordination** (using or and or but)

ENGLISH WRITING

VOCAB, GRAMMAR AND PUNCTUATION

- **Subordination** is when two clauses are joined together that compare/contrast/add information. One sentence or clause is of more value than the other. For example:

My bike needs a new coat of paint because it's very old.

'because it's very old', is the additional information here

- **Coordination** is when two clauses of the same value are added together using a coordinating conjunction.

My bike is very old and the pedals are broken.

Children are shown how to use the subordinating conjunctions when, if, that, or because and coordinating conjunctions or, and or but

ENGLISH WRITING

VOCAB, GRAMMAR AND PUNCTUATION

By the end of year 2, a child working at or above the age- related expectations in writing will be able to develop their understanding of the following:

- Sentences, punctuation, suffixes (adding – ness or –er). E.g. Darkness, darker
- Adjectives using suffixes such as – ful –less. E.g. Helpful, helpless and compound words such as whiteboard, sunshine and laptop.
- How to use punctuation correctly such as full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and for the possessive. *See example on the next slide.*

ENGLISH WRITING

VOCAB, GRAMMAR AND PUNCTUATION

I'm going to David's house.



This is an example of a contraction
E.g. I'm is the contracted form of I am

Apostrophe to show possession.
E.g. The house belongs to David.

Pupils should also become familiar with the following terminology:
Noun, noun phrase, statement, question, exclamation, command
compound, suffix, adjective, adverb, verb tense (past, present)
apostrophe and comma.

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC!
said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were ^{very} deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~look~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Here's is a piece of writing written by a child working at the expected standard in year 2. Let's look at the features.

Uses present and past tense mostly correctly and consistently

Uses co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that because) to join clauses

Most sentences are demarcated with capital letters and full stops. The exclamation mark and the question mark on the next page are used correctly.

Segments spoken words into phonemes. *Here many words are spelt correctly: meet, things, really, attic, holes, caught, computer, spotted, white, silver attempts at other words are phonetically plausible for example, very, darck, sudenly and gararge*

Writes simple coherent narratives about personal experiences and those of others (real or fiction)

Fred put all the parts together.
it made a computer. Suddenly he
~~spilled~~ ^{spilled} a white box ~~with~~ ^{with} 3 pins. It
was a plug Fred plugged in the
plug. The computer said DELL.
Whatever does that mean? I thought
Fred. He made jumps, bread and butter
he had finish writing, ^{every thing} down ~~the~~
boom. Fred was sad. ~~So~~ ^{So} he went
to the garage got some tools and
put it back together. From that day on
Fred used his machine every day ^{to knit}
his school jumper.

Making simple additions, revisions and proof reading corrections to their own writing

Uses diagonal and horizontal strokes needed to join some letters.

- When assessing a child's writing we look at a range of children's work not just one piece.
- Children do not need to include all of the features in the same piece of writing but they should do this across the different types of writing.
- It is really important that children listen to and apply the advice and the success criteria given to them by the class teacher.

ENGLISH WRITING- HOW TO HELP

Children who are good at writing are also good at reading. **Regular reading is important in the following ways :**

- to support language development
- for the use of correct grammar and punctuation
- for children's comprehension and ability to write coherently
- for spelling and the ability to be creative with language choice.

Children should practice writing using the grammar objectives on the previous slides. You can find support on the following websites.

KS1

English

Part of [Learn & revise](#)




BBC Bitesize English

Topmarks

Top Marks English



ICT Games English

 Crickweb - free online education resources & games

Crickweb –Literacy
Games

READING

In year 2, guided reading takes place for all children daily. It takes place through a combination of:

- Whole class reading

Whole class reading is where the teacher uses a text to model comprehension skills. The teacher will share a part of a text with the children and teach strategies needed to answer comprehension questions. Strategies include: **predicting, inferring, summarising, fact retrieval** and **word meaning**.

- Guided reading

This happens in a small group where the teacher listens to individual readers but at the same time asks the children to apply strategies learnt in order to answer questions about the text.

READING



Reading Eggs

- All children in KS1 and KS2 have access to *Reading Eggs*, which they can use both in school and at home. *Reading Eggs* provides a range of poetry, fiction and non fiction texts that the children can select from an online library. They are then challenged with comprehension questions that increase in difficulty level as the texts become more complex. Additionally it encourages reading for pleasure as the children can select texts that are appropriate to their interests. All children have their own individual logins and passwords for the programme. We encourage the use of Reading eggs at home to further support the enjoyment associated with reading and the development of your child's reading comprehension skills. You can find a link to Reading Eggs on the school website or by typing it into a search engine.

