



Maths Meeting in: Year 2

Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics and develop fluency in recall of key knowledge. To be most effective, it is recommended that Maths Meetings occur daily for 10 – 15 minutes. A Maths Meeting should cover several curricular areas, broken down into short segments; each segment should take approximately 2 – 3 minutes.

Maths Meetings should:

- Give pupils repeated practice of basic skills and concepts (fluency, consolidation, mastery of what has been taught)
- Provide opportunities to develop number sense, for example, exploring conservation of number, cardinality, subitising, using known facts, near doubles, commutativity, inverse etc.
- Be an exciting whole-class ritual around the Meeting Board or IWB
- Establish a routine for mathematical thinking in the day, building classroom culture, and making connections with mathematics in everyday life.

Maths Meetings expectations:

- Everyone in the class must be ready to respond
- Everyone in the class must look at and listen to the teacher, or pupil if Maths Meeting is pupil led.
- Teacher only accepts appropriate responses, including technical vocabulary and full sentences when appropriate.

Teachers should plan their own Maths Meetings depending on the needs of pupils, focusing on key knowledge to consolidate. Teachers should prioritise key learning areas for their class and also incorporate current learning in the Maths Meetings where necessary. Assessments will also inform the content of the Maths Meetings.



Important concepts for Year 2 Maths Meetings

The topics below must be included each term for both fluency and because some key learning will not be revisited until a later term and requires ongoing consolidation. Teachers should also consult the more detailed guidelines in this document for suggested activities and other areas to include.

Throughout Year 2 **money, time, fractions, graphs, 2-D and 3-D shape** should be regularly incorporated into Maths Meetings.

Term	Detail
Autumn	<p><u>Number:</u></p> <ul style="list-style-type: none"> Count on and back in 2s, 3s, 5s and 10 from any number within 100 along a number line (vertical and horizontal) Recognise the place value of each digit in a 2-digit number (tens, ones) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract tens and ones to 1 and 2-digit numbers within 100 (no regrouping) <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> Use vocabulary related to shape accurately including the number of sides, edges, vertices and faces on 2-D and 3-D shapes Describe position, direction and movement, including whole and half turns (clockwise and anti-clockwise) <p><u>Measures:</u></p> <ul style="list-style-type: none"> Introduce cm as a standard unit for length (and continue to use m) Compare the length of objects using cm and m <p><u>Time:</u></p> <ul style="list-style-type: none"> Tell the time to the hour and half past <p><u>Money:</u></p> <ul style="list-style-type: none"> Coin recognition of all coins and notes (£5, £10, £20) Use £ and p symbols <p><u>Data:</u></p> <ul style="list-style-type: none"> Interpret tables and scaled pictograms, block diagrams and simple graphs
Spring	<p><u>Number:</u></p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract tens and ones to 1 and 2-digit numbers within 100 (with regrouping) Find unit and non-unit fractions (halves, thirds and quarters) of quantity and recognise that one half is equal to two quarters Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D and 3-D shapes including number of sides and line symmetry (2-D) and number of edges, vertices and faces (3-D) Describe position, direction and movement, including whole, half, quarter and three-quarter turns (clockwise and anti-clockwise) Copy, continue and make patterns by colour, size and shape Order and arrange combinations of mathematical objects in patterns and sequences <p><u>Time:</u></p> <ul style="list-style-type: none"> Tell the time to the nearest five minutes and quarter past and to the hour Relate the multiplication table of 5 to the divisions on the clock face. <p><u>Money:</u></p> <ul style="list-style-type: none"> Solve simple problems involving the addition and subtraction of money of the same unit, including giving change



Summer

Number:

- Place value of numbers within 1000
- Complete addition or subtraction calculations using a range of strategies and deciding which is the most efficient
- Use the inverse operations to solve missing number problems

Measures:

- Introduce standard units for mass (kg, g) and capacity (ml, L) and use these standard units when comparing and ordering mass and capacity
- Practise reading sequences scaled in steps of 2, 5 and 10 and use known facts to derive reading scales in 20s, 50s and 100s.
- Reading temperature on a thermometer
- Estimate and calculate capacity, length and weight using standard units

Shape and space:

- Identify right angles in relation to shapes and everyday objects and in relation to quarter turns
- Identify 2-D shapes on the surface of 3-D shapes
- Identify and describe the properties of common 2-D shapes including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of common 3-D shapes including the number of edges, vertices and sides

Time:

- Calculating time intervals and durations



Additional concepts and activities for Year 2 Maths Meetings

Detail	
Autumn	<p>Calendar maths</p> <ul style="list-style-type: none">• Days of the week<ul style="list-style-type: none">○ <i>Today is, yesterday was, tomorrow will be</i>○ Days of the Week song (Adams family tune) http://www.youtube.com/watch?v=HtQcnZ2JWsY• Months of the year<ul style="list-style-type: none">○ <i>This month is, last month was, next month will be</i>○ Months of the Year song (found on YouTube) http://www.youtube.com/watch?v=5enDRrWyXaw○ Date and year○ Number patterns of 7 on the calendar○ Ordering the months of the year• Weather<ul style="list-style-type: none">○ Collate and compile weather data using a bar chart <p>Number</p> <ul style="list-style-type: none">• Say cardinal numbers' names in order within 100• Numbers to 100 and patterns of numbers within 100<ul style="list-style-type: none">○ 100 square puzzle – show one part of the hundred square with only 2 or 3 numbers showing. The children must fill in the remaining numbers• Recognise the place value of each digit in a two-digit number (tens, ones) and partitioning numbers in different ways (canonical and non-canonical)<ul style="list-style-type: none">○ Number of the week – count on and back in fives to and from our number; how many tens and ones? etc.○ Guess my number: it is odd, it has 6 in the tens column, it has a digit total of 9, etc. <p>Data handling</p> <ul style="list-style-type: none">• Data handling e.g. travel to school, lunches<ul style="list-style-type: none">○ Use straws to represent how many Maths Meetings have taken place. Show these in the 'ones' column on your place value board <p>Shape and pattern</p> <ul style="list-style-type: none">• Recognise common 3-D shapes, including cuboids, cubes, pyramids and spheres• Copy, continue and make patterns by colour, size and shape<ul style="list-style-type: none">○ Pattern of the day using 3 criteria. Discuss and continue the pattern in your Maths Meeting <p>Measures</p> <ul style="list-style-type: none">○ Which is bigger, longer, heavier? How do you know? How could we check? What units of measurement will we use?○ Create a metre/centimetre; board where pupils bring in items and add them to the relevant board <p>Time</p> <ul style="list-style-type: none">○ Time song: "Ticker, ticker, ticker, tick. What time is it? Aha! Ticker, ticker, ticker, tock. What time is it? Aha! Stop!"



	<ul style="list-style-type: none">○ Sequence familiar stories, e.g. Cinderella, using specific language: first, last, before, after, next○ Sequence the events of the day using language: morning, afternoon and evening
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Detail

Spring & Summer	<p>Calendar maths</p> <ul style="list-style-type: none">● 24 hours in one day <p>Number</p> <ul style="list-style-type: none">● Create equations for a given set of numbers (commutativity and inverse)<ul style="list-style-type: none">○ Teacher writes three or four addition or subtraction equations on the board, ensuring one of them is wrong. The children must work out which one it is within a given time○ Select three numbers that would form an addition or subtraction equation and ask pupils what the equations could be○ $5 + 3 = 8$ therefore $50 + 30 = 80$. What would $56 + 30$ be equal to?● Solve one- and two-step word problems● Read and write numbers up to 1000 in numerals and words● Compare and order numbers up to 1000● Count on and back in hundreds from any number within 1000 <p>Data handling</p> <ul style="list-style-type: none">● Construct and interpret pictograms, tables and simple graphs● Ask and answer simple questions about totally and comparing categorical data<ul style="list-style-type: none">○ Read and interpret TV schedules, bus or train timetables, etc. <p>Shape and pattern</p> <ul style="list-style-type: none">● Copy, continue and make patterns by colour, size and shape<ul style="list-style-type: none">○ Pattern of the day using 3 criteria. Discuss and continue the pattern in your Maths Meeting● Describe position, direction and movement, including whole, half, quarter and three-quarter turns (clockwise and anti-clockwise)<ul style="list-style-type: none">○ Use class photo or Big Pictures to describe positions○ Use a grid and give directions to guide an object from one corner to another using whole, half, quarter and three-quarter turns and mapping out the path taken <p>Measures</p> <ul style="list-style-type: none">● Compare and record lengths/mass using $<$, $>$ and $=$<ul style="list-style-type: none">○ Which is bigger, longer, heavier? How do you know? How could we check? What units of measurement will we use?○ Create a metre/centimetre; board where pupils bring in items and add them to the relevant board <p>Time</p> <ul style="list-style-type: none">○ Time a Maths Meeting and record its duration○ Compare durations of Maths Meetings at the end of every week
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