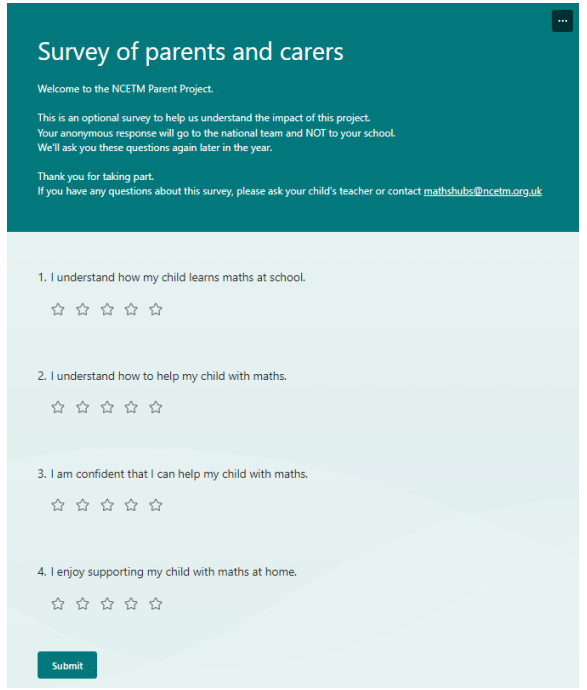
Survey for parents and carers – start of workshop

https://forms.microsoft.com/e/bp53TFNTK0

Survey of parents and carers



This is a short, optional, anonymous national survey to help us understand the impact of this project.
We'll ask these questions again later in the year.
Thank you for taking part.
If you have any questions about this survey, please ask your child's teacher or contact mathshubs@ncetm.org.uk

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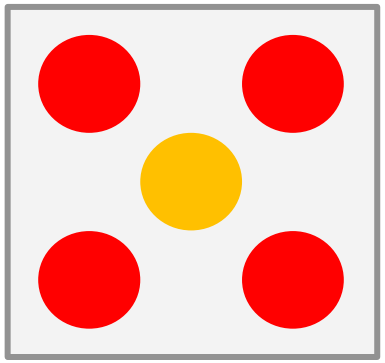
Mastering Number at Home

Year 2



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Aims of the session

- To share with you some of the things your child will be learning in school
- To improve your confidence in helping your child with maths
- To create some games and activities for use at home
- To share with you the home learning activities

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Why work with your child?

The help that parents give their children at home has a very significant impact on their learning.

Development Matters (2023)

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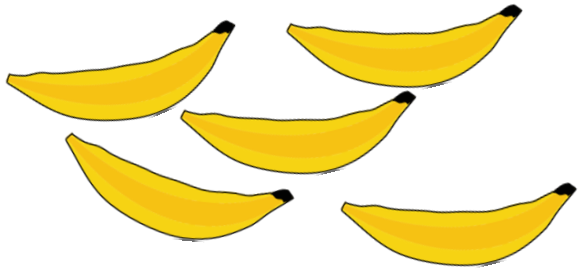
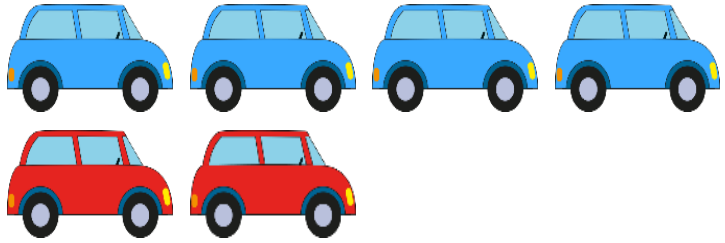
How does Mastering Number help us to teach maths in school?

The Mastering Number Programme in Year 2 will help your child to develop good *number sense*.

Some of the things they are learning include:



Recognising small numbers of objects without having to count them



Know different ways to ‘make’ (compose) a number

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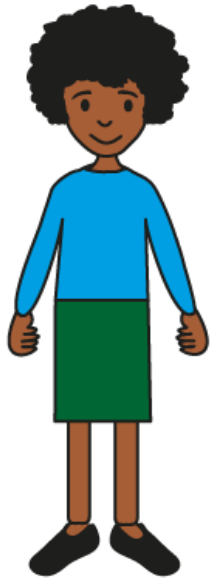
How does knowing how numbers are ‘made’ help children?

I know that 8 is made of 5 and 3 so I will also know...

$5 + 3 = 8$



$50 + 30 = 80$

$500 + 300 = 800$

$8 - 3 = 5$

$80 - 30 = 50$

$0.5 + 0.3 = 0.8$

$0.8 - 0.3 = 0.5$

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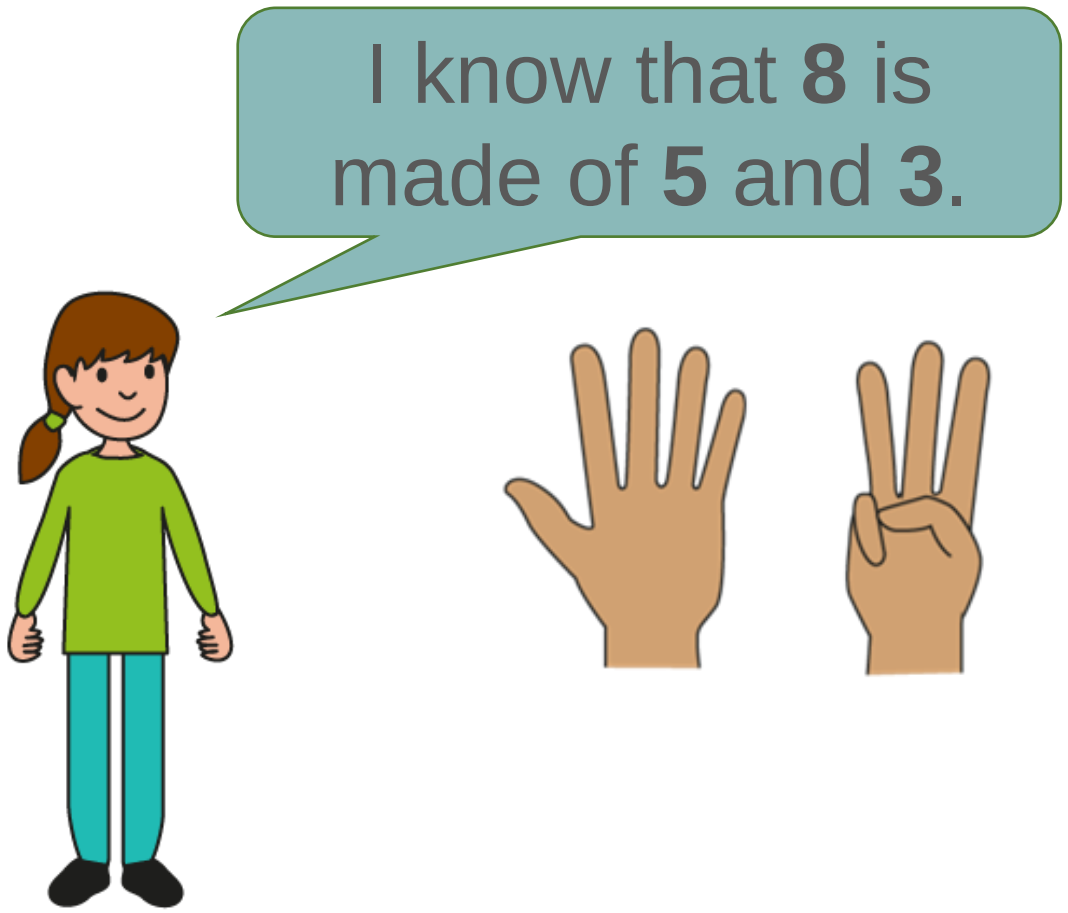
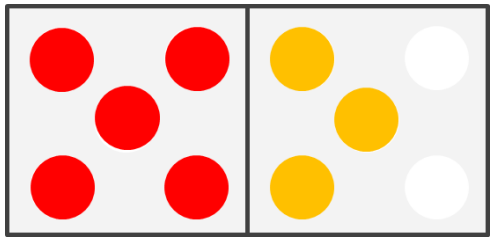
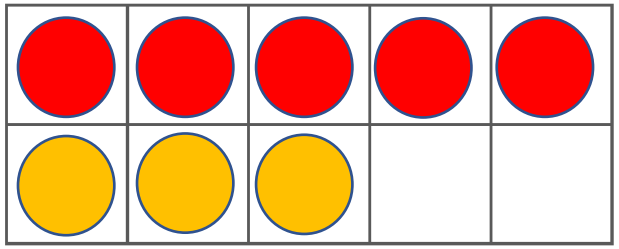
Looking at the numbers 6, 7, 8 and 9

Children will learn that these numbers all have 5 ‘inside them’, as well as seeing all the ways they can be made.