If you do not have your child's details, email the school office.

ENGLISH READING

Teaching focusses on developing pupil's competence in:

Word reading –

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and recognition of familiar printed words. This is why phonics is emphasised in the early teaching of reading.

Comprehension-

These skills develop through pupils experience of high quality discussion with the teacher as well as from reading and discussing a range of stories poems and non-fiction. Children must be encouraged to read widely across both fiction and non fiction to develop their knowledge of themselves and the world they live in.

Reading widely often increases pupils vocabulary because they encounter words they would rarely hear or use in everyday speech.

ENGLISH READING

By the end of year 2, a child working at or above the age- related expectations in reading needs to:

- continue to apply phonic knowledge and skills as the route to decode words
- read accurately by blending the sounds in words and recognise alternative sounds for graphemes. For example: - ea/ee/e-e/ey/y/
- reads accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words,

ENGLISH READING

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Read a range of appropriate texts with pleasure including contemporary and classic poetry, stories and non fiction.
- Discuss the sequence of events in books and how items of information are related
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Recognise simple recurring literary language in stories and poetry
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary

ENGLISH READING

- Check that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

ENGLISH READING- HOW TO HELP

1. **Daily reading** using a range of different texts is extremely important.
2. Try to make as much time as you can to read with your child. Reading with a child is so important. Having time to read with someone that they love, is a good motivator for children when it comes to their willingness to read.
3. Being a role model – If children see you reading this creates a reading culture at home.
4. Encourage your child to use Reading Eggs.

SPELLINGS

- *On Google Classroom* children are given spellings to practice at home. The first half terms spellings will be a revision of phonics sounds that the children have learnt.
- During **the second half of the Autumn term**, the children will follow the spelling rocket that will be sent home for children to practice.
- Children will participate in weekly collaborative spelling quizzes.

Spellings Year 2 Autumn 1 Please practice for the test on 8.10.20 Sounds in use are with

Words	1 st Attempt	2 nd Attempt	3 rd Attempt
thirty			
ring			
rainbow			
fish			
purple			
blue			
iron			
space			
chips			

Once you are confident spelling these 10 words, try to find more words containing these sounds.

What's the longest word you can find? Can you use it in a sentence?

Spelling Rocket Card Year 2

ESFZ 0821

Captain: **Miss** Misses 10

Chief Navigator: Misses 1-3	First Mate: Misses 4-6	First Mate: Misses 7-9
Step 1 a) oa (boat after w and qu) (e.g. boat, right, night, water, square) b) ough (dog, enough, thought, through) c) ough (house) (e.g. through, rough, enough) d) ough (two) (e.g. through, rough, enough)		
Review year 2 common exception words: half, money, job, job, parents, Christmas, everybody, eyes		
Step 2 a) doubling consonants (egg, up, egg, and y) (e.g. peck, chick, wick, tick, head) b) or a (e.g. at, bat, sat, again) c) or a (e.g. after, after, after) (lighting) d) ound (out, four, four, very, down)		
Review year 2 common exception words: whole, any, many, clothes, buy, people, water, again		
Step 3 a) e to ee (e.g. deep, sheep, team, sea) b) e to ee (e.g. deep, sheep, team) c) e to ee (e.g. deep, sheep, team)		
Review year 2 common exception words: improve, more, sugar, eye, cold, should, would, who		
Step 4 a) y to ee (e.g. my, they, my, my) b) e to ee (e.g. deep, sheep, team) c) e to ee (e.g. deep, sheep, team)		
Review year 2 common exception words: green, pass, plant, path, bath, bear, move, grow		
Step 5 a) ee to ee (e.g. deep, sheep, team) b) ee to ee (e.g. deep, sheep, team) c) ee to ee (e.g. deep, sheep, team)		
Review year 2 common exception words: pretty, beautiful, after, fast, last, past, father, class		
Step 6 a) ee to ee (e.g. deep, sheep, team) b) ee to ee (e.g. deep, sheep, team) c) ee to ee (e.g. deep, sheep, team)		
Review year 2 common exception words: cold, gold, hold, told, every, great, break, steak		
Step 7 a) ee to ee (e.g. deep, sheep, team) b) ee to ee (e.g. deep, sheep, team) c) ee to ee (e.g. deep, sheep, team)		
Review year 2 common exception words: child, children, wild, class, most, only, both, old		
Step 8 a) ee to ee (e.g. deep, sheep, team) b) ee to ee (e.g. deep, sheep, team) c) ee to ee (e.g. deep, sheep, team)		
Review year 2 common exception words: door, four, poor, because, find, kind, mind, behind		
Step 9 a) ee to ee (e.g. deep, sheep, team) b) ee to ee (e.g. deep, sheep, team) c) ee to ee (e.g. deep, sheep, team)		

SPELLINGS

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



These are the list of **common exception words** that children are expected to spell correctly by the end of year 2.

