

Activity name	Learning objectives	Content of homework	Managing the homework	All New 100 Maths Lessons Year 2	
				NNS	Page
<b>Spotting multiples</b>	Begin to recognise two-digit multiples of two, five or ten.	<b>Investigation</b> Ring multiples of two, five and ten.	<b>Before:</b> Explain that the homework focuses on multiples of two, five and ten. Using a swinging pendulum, or something similar, rehearse counting in multiples of these numbers. <b>After:</b> Correct the activity as a class. Ask: <i>How do you know that four is a multiple of two only, 15 is a multiple of five only and ten is a multiple of both two and ten?</i>	1	78
<b>Dots before your eyes</b>	Count reliably up to 100 objects by grouping them.	<b>Practice</b> Practise counting by grouping.	<b>Before:</b> Demonstrate how to group and count items on the board. <b>After:</b> Ask some of the children to demonstrate what they did using an OHT of the homework sheet. Ask: <i>When is it best to group things into ten when we count them. Why? When we haven't got a group of ten what other groups could we use?</i>	1	78
<b>Spider charts</b>	<b>Know by heart facts for the two- and ten-multiplication tables.</b>	<b>Maths to share</b> Practise two and ten times-tables and division facts using spider charts.	<b>Before:</b> Tell the children that they will be practising their two and ten times-tables and will need to ask their helpers to time them. <b>After:</b> Ask whether anyone felt they answered their homework facts quickly using thumbs up/down signalling. Use large versions of the spider charts to practice the tables.	2	82
<b>Rounding up</b>	Use and begin to read the vocabulary of estimation and approximation.	<b>Practice</b> Estimate answers to addition calculations before working them out.	<b>Before:</b> Fill in numbers for each child/group before copying and distributing the sheets. Work through examples together, encouraging the children to estimate by rounding. <b>After:</b> Ask the children to give examples of their work. Discuss rounding each number to a multiple of ten and adding them to give a basic estimate. Look for strategies they used to total the numbers.	2	84
<b>Totals to ten</b>	<b>Use knowledge that addition can be done in any order to do mental calculations more efficiently.</b>	<b>Investigation</b> Add three small numbers, two of which should total ten. Explain the addition strategy to a helper.	<b>Before:</b> Explain that the children will be practising to add three numbers using the strategy finding two that make ten first. <b>After:</b> Invite the children to tell everyone the highest/lowest/most numbers they found. Ask the children which pairs total ten or a multiple of ten. Establish that adding ten to a number is easier than adding others.	3	90