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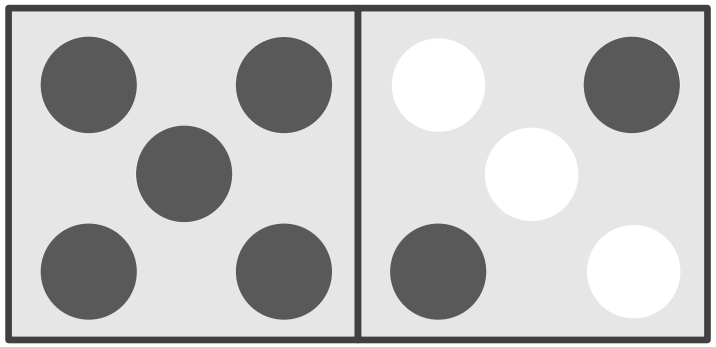
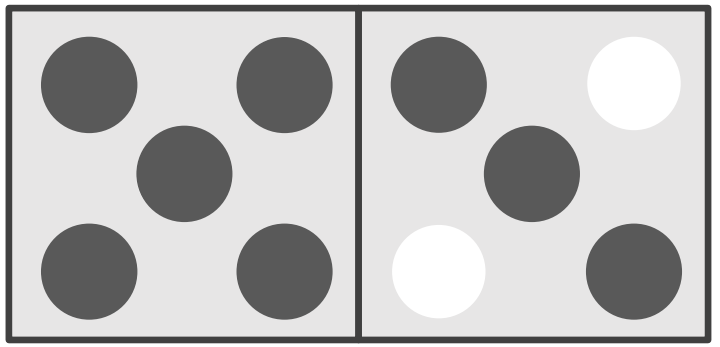
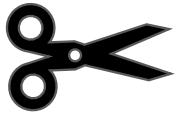
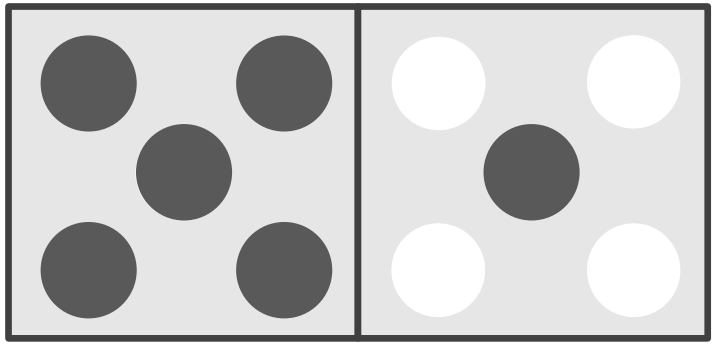
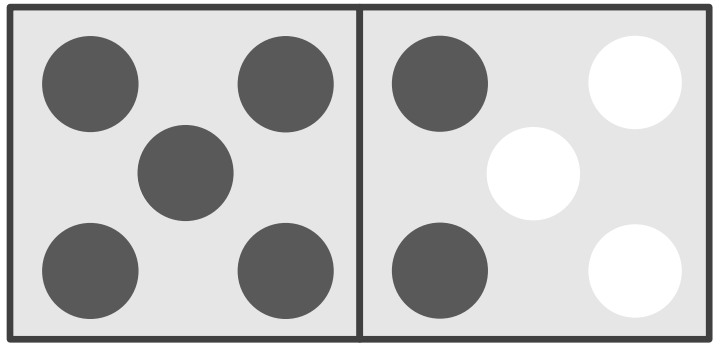
Prepare the matching activity by cutting out the cards











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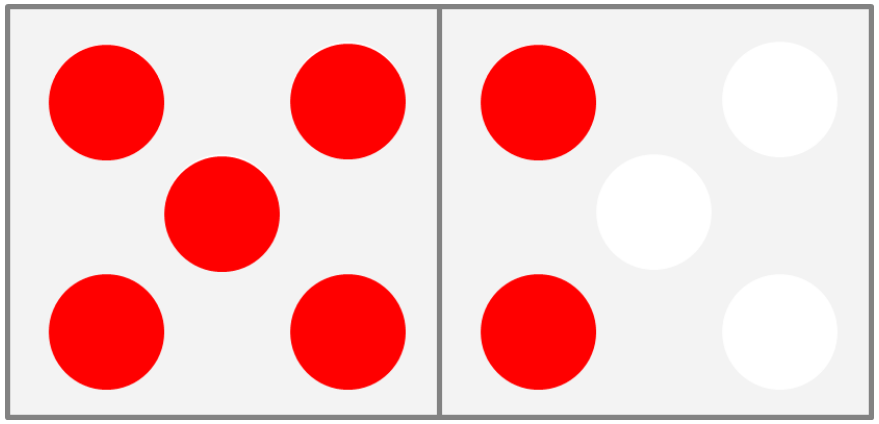
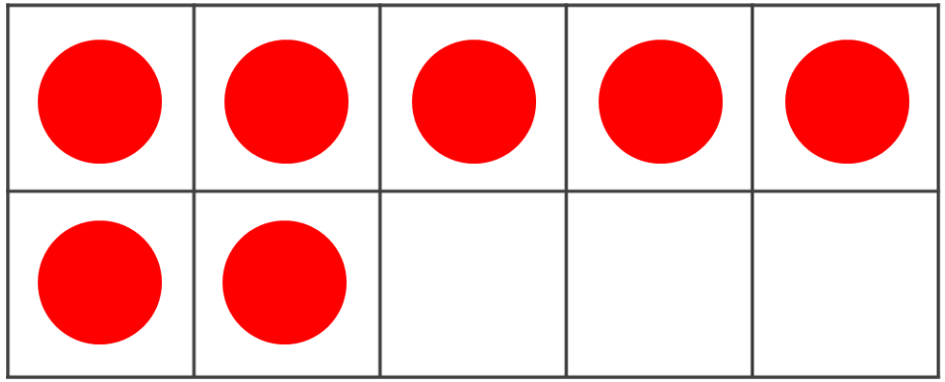
Play ‘Copy my number’

Grown-ups: place 7 counters on the dice frame as shown.
Children: can you make the same number on the 10 frame showing it as ‘5 and a bit’?