A copy of these words has also been made *available on Google Classroom.*

ENGLISH SPELLING –HOW TO HELP

- Read, read, read – Children memorise the spelling of words through the texts they read.
- Check whether your child can read, spell and explain the meaning of and use in a sentence the common exception words and high frequency words for year 2.
- Complete spelling games on [ICT Games](#) and [Spellingframe.co.uk/spelling-rule/2/Year-2](https://www.spellingframe.co.uk/spelling-rule/2/Year-2).
- Practice the weekly spellings uploaded on to Google Classroom.
- Spelling is difficult for many – lots of encouragement is important.

Spelling Frame is a useful resource for practicing year 2 spelling patterns and at the same time, breaking down the word in order for children to remember the spelling.



HANDWRITING

At Keyworth handwriting takes place several times a week.

Children who are working at the expected and above standard in year 2 will be expected to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Letter-join

• Letter-join is the handwriting scheme that we use in school. We have a parent subscription where you can watch online tutorials of how letters and words are formed through the scheme, complete pre-set activities and create your own worksheets. In school, we often link our handwriting to the spellings and sounds that we are learning. If using a tablet device, children can learn to use their fingers to practise forming letters.

• **If using Letter-join on a tablet device**, you will need to use the following details:

Username: Keyworth

Swipe code: a capital 'L' shape starting at the top left

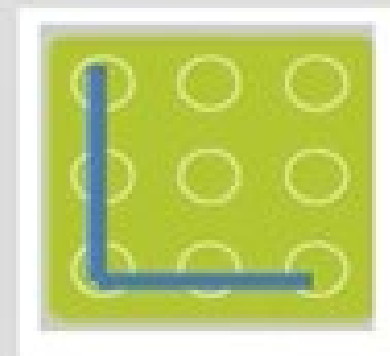
• Click on where it says 'Tablet login' first.

• **If using Letter-join on a computer**, you will need to use the following details:

User name: key

Account Password: worth

• Please note: Letter-join recommends that you use Google Chrome, Firefox or Safari for the best compatibility.



www.letterjoin.co.uk



MATHS

MATHS

- At Keyworth this year, we are using the Maths Hub style of teaching. This style develops children's **fluency** before moving onto **reasoning** and **problem solving**.
- The Maths hub style of teaching at its core, recognises that by nurturing positive attitudes and building confidence in mathematics, all children can achieve.
- Concepts are built in small, logical steps and are explored through clear mathematical structures and representations.
- Children are taught together as a whole class and the focus is on depth - not acceleration - so that all children have a chance to embed learning.

MATHS

Concrete –Pictorial- Abstract

- **Concrete**- Children are given the opportunity to use concrete objects and manipulatives to help them understand what they are doing.
- **Pictorial**- alongside this, children should use pictorial representations. These representations can then be used to help reason and problem solve.
- **Abstract**- both concrete and pictorial representations should support children's understanding of abstract methods.

MATHS

- The Maths Hub style of teaching develops children's fluency before moving on to reasoning and problem solving.

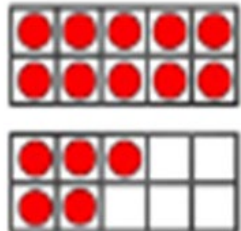
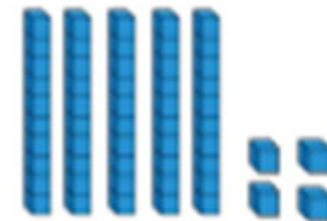
For example: **To count objects to 100**

- Children will practice this in several different ways until they become fluent. Firstly, practically using manipulatives, then pictorially using different representations but varying the fluency each time.

Count and write the number of cars in the car park.



What numbers are represented below?
Write your answer in numerals and words.



MATHS

An example of the same concept, count objects to 100 with further varied fluency

Match the numerals to the words.

