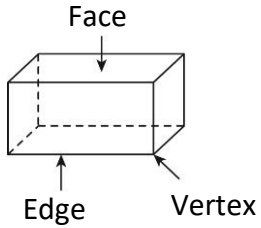
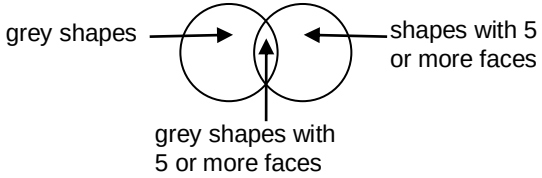
Properties of shapes

HERE'S THE MATHS

3-D shapes are made up of faces, edges and vertices.



3-D shapes can be sorted into groups using a Venn diagram.



ACTIVITY

red	red	red	red	red	red
yellow	yellow	yellow	yellow	yellow	yellow
blue	blue	blue	blue	blue	blue

What to do

- Colour the shapes in the colours as shown and then cut them out along the dotted lines.
- Draw two large, overlapping circles on a piece of paper.
- Use your Venn diagram to sort the shapes into groups with different labels, for example, 'shapes with a circular face' and 'blue shapes' or 'shapes with 5 or less vertices' and 'yellow shapes' or 'shapes with no edges' and 'red shapes'.

You will need:

- pencil and paper
- scissors
- colouring pencils

Year 2 Maths Newsletter 5

Date: _____ **Name:** _____

MATHS TOPICS

These are the maths topics your child will be working on during the next three weeks:

- Number and place value
- Addition and subtraction
- Properties of shapes

KEY MATHEMATICAL IDEAS

During these three weeks your child will be learning to:

- order numbers up to 100 and use the < and > signs
- double numbers up to 20
- compare and sort 3-D shapes.

TIPS FOR GOOD HOMEWORK HABITS

Help your child with reading any instructions to make sure they understand the activity before they start.

Number and place value

HERE'S THE MATHS

< means 'less than' **>** means 'greater than' **=** means 'equals' or 'is equal to'

The wider part of < and > belongs next to the larger number and the narrow point belongs next to the smaller number, e.g. 39 < 68 (39 is less than 68) and 68 > 39 (68 is greater than 39).

ACTIVITY

What to do

- Player 1 chooses a number between 1 and 100.
- Player 2 guesses what they think the number might be.
- For each guess, Player 1 says whether their chosen number is less than or greater than Player 2's guessed number.
- Player 2 should write down the reply using the correct < or > sign so that they can keep track of their guesses and Player 1's responses. For example, ☐ < 65 or ☐ > 32 where ☐ represents Player 1's chosen number.
- Play continues until the number is correctly guessed. Swap roles and play again.

You will need:

- pencil and paper

Variation

- Set a maximum number of guesses so that there is a winner for each game.

QUESTIONS TO ASK

If two numbers have the same number of tens, how do you know which number is less/greater than the other?

How do you know which number is less/greater than the other?

How do you know which sign to use in between the two numbers?

What is the best number to choose for your first/next guess?

Addition and subtraction

HERE'S THE MATHS

Your child has been practising doubling numbers to 20. Knowing doubles facts is very useful as part of your child's mental maths skills.

For children who are working towards fluently knowing the facts, encourage them to learn doubles to 10 first and then use those doubles to help them to double numbers between 11 and 20. For example:

- double 13 = double 10 + double 3 = 20 + 6 = 26
- double 17 = double 10 + double 7 = 20 + 14 = 34

ACTIVITY

What to do

- Write even numbers from 2 to 40 on a single piece of paper (randomly dotted around and spread out on the page).
- Shuffle the 1 to 20 number cards and place them face down.
- Play 'Find it First' by turning over the top number card, doubling the number and pointing to the answer on the piece of paper.
- The first to point to the correct answer wins a point.
- Repeat for other number cards. The winner is the player with the most points when all the number cards have been used.

You will need:

- pencil and paper
- 20 small pieces of paper with the numbers 1 to 20 written on them

Variation

- Each player competes to be the first to write the answer on their own piece of paper rather than pointing to the answer.

QUESTIONS TO ASK

What is double X?

What is X plus/add X?

What is two times X?

How did you double that number?