_____ is made of 5 and _____.
5 and ____ make _____.

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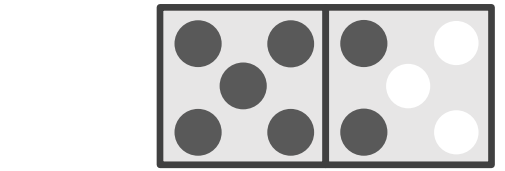
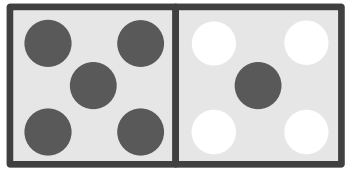
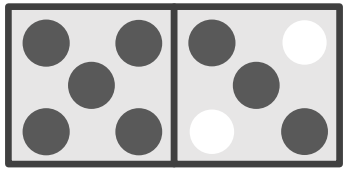
Play ‘Shows 7 / Does not show 7’

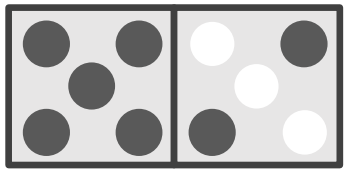
Sort the cards:

Shows 7	Does NOT show 7









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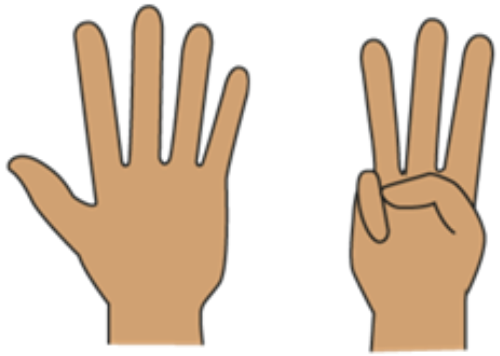
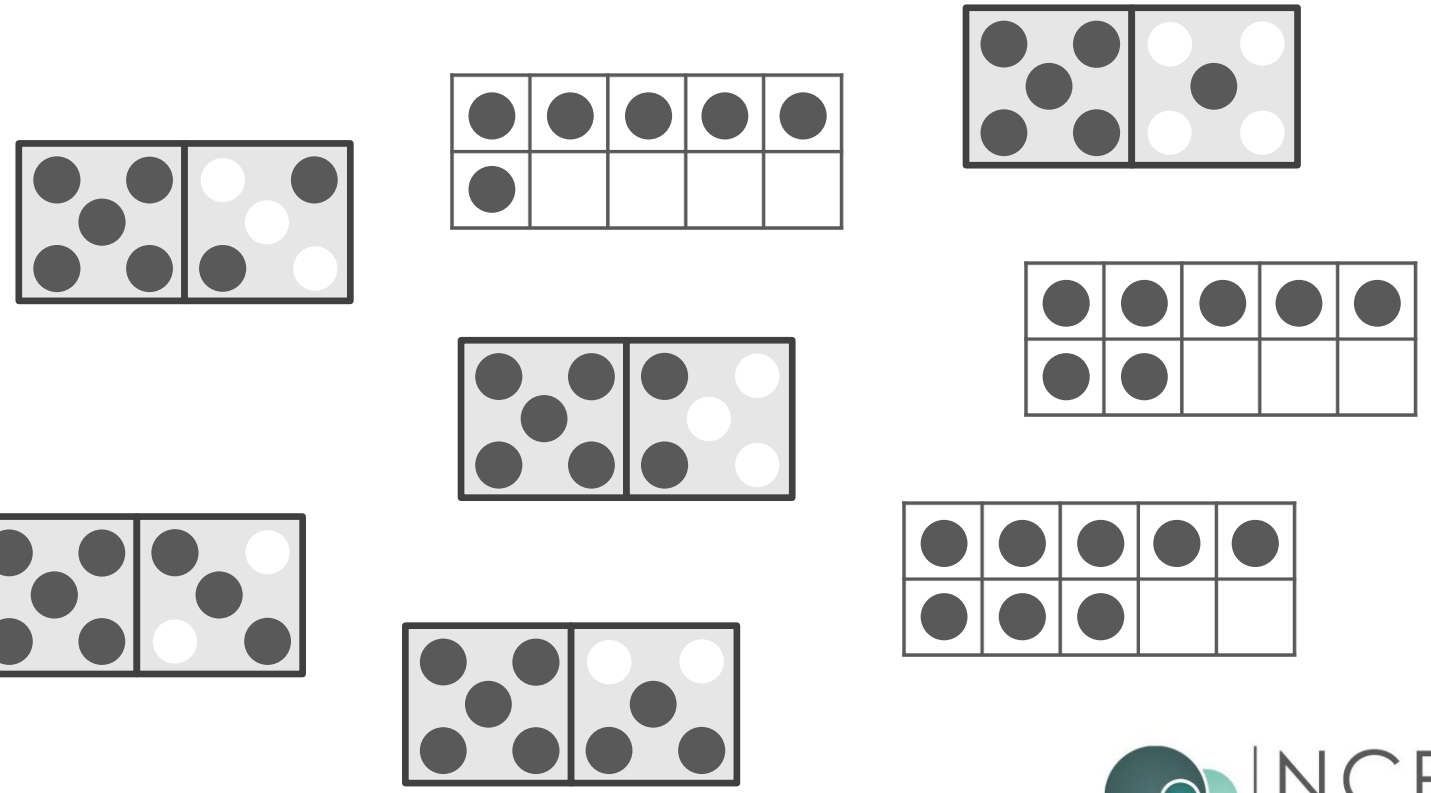
Play ‘Match my fingers’

Grown-ups: use your fingers to show a number between 5 and 9.
Children: can you find four cards that show the same number?





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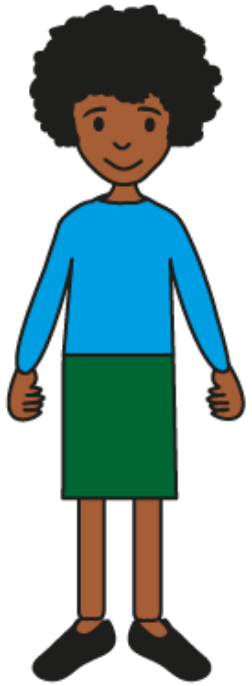
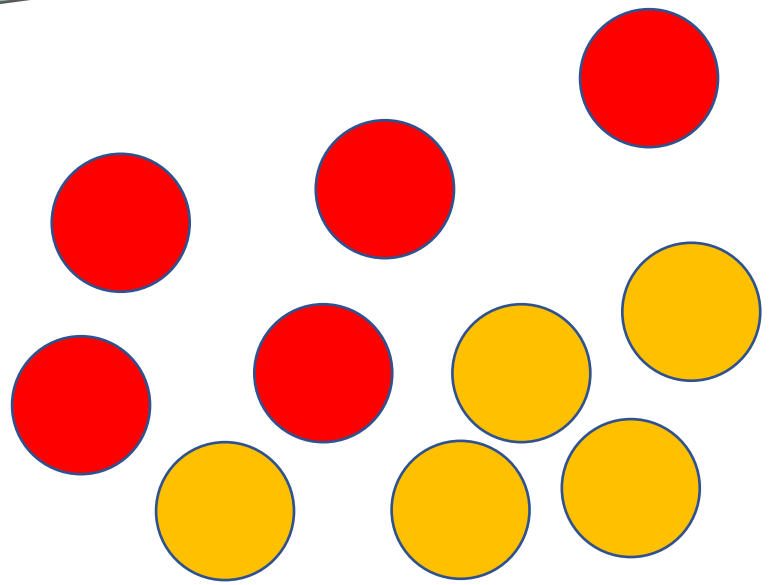
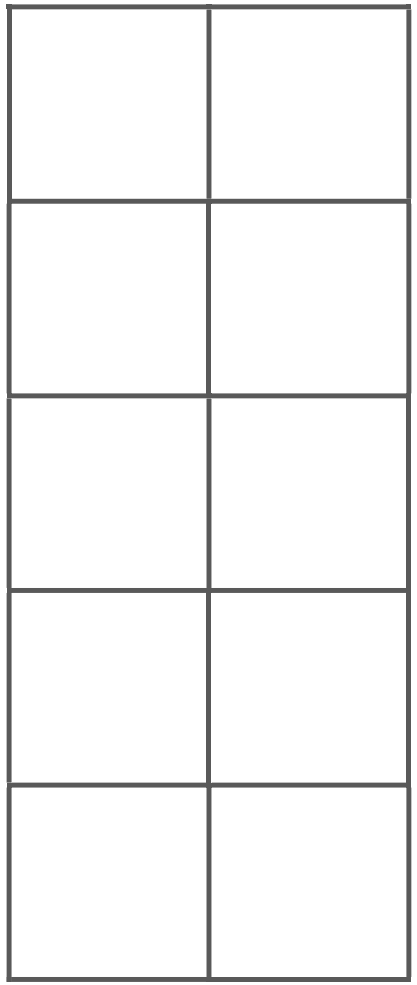
Play ‘Ways to make 10’

You will need your 10 frame and 10 counters.







