

Literacy and Maths Year 2

Mrs Fairnington

Addition

- Fingers
- Number in head and count on
- Add on tens and units
- Numberlines

Addition
using a number line

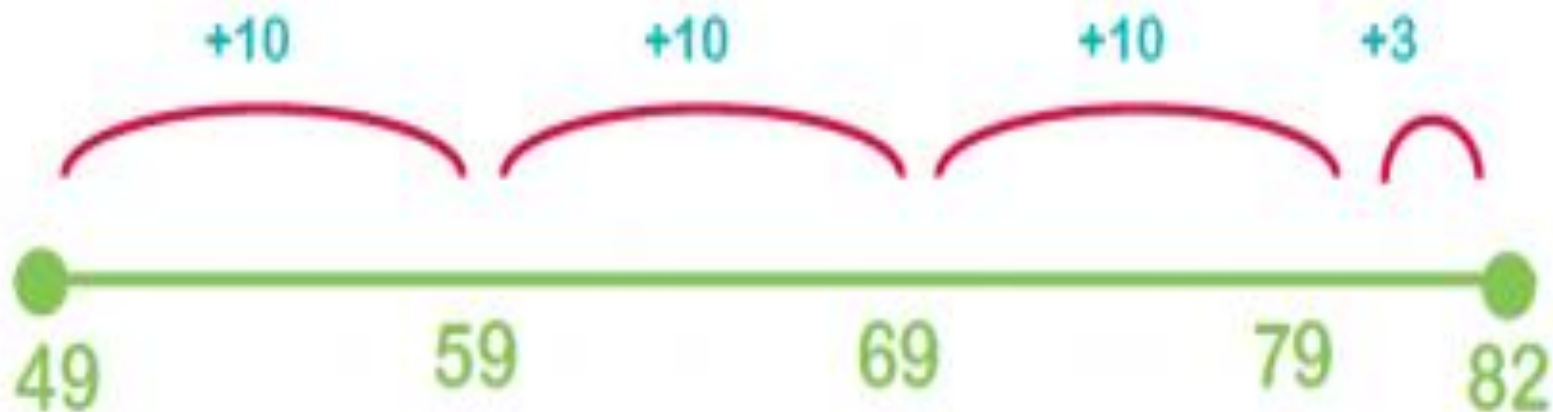
$$25 + 36$$



Subtraction

- Fingers
- Number in head and count back
- Numberlines

$$82 - 49 =$$



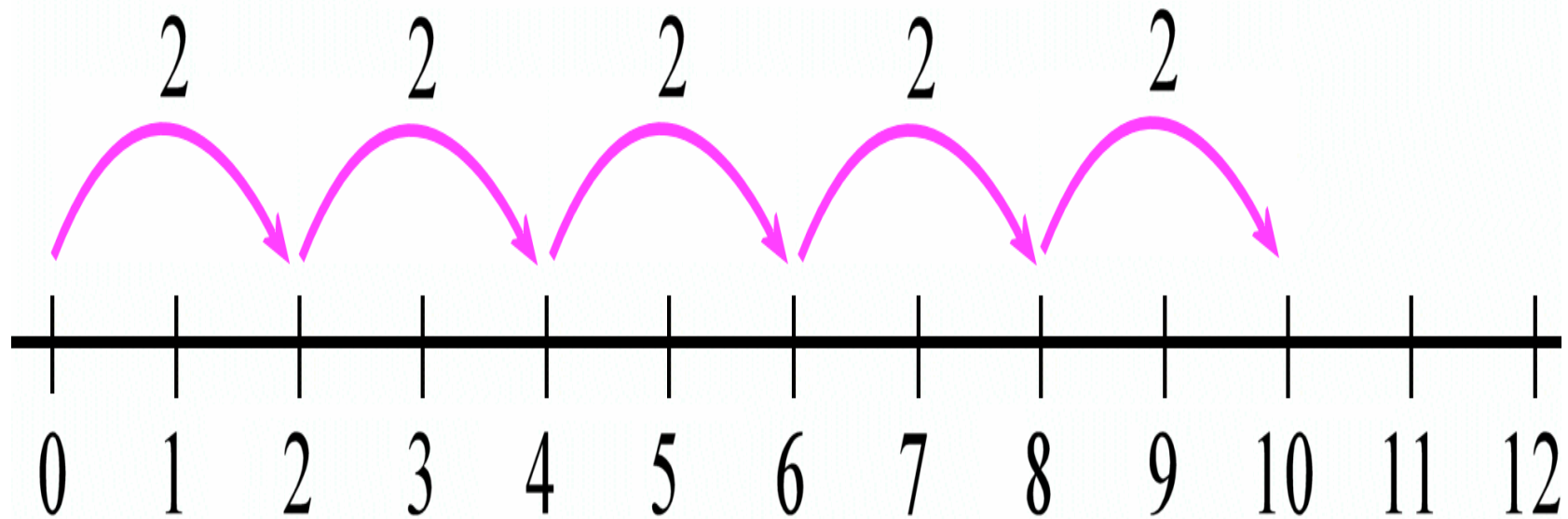
$$10 + 10 + 10 + 3 = 33$$

Multiplication

- Fingers
- Learn their 2,3,5 and 10 times tables
- Arrays



- Circles
- Number lines



$$5 \times 2$$

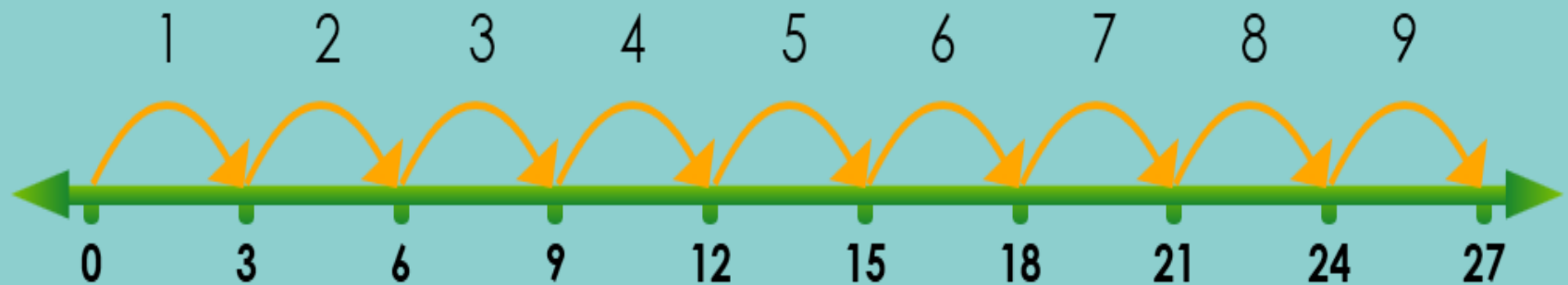
Division