17

48

38

70

Thirty-eight

Seventy

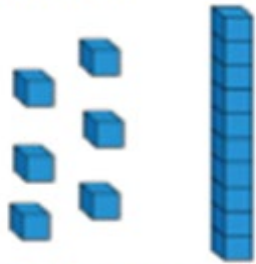
Forty-eight

Seventeen

MATHS

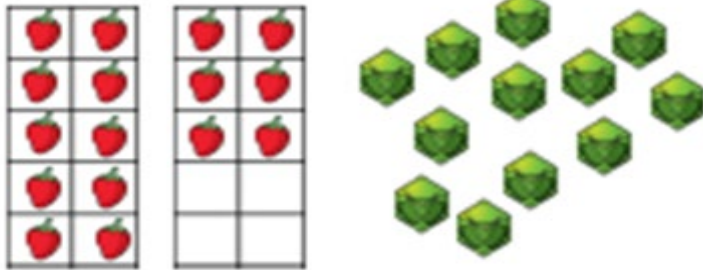
Moving on to
Reasoning and
Problem solving

Jack says he has 61
Is he correct?



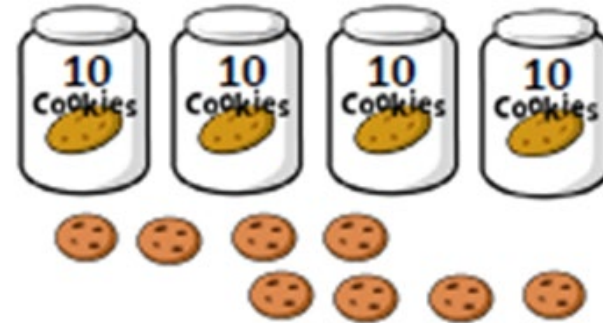
Explain your reasoning.

Here are two sets of objects.



Which are easier to count?
Explain your answer.

Each jar contains 10 cookies.



How many cookies are there altogether?

Write your answer in numerals and words.

What strategy did you use?

Did your partner use a different method?

What is the best strategy to use?

There are 48
(forty-eight)
cookies altogether.

Children may
count in 10s and
1s or know that
there are 4 tens
which are equal to
40 and then count
on 8 more.

MATHS

Children in years 1-4 will no longer be in Maths sets. Instead, the level of challenge will increase in the classroom with all the children practicing their fluency in a variety of ways before those who are ready to move on to the reasoning and problem solving aspects.

- The principles of talking and explaining/proving how an answer was worked out is proven in developing children's mathematical knowledge and skills.
- The following link has interactive 'manipulatives' that you can use to model maths visually: <https://mathsbot.com/#Manipulatives>
- This link is for a dedicated Maths Hub page for parents /carers, with videos and lessons for your child to do at home:

MATHS

- The image shows the planning overview for maths in year 2. The weeks each term may not be exact as teachers use their judgement based on continuous assessment in class. All areas will be covered by the end of the academic year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division		
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

MATHS

All children have access to their own Mathletics and Times Tables Rockstars account which they can use at home. The aim of these programmes are to develop children's mathematical ability, whilst engaging them through a range of interactive activities.



If you do not know
your child's log in
details please call the
school office.



MENTAL MATHS

- Each week the children in year 2 will practice mental maths skills, either through starters or as main lessons. Mental maths lessons are repeated throughout the year in order for children to consolidate knowledge.
- *You can find the Maths Rocket on Google Classroom.* The mental maths skills are in line with the unit of work the children are practicing in class.
- Each week the children will have a mental maths quiz to check their progress of year 2 mental maths skills.

LIFT OFF!	
Step 9	a) Recall multiplication and division facts in the 2, 5 and 10 times tables b) Recall multiplication facts in the 3 times tables c) Recall related division facts in the 3 times tables
Step 8	a) Recall related division facts in the 10 times tables b) Recall related division facts in the 2 times tables c) Recall related division facts in the 5 times tables
Step 7	a) Recall multiplication facts in the 10 times tables. b) Recall multiplication facts in the 2 times tables. c) Recall multiplication facts in the 5 times tables.
Step 6	a) Subtract a single digit number from a 2-digit number b) Subtract a multiple of 10 from a 2-digit number c) Subtract a 2-digit number from a 2-digit number
Step 5	a) Add a 2-digit number and a multiple of 10 b) Add two 2-digit numbers c) Add 3 single digit numbers
Step 4	a) Count forwards and backwards in steps of 3 from 0 b) Recall number bonds to 100 in multiples of 10 c) Add a 2-digit number and a single digit number
Step 3	a) Recall addition and subtraction facts for each number to 20 b) Add and subtract 10 to or from 2-digit numbers c) Add and subtract multiples of 10 to or from 2-digit numbers
Step 2	a) Count forwards and backwards in steps of 10 from any number b) Recall number bonds to 10 c) Recall number bonds to 20
Step 1	a) Count to and from 100 b) Count forwards and backwards in steps of 2 from 0 c) Count forwards and backwards in steps of 5 from 0

MATHS- NUMBER AND PLACE VALUE

- **By the end of year 2, a child working at or above the age- related expectations in maths will be able to:**
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use and = signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems.