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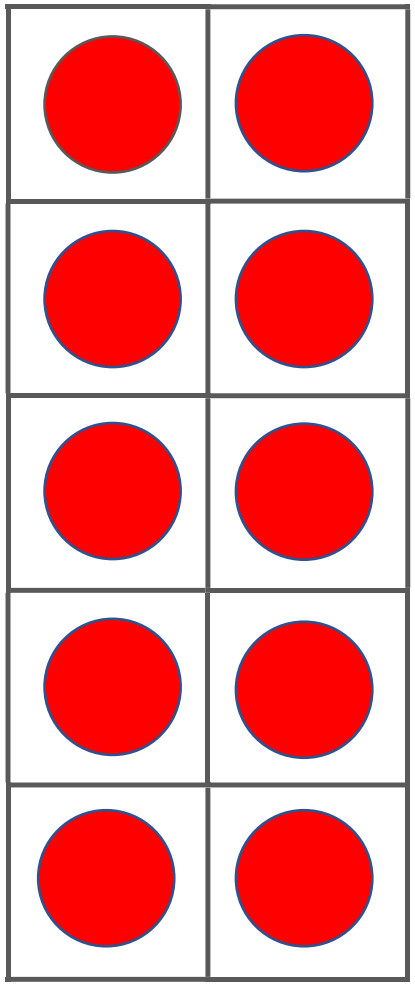
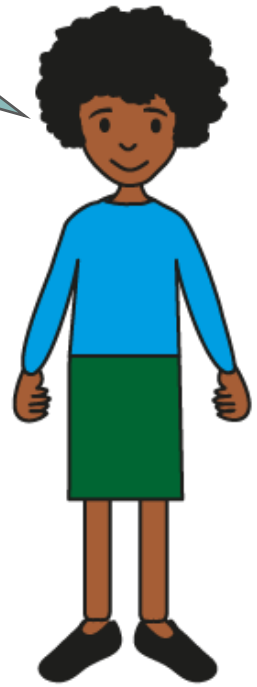


Start at the bottom and place two at a time.



Children: Place the counters on the 10-frame so they are all red.

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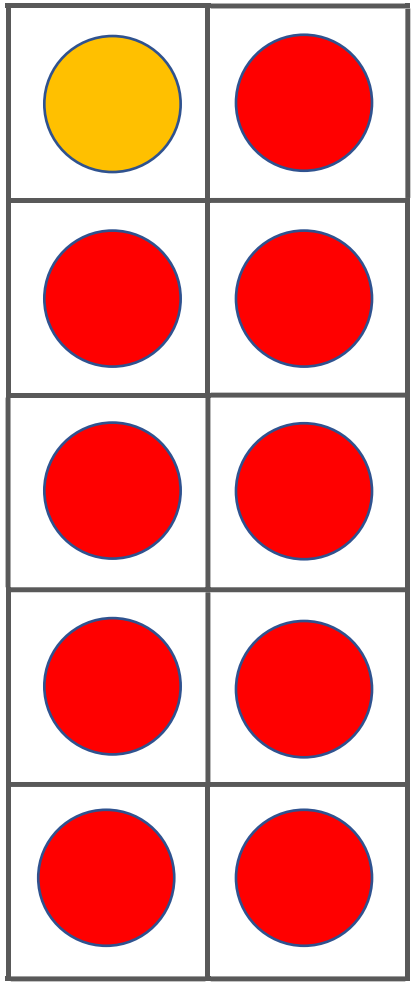
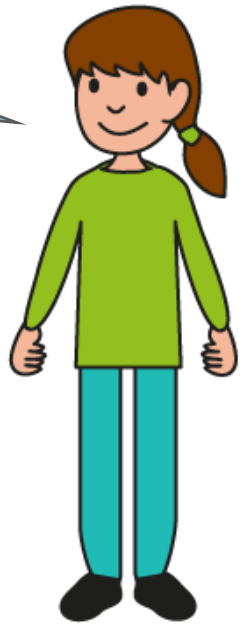
Grown-ups: turn one counter over at a time.



Say the stem sentence together.



10 is made of ____ and ____.
____ and ____ make 10.

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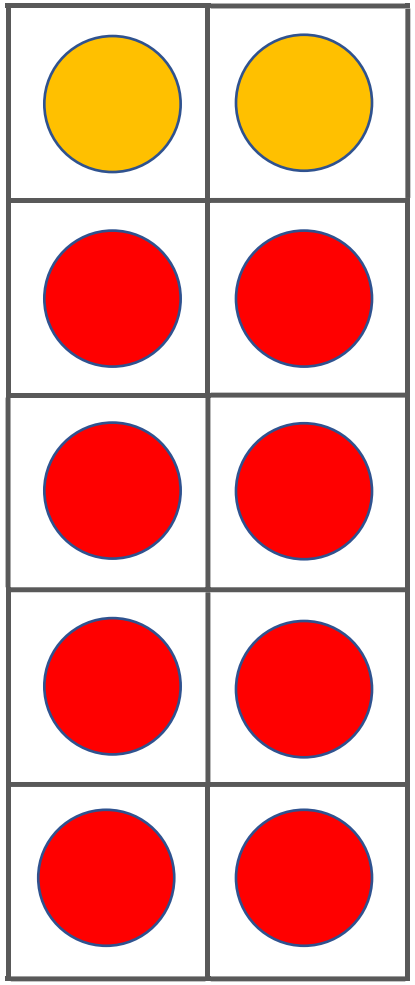
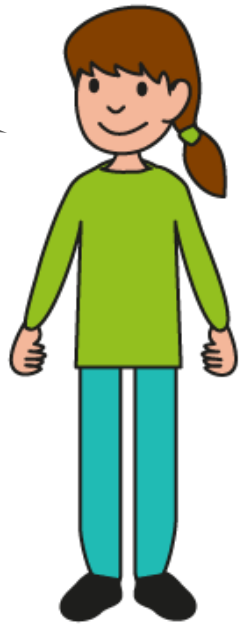


Keep saying the stem sentence together.



10 is made of ____ and ____.
____ and ____ make 10.

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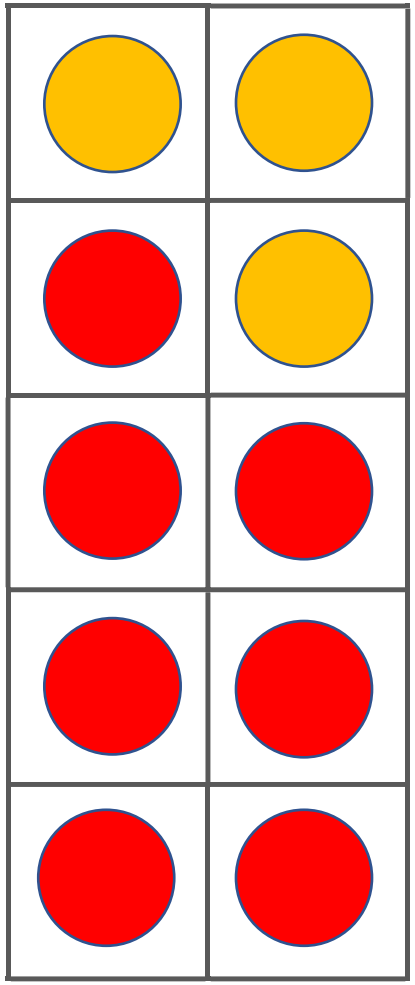
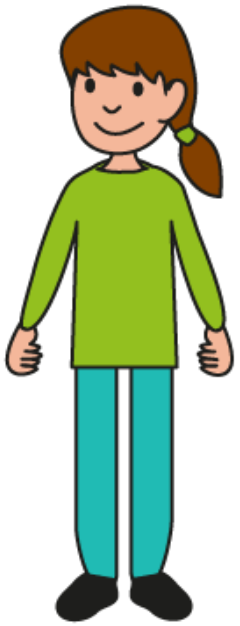


Continue doing this until all the counters are yellow.