- Learn their 2,3,5 and 10 times tables
- Circles
- Number lines

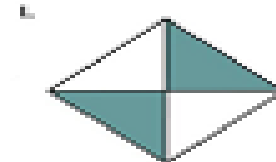
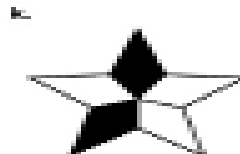
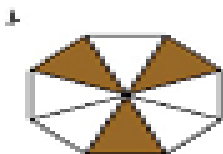
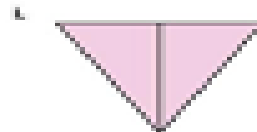
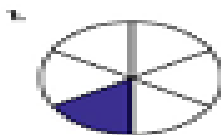
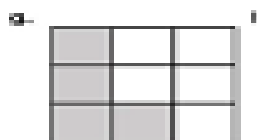
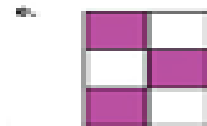
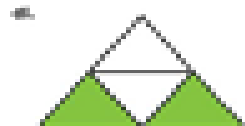
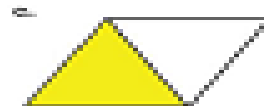
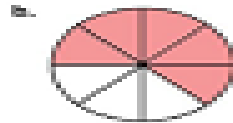
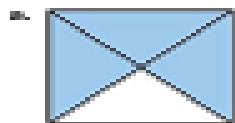
Using a number line to divide