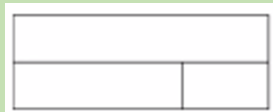
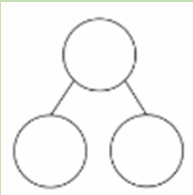
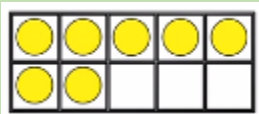
MATHS-ADDITION AND SUBTRACTION

- By the end of year 2, a child working at or above the age- related expectations in maths will be able to:
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - ✓ *a two-digit number and ones*
 - ✓ *a two-digit number and tens*
 - ✓ *two two-digit numbers*
 - ✓ *adding three one-digit numbers*

continued...

MATHS-ADDITION AND SUBTRACTION

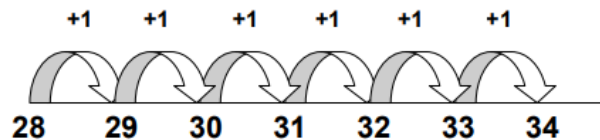
In Year 2, children work out calculations by using empty number lines and partitioning methods. Tens frames, bar models and part-part whole models help the children to visually make connections



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

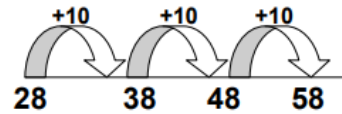
Counting on in ones using an **empty number line**, within 100...

$$28 + 6 = 34$$



...and in tens

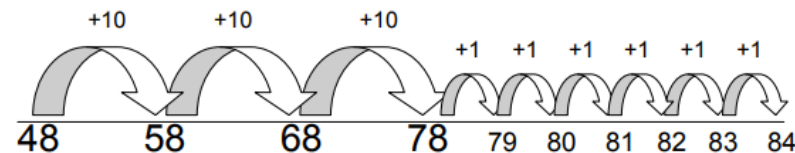
$$28 + 30 = 58$$



Use in conjunction with a **100 square** to show jumps of tens.

$$48 + 36 = 84$$

'Put the biggest number first (48), and then partition the smaller number (36 = 30 + 6) and count on: 48 + 30 + 6.'



Use in conjunction with a **100 square** to show jumps of tens and ones.

Also use the **partitioning method** to add two two-digit numbers:

$$\begin{array}{r} 43 + 25 = 68 \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 40 \quad 3 \quad 20 \quad 5 \end{array}$$

$$\begin{aligned} 40 + 20 &= 60 \\ 3 + 5 &= 8 \\ 60 + 8 &= 68 \end{aligned}$$

'Partition the numbers into tens and ones/units. Add the tens together and then add the ones/units together. Recombine to give the answer.'

Then move on to calculations that **bridge** the tens:

$$48 + 36 = 40 + 8 + 30 + 6$$

$$\begin{aligned} 40 + 30 &= 70 \\ 8 + 6 &= 14 \\ 70 + 14 &= 84 \end{aligned}$$

$$48 + 36 = 84$$

This is an alternative way of recording the partitioning method.

MATHS – HOW TO HELP

- Look at the Maths Rocket on Google Classroom to practice mental maths skills. Keep practicing these skills until your child becomes fluent.
- Log in to Mathletics to engage with the interactive Maths activities and challenges.
- Play board games that have a number focus, such as snakes and ladders, shopping games. Games which encourage children to count, add, take away amounts, find more and less, count on and back.
- Teach your child to tell the time, using an analogue watch.
- Practice number bonds to 10, 20 and 100
- Children to practice their 2's, 5's, and 10 times table
- Practice paying for items in shops using coins- add amounts
- Bake at home and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml), using rulers, scales, thermometers and measuring vessels

AND FINALLY...

- Thank you for taking the time to attend this workshop.
- Please use it as a reference point throughout the year.
- Keyworth's successes are because of the positive relationships the school and our families have with each other; ensuring the best for the children who arrive through the gates each day.



If you have any questions please email the school office who will be able to direct these to your class teacher .