10 is made of ____ and ____.
____ and ____ make 10.

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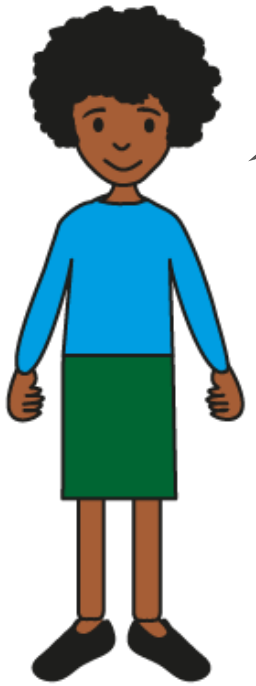
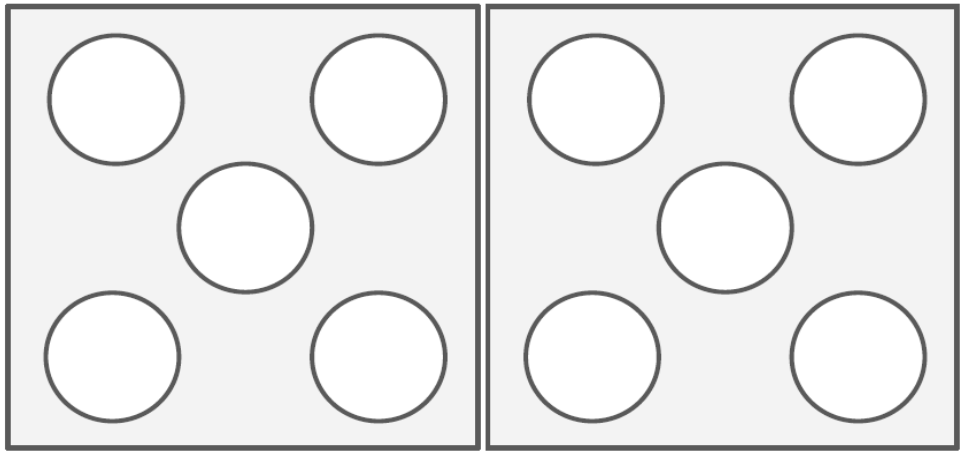
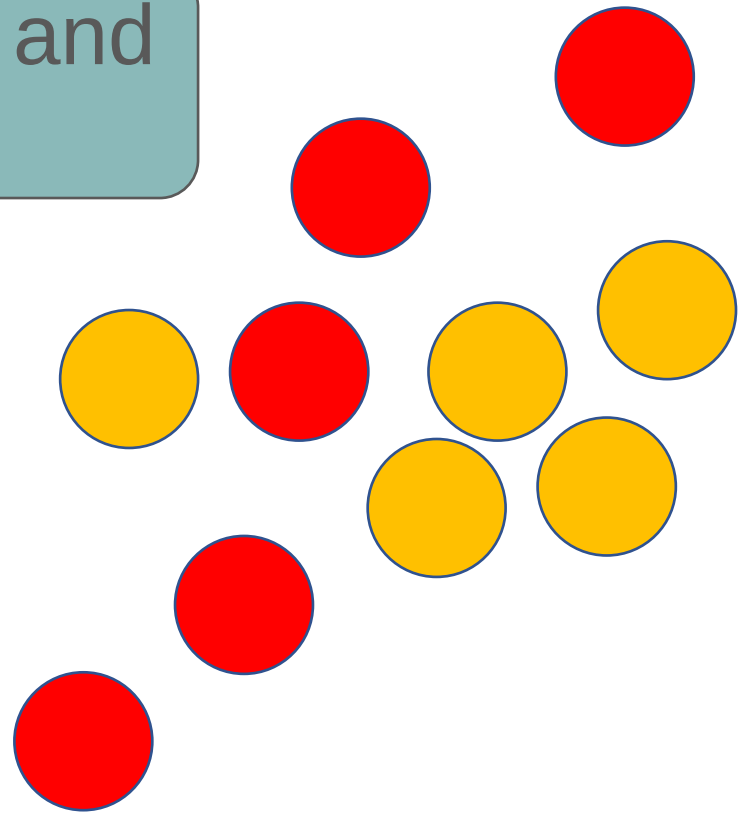
Play ‘How many more to make 10?’

Now you will need your dice frame and 10 counters.







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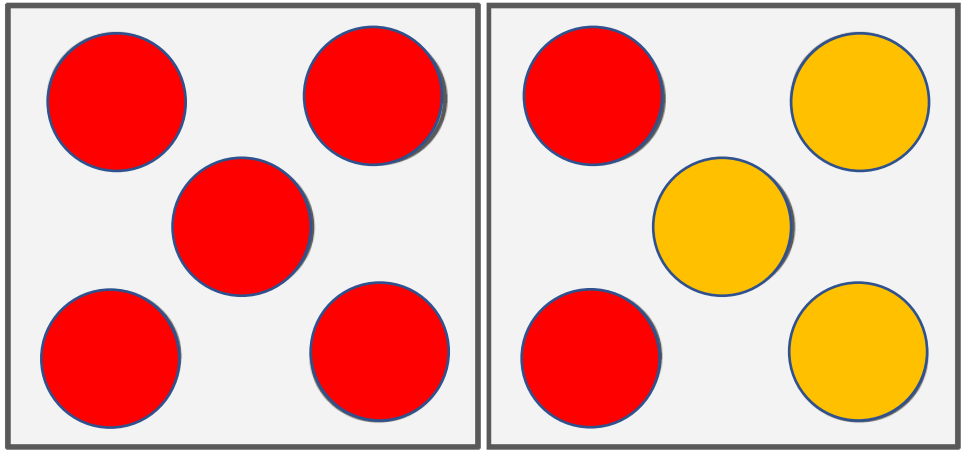
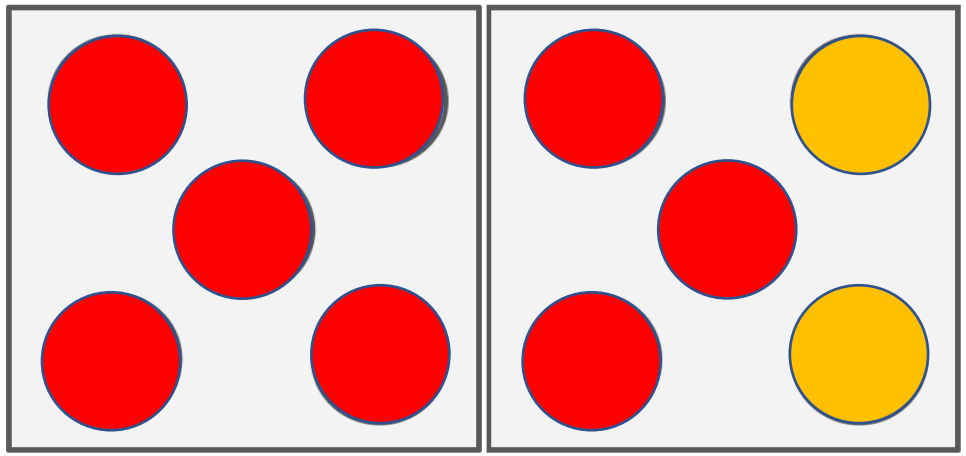
Grown-ups: Place 7 red counters onto the dice frame, using the ‘5 and a bit’ pattern.

Children: Fill the spaces with yellow counters and use the stem sentence.



10 is made of _____ and _____.
_____ and _____ make 10.

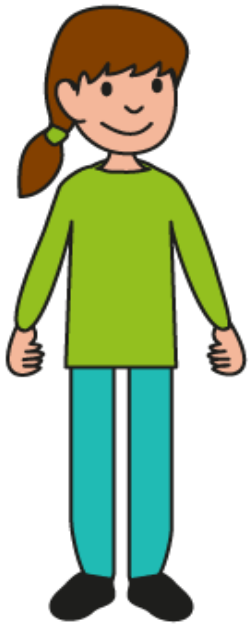
Grown-ups: Repeat using a different ‘5 and a bit’ number (e.g. 6, 8 or 9).

