

# Chiddingly School



## Maths Is Fun!

## Home Learning

## Activity Pack

## Year 2

Please **enjoy** these games with your child on a regular basis. Talk with them about what you have both learnt, or about strategies that you notice them using.

Please initial and date each time you play. After you have played any of the games on 5 different days, show the book to the class teacher and your child will receive a sticker. Do the same after playing it 10 times to receive a certificate.

Please remember that the stickers and certificates are not the main thing (*though don't discourage your child from working towards them!*). The real reward for your child will be spending time with you doing something worthwhile and enjoyable, and of course your child (and maybe you!) will make invaluable progress in their mathematics.

Finally, please don't panic about the games.



## 1: Roll Two Dice.

Take it in turns to roll two dice.

You score a point for correctly saying two number sentences combining the top numbers (e.g. “Four add one equals five, and four take away one equals three.”)

Why not score a bonus point if you can work out other ways to say the same sentence?

For example, instead of using the word ‘add’ they could use ‘plus’ or ‘and’.

Instead of using ‘*take away*’ they could try using ‘*minus*’ or maybe even “*The difference between four and one is three.*”

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 2. Bonds Snap!



Just as in year 1, find a pack of cards and remove all the picture cards (the jack, queen and king of every suit and the jokers) to leave 40 cards.

Starting with 20 cards each, take it in turns to turn over and deal a card. If both top cards add up to ten, shout 'SNAP'! The first person to shout it correctly wins all the cards on the table. The winner is the first person to collect all the cards. This year, if they are ready, why not play bonds to 9 instead? Or 11?

1 Initials and Date:	2	3	4	5
6	7	8	9	10

### 3. Coin Counter

It is never too soon to introduce children to the world of currency, and they usually need no encouragement. When learning to count money, young children often assume that three coins must equal 3 pence, so be careful that you are clear when you are playing this game.



Put a pile of coins on the table and ask your child to guess how much money there is, then to work it out. Obviously, the amount of coins you use will depend on your own child but it is best to start with a small amount and build up.

Also, put a pile of coins on the table and ask your child to pick up exactly 12p (or 20p or £1 etc.). Talk to them about different ways to make the chosen total.

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 4. Dominos



If you don't know the rules, it is easy to find out! This is a good game for quick recognition of numbers (called '*subitising*') without counting. Cheap sets of 28 dominoes are readily available from discount shops.

In essence, the idea is to make a chain of your dominoes, but where dominoes touch, the two touching numbers must match.

Fuller sets of rules and some interesting variations can be found by searching the internet for 'how to play dominoes'.

See items 9 and 10 for further mathematical domino activities.

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 5. 3-D Shape Hunt

Have a walk around your home with your child, and if you have one, a digital camera. Try to take pictures of a range of different 3-D shapes. To start with, just work together to find lots of different ones. See which ones your child can name. Can they spot and name a cube, a cuboid, a cylinder and a sphere?

Once they understand these shapes, get them to take pictures of as many of each as possible.



Optional extra: why not help your child to upload and perhaps print out a page with pictures of lots of spheres from around the home? Or prisms?

Of course, this does not have to be done in the home – it could be done in the local area or nearby town.

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 6. Count On

### SIZE OF JUMP      STARTING NUMBER

20	4
30	5
40	6
50	7
5	10

This is an easy game for two players which needs no equipment at all. The idea is similar to the game they make in year 1. One of you chooses a number from the first column (the size of jump), and the other chooses a number from the second (the starting number). Note that now there are different jumps to help your child make progress.

Taking it in turns, you must say the next number in sequence.

So, if you chose to start with jumps of 20, and your child chooses to start at 6, the conversation would go (hopefully):

You: “6”

Child: “26”

You: “46”

Child: “66” etc.

Stop when you get up to 100, or whenever you feel that your child is struggling, and swap roles. Repeat this until you have got to 100 at least 5 times.

1 Initials and Date:	2	3	4	5
6	7	8	9	10



## 7. Count Back

SIZE OF JUMP	STARTING NUMBER
20	100
30	80
40	300
50	200
5	240

Once children have mastered the 'Count On' game, it is important that they also learn to count back as well.

So, this game should not be attempted before your child is familiar with 'Count On', but it does provide a useful extension activity. It is exactly the same, but this time keep counting until you get to zero.

1 Initials and Date:	2	3	4	5
6	7	8	9	10



## 8. Clock Watch

Once your child is confident with hours you can introduce the idea of half past, and if they are ready, move onto quarter past and quarter to.

Using a clock face (either real, toy, or drawn), ask your child to say what time it is, but makes sure that it is one of the above examples. Then give them a time and ask them to set or draw the hands.

You can make a simple clock face by drawing round a circle, adding the numerals 1-12, and using two lolly sticks as the hands.

Check with the teacher which level your child should be doing for this game – they will be able to advise you accordingly.

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 9. Domino Sums

Another domino game, but this time against the clock. Take a full set of dominos and 13 post-it notes, numbered from 0 to 12.

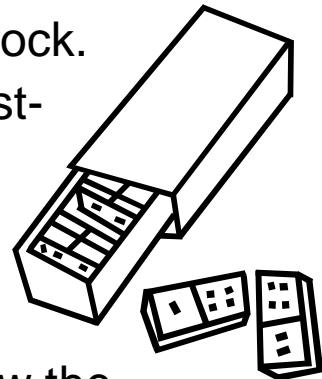
Line the post-its up on the table in a long line in 0,1,2...11,12 order. Now mix the dominos up face down. Start the clock. Your child has to take it in turn to pick up a domino, for example the 3 4 domino, and say out loud “3 add 4 equals 7”, placing the domino beneath the post-it with ‘7’ on. Repeat until every domino is in one of the piles. Stop. Blanks are worth zero.

At the end, for a nice surprise the first time and a check for every time after that, count the number of dominos in each pile. What is the interesting pattern? the clock, and make a record of the time – you can try to beat it the next time you play. As your child does this activity, listen carefully to check they are not making any errors

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 10. Domino Differences

The final domino game, also against the clock.  
The good news is that you only need 7 post-its this time (numbered zero to six).



As with ‘Domino Sums’, line the post-its up on the table in order and mix the dominos up face down. Start the clock. Now the game proceeds exactly as the previous one, except this time the child must subtract the smaller number from the larger.

Thus for the domino on the right, they would say “4 take away 3 is 1” and place the domino beneath the ‘1’ post-it.

Remember to remind them that blanks are worth zero in this game.

At the end, for a nice surprise the first time and a check for every time after that, count the number of dominos in each pile. What is the interesting pattern?

1 Initials and Date:	2	3	4	5
6	7	8	9	10