

We begin to explain half of an object by showing what a pizza looks like cut into half and then into quarters. Children need to know that the top number (numerator) is 1 part of the total 2 or 4 total parts (denominator)

Activity 2

Children can make themselves (the family) a sandwich and practise cutting the sandwich first into half and then into quarters. Is there more than 1 way to cut the sandwiches? What shapes are made from cutting the sandwiches. This activity could be done with other food - pizza, biscuits, etc.

Remind children that the 2 or 4 parts need to be equal.

Our next maths topic would be fractions. In Year 2 children need to start by knowing how to find $\frac{1}{2}$ and $\frac{1}{4}$ of an object and a quantity. We teach half of a quantity by sharing equally between 2 and a quarter of a quantity by sharing between 4.

Activity 1

Children can share different quantities of sweets, teddies or grapes between 2 people. Which numbers can be shared equally? Can the children find a pattern with the numbers that can be shared and those that can't? Can children share the same objects between 4?

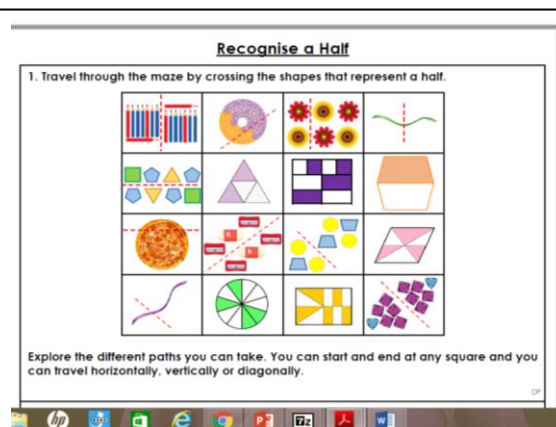
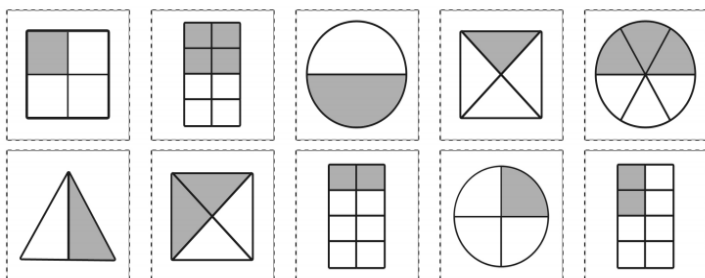
Mathematics Activities

Date: 20/4/20

Year 2

Activity 3

Which of these shapes is a $\frac{1}{2}$ and which shape is $\frac{1}{4}$? Can you sort them?



Which of these shapes represent a half?
Is there more than 1 route?

Regularly

Throughout the year in Year 2 we continually practise the following things. It would be helpful if you could do the same. The children have all been exposed to the activities below and so nothing should be a surprise – just practise.

- Number bonds to 10 and 20. These should be fluent and children should be able to recall them instantly. E.g. $0+10=10$, $1+9=10$, $2+8=10$ etc
- Counting in 2s, 3s, 5s and 10s to 100.
- Practise reading and writing numbers in numerals and words. Focusing on the tricky numbers like 'eight' and numbers that don't follow a regular pattern like 'four and forty'
- Understand which numbers are bigger and which are smaller and understand why – there is a larger number tens.
- To tell the time to o'clock, half past and $\frac{1}{4}$ past/ $\frac{1}{4}$ to the hour.