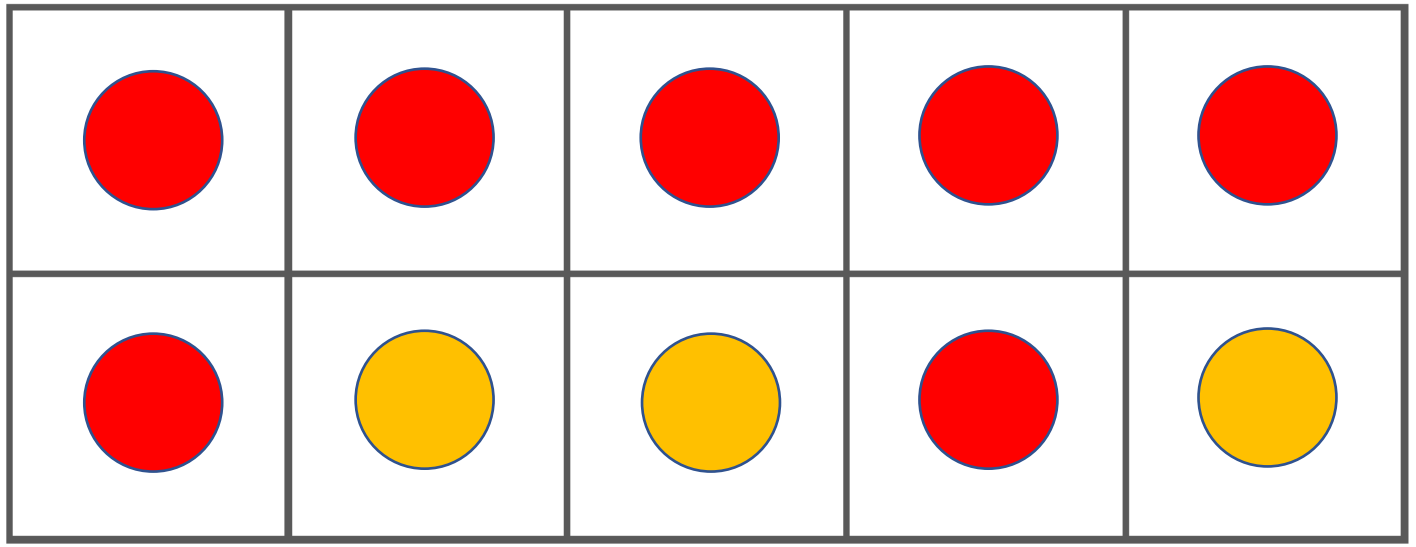


10 is made of _____ and _____.
_____ and _____ make 10.

In Week 3, children will be asked to say how many are needed to make 10 without filling the spaces.

You could play the same game using the 10-frame – this might be more tricky!





10 is made of _____ and _____.
_____ and _____ make 10.

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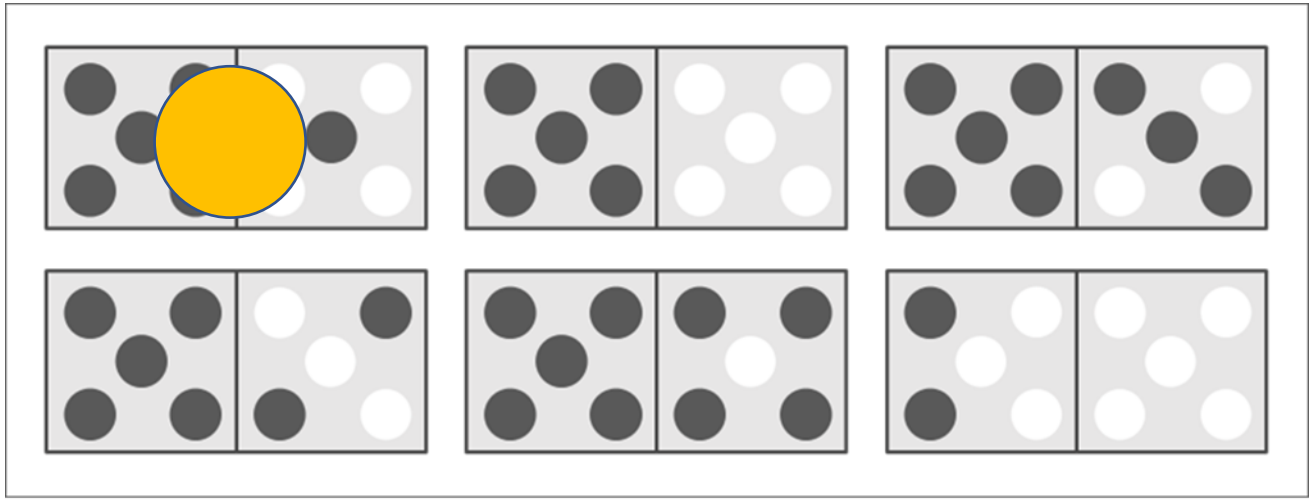
Introducing ‘Make it 10 Bingo’

Player 1: pick a caller card and read it out
Player 2: find the number that makes 10 and cover it with a counter.

What does 4 need to make 10?



_____ needs _____ to make 10.

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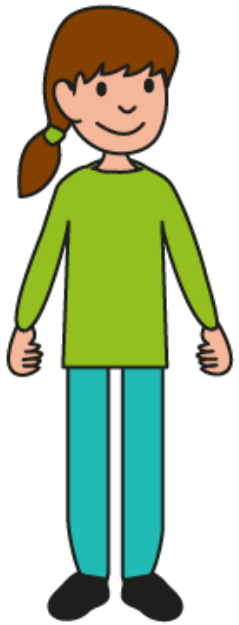
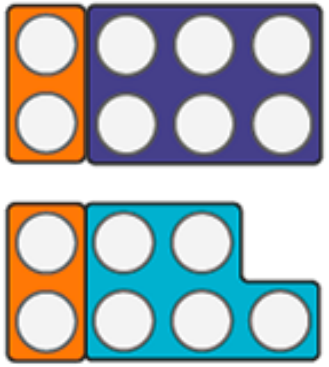
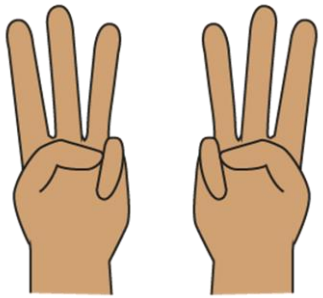
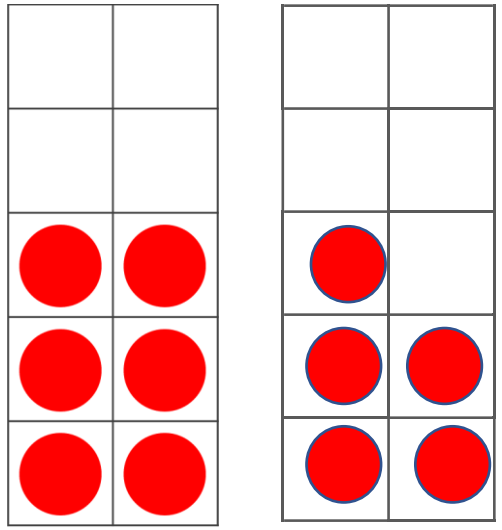
Odd and even numbers ‘inside’ other numbers

Let’s think about the odd and even *parts* of numbers.