$$27 \div 3 =$$

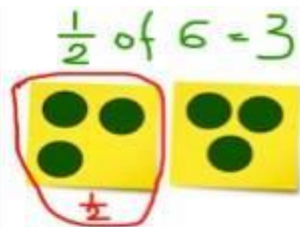
How many 3s in 27?



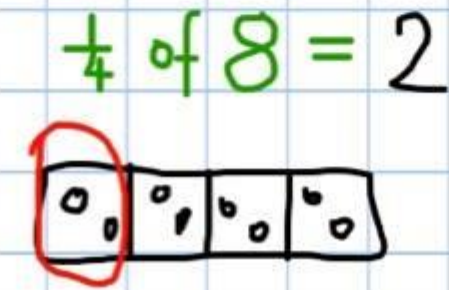
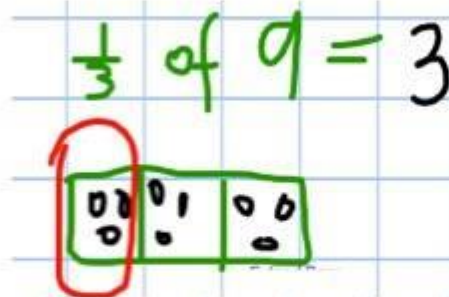
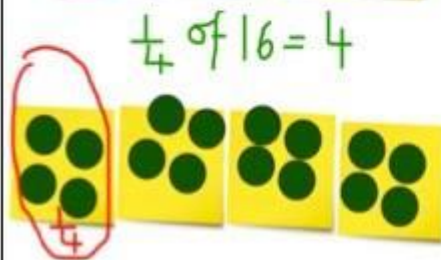
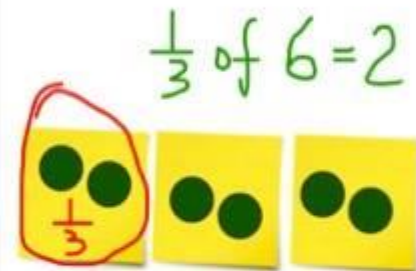
Fractions of shapes



Fractions of numbers



GoodStuff
Primary Resources

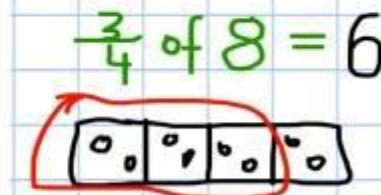


Teach fractions of numbers in
a practical and interactive way!



Post-it notes

Counters



Money

- Use £ and p
- £5 and 40 p not £5.40
- Children need to be able to count up in pence and pounds. They need to be able to cross the £.

Spellings

- Add on –ness, -ly, -ing etc
- Need to know when they have to change the **root** word
- Need to know how to spell the common exception words
- In spelling homework they need to write a sentence as well as learning how to spell the word
- Sentences must have a capital letter and a full stop/exclamation mark/ question mark

Year 2

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold

gold
hold
told
every
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass

plant
path
bath
hour
move
prove
improve
sure
sugar
eye
could
should
would
who
whole
any
many

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas
everybody
even

Grammar

- ◉ Verb: doing word
- ◉ Noun: naming word
- ◉ Adjective: describing word (describes the noun)
- ◉ Adverb: describes the verb
- ◉ Conjunction: same as a connective (and, but, because, so etc)

Writing

- Capital letters, finger spaces, full stops
- Varied punctuation: exclamation mark, question mark, comma, apostrophe, speech marks)
- Use lots of adjectives and adverbs
- Don't correct all spelling mistakes, concentrate on our non-negotiable words (said, there, was, saw, because, they, once, like, have, your)
- Encourage them to use their imagination