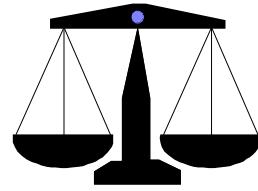


### How heavy?

You will need some kitchen scales that can weigh things in kilograms.



- ◆ Ask your child to find something that weighs close to 1 kilogram.
- ◆ Can he / she find something that weighs exactly 1 kilogram?
- ◆ Find some things that weigh about half a kilogram.

### Out and about

- ◆ During a week, look outside for 'thirties' numbers, such as 34 or 38, on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find?

31 39 36 35 33

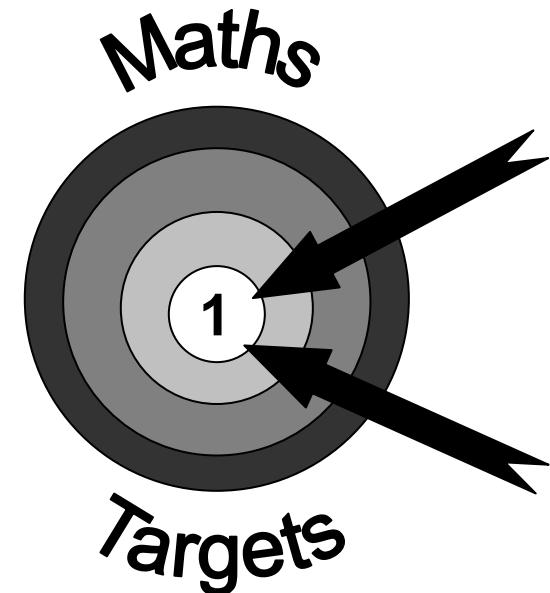
- ◆ Next week, look for 'fifties' numbers, or 'sixties'...

### How much?

- ◆ Once a week, tip out the small change from a purse. Count it up with your child.



# Targets for pupils in Year 2



**A booklet for parents**

Help your child with mathematics

# Targets – Year 2 <sub>1</sub>

By the end of Year 2, most children should be able to...

- Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1  
*I can count objects by putting them into groups. I can partition numbers*
- Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100  
*I can recall number facts for each number up to 10*
- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers  
*I can add and subtract some numbers in my head*
- Use the symbols +, −, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g.  $\square \div 2 = 6$ ,  $30 - \square = 24$ )  
*I know how to write number sentences for multiplication and division as well as addition and subtraction. I can explain what my number sentence means*
- Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties  
*I can look at pictures of 2-D shapes and name them*
- Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour  
*I can estimate how long an activity might take, then check using a timer.*  
*I can tell the time when it is something o'clock or half past the hour*
- Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'  
*I can sort objects and talk about how I sorted them*

## About the targets

These targets show some of the things your child should be able to do by the end of Year 2.

A target may be harder than it seems, e.g. a child who can count up to 100 may still have trouble saying which number comes after 47 or which number comes before 50.

## Fun activities to do at home

### Number facts

You need a 1–6 dice.

- ◆ Take turns. Roll the dice. See how quickly you can say the number to add to the number on the dice to make 10, e.g.



and

6

- ◆ If you are right, you score a point.
- ◆ The first to get 10 points wins.

You can extend this activity by making the two numbers add up to 20, or 50.

\_\_\_\_\_ is working on the targets that are ticked.