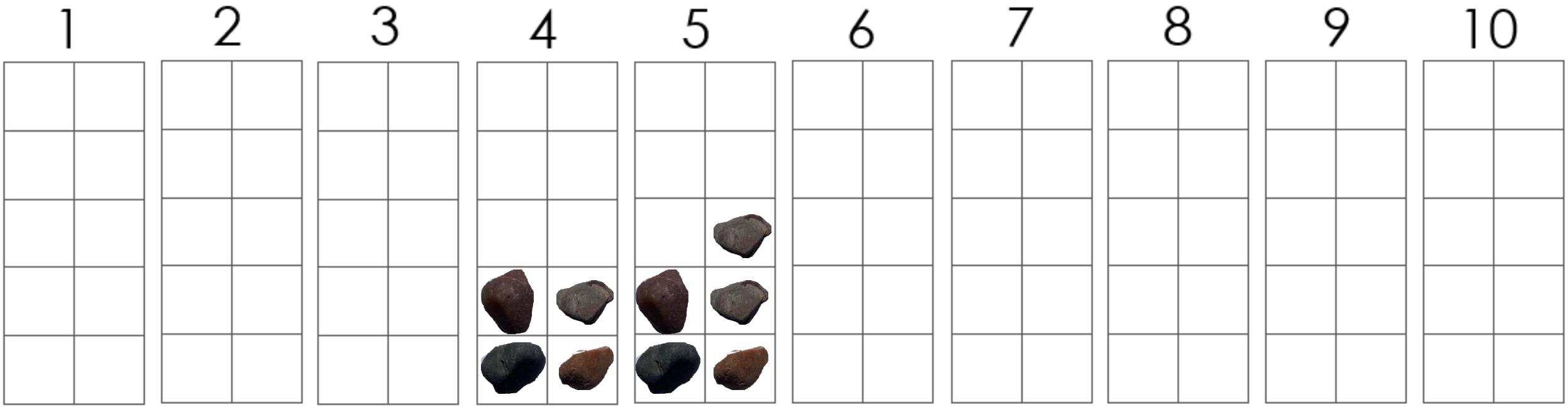




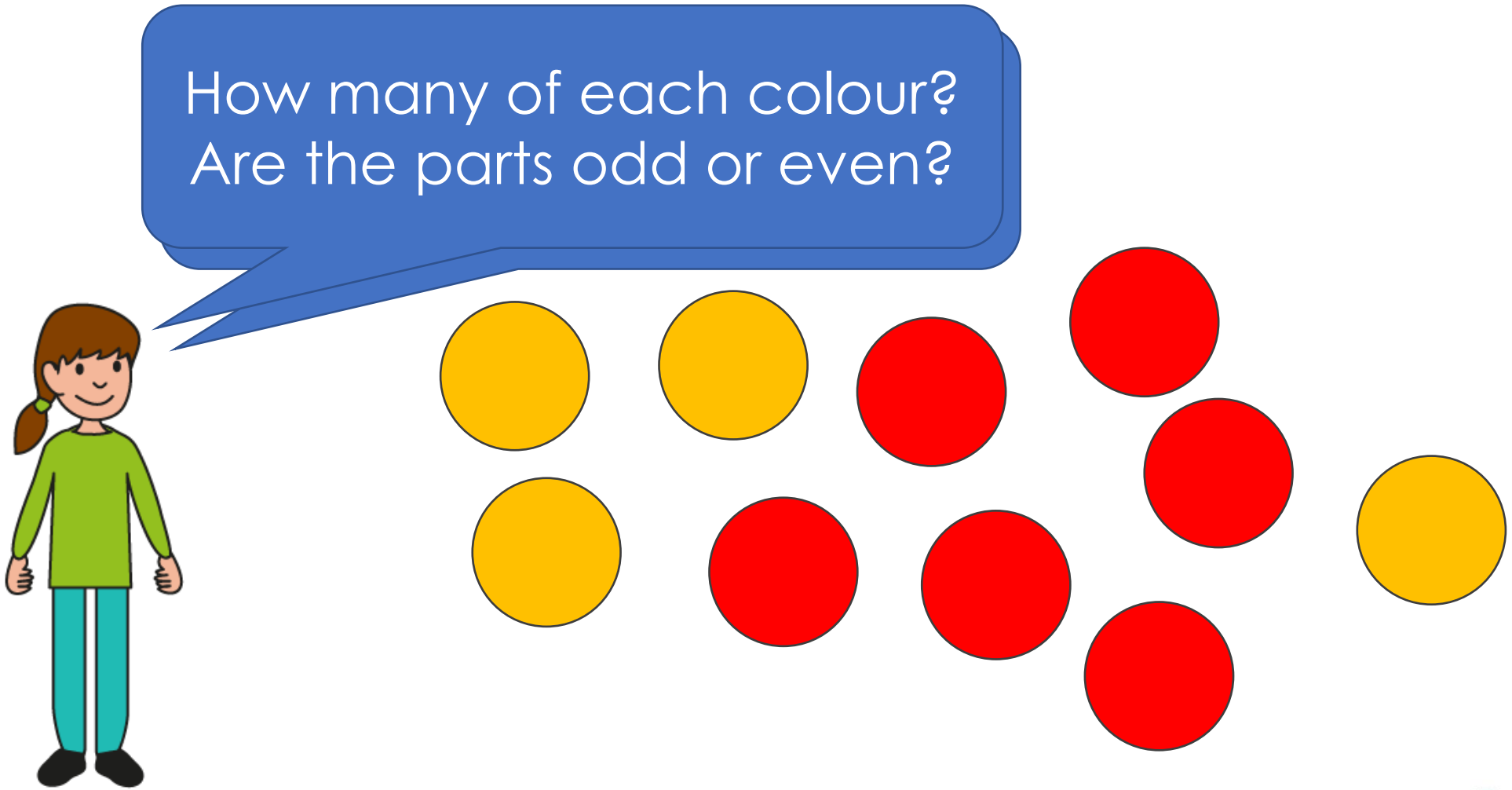


Use your objects to show the numbers on the 10-frames.
Place them in the order shown.

What do you notice about the pattern that is being made by 4 or 5 objects?

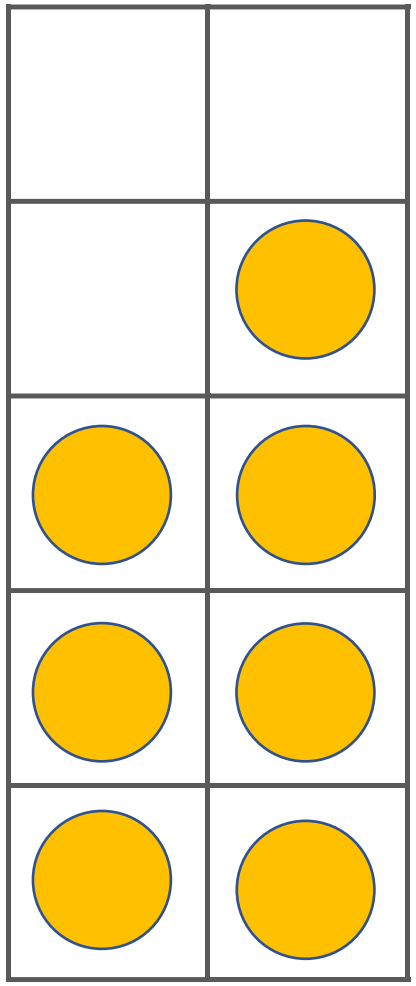


Play ‘Drop 10 counters’

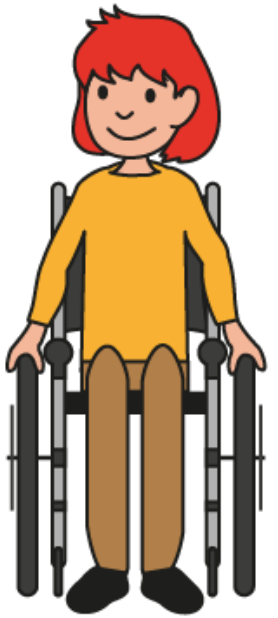


Play ‘Ways of making 7 and 8’

6 + 1
5 + 2
4 + 3
3 + 4
2 + 5
1 + 6



Can you see if 7 can be made of odd or even parts?



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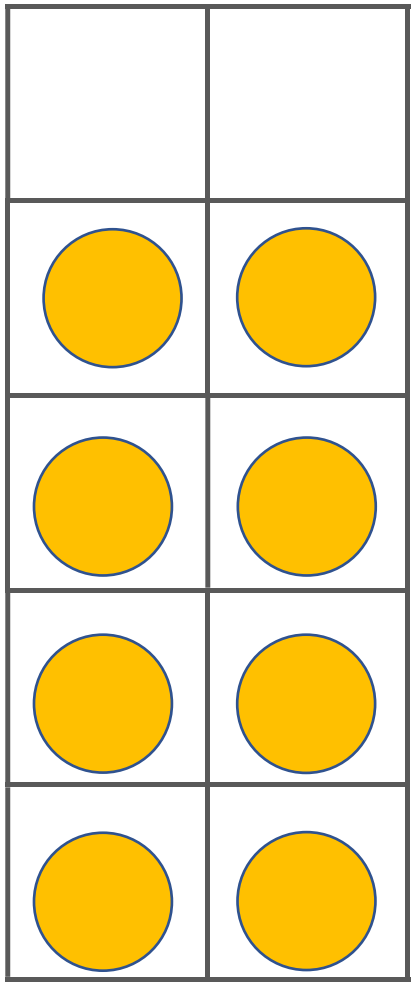
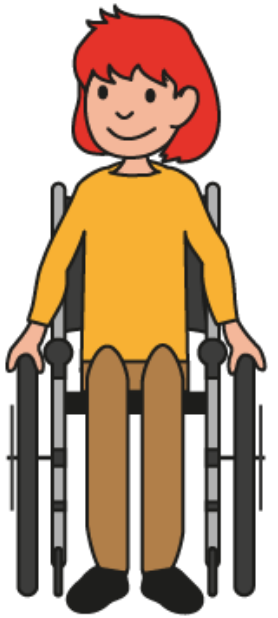
7 + 1



Can you see if 8 can be made of odd or even parts?



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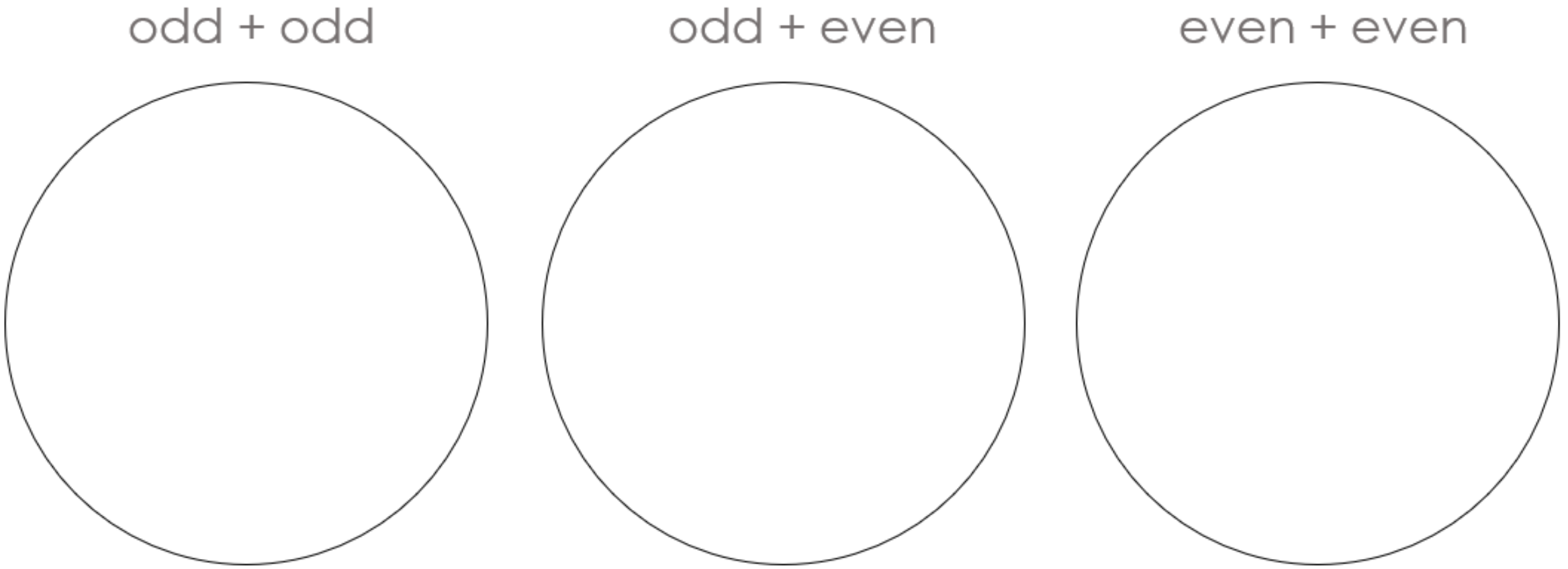
Introducing ‘Sorting expressions’



Week 5

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Home Learning

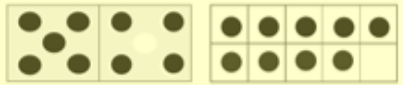
You are going to take all the games we made today home with you to practise.

The home learning for this week is set out on a sheet with instructions. You will receive a new sheet and some new activities each week.

Mastering Number at Home

Year 2 – Week 1

Copy my number

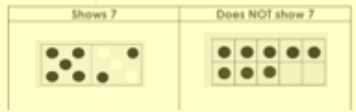


(Monday, Wednesday and Friday)

How to play

- For this game you will need the worksheet **'Double dice frame and 10-frame'** and 20 counters.
- Place some counters on the double dice frame to make a number larger than 5 (note that you should fill the left-hand side of the frame before adding counters to the right-hand side).
- Ask your child to make the same number on the 10-frame, ensuring they start with 5 counters on the top row each time.
- Repeat this activity several times. [If your child finds this easy, you may wish to cover the double dice frame with a cloth and reveal the number of counters only briefly.]

7 or NOT 7?



(Tuesday and Thursday)

How to play

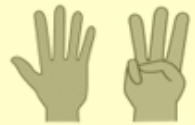
- For this game you will need the worksheets **'5-and-a-bit cards'** and **'Sorting table'**.
- Place the cards face-down on a flat surface.
- Take it in turns to pick up 1 card.
- If the arrangement on the card shows 7, place it in the 'Shows 7' column of the sorting table. If it does not, place it in the 'Does NOT show 7' column.
- Ask your child to tell you how they know if the card is in the correct column. For example, *"7 is made of 5 and 2 and this is 5 and 3"*.

Other things to try at home

Match my fingers

For this game you will need the cards you cut from the worksheet **'5-and-a-bit cards'**. Spread out the cards face-up on a flat surface.

Use the fingers of both hands to show your child a number that is more than 5. Make sure you show 5 fingers on one hand and the remaining fingers on the other hand.



Ask your child to find ALL the cards that show the number represented by your fingers.

Mastering Number at Home

My Diary – Year 2 Week 1.

Please complete your diary with your grown-up every day.

Name:

Day	Activities completed (please tick)	✓	Grown-ups – comment about your child's learning
Mon	We played 'Copy my number.'	√	**Joe was able to copy all the numbers I showed.**
Tues	We played, 'Shows7/ does NOT show 7.'		
Wed	We played 'Copy my number.'		
Thurs	We played, 'Shows7/ does NOT show 7.'		
Fri	We played 'Copy my number.'		

Grown-ups – please indicate how you and your child found the work this week.

Very confident 

It was okay 

Not too sure 

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References:

Department for Education: Development Matters (2023) Available at: Development Matters - GOV.UK (www.gov.uk) (Accessed 27-09-23)

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Thank you

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Survey for schools – after each parental workshop

https://forms.microsoft.com/e/vQmZZ1HW4Y

Use this form to tell the national Parent Project team about who you've worked with. Complete the form for each individual workshop.

If you have any questions about this survey, please contact your local Maths Hub or email mathshubs@ncetm.org.uk

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Survey for parents and carers – post-project impact

https://forms.microsoft.com/e/3PfpjanJe9

We ask that this link should be distributed by schools to the parents involved in the project.

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