



SCHOLES

Scholes (Elmet)
Primary School

**Welcome to
our Year 2
information
evening**

Year 2

- **Continuous process building on the range of experiences and knowledge that children bring from Year 1**
- **Last year of Key Stage 1 (years 1 and 2)**



Subjects

- **Core subjects** : English – reading and writing, maths and science
- **Foundation subjects** : history, geography, art, design technology, music, PE, RE, computing (including e-safety)
- **SMSCHS** : Living and Learning / social, moral, spiritual, cultural, health, safeguarding

E safety ARE

Knowledge and other learning

- I know what an algorithm is and that digital devices use them.
- I know that algorithms need clear, precise instructions to work effectively.
- I know that there are search engines to help find information.
- I know that technology is used beyond school and I can give some examples.

Online safety (see Living and Learning age-related expectations, too)

These statements derive from 'Teaching online safety in school' (DfE, 2019), not the National Curriculum. Teachers will promote online safety, and we strongly encourage all parents/carers to support their child at home to stay safe online.

Age Restrictions

I know that some online activities have age restrictions because they have content which is not appropriate.

Digital Content

I am beginning to understand what a digital footprint is.

Misinformation, disinformation and hoaxes

I know that I shouldn't believe everything I see or read online.

Fake websites and scam emails

I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.

Password safety

I know that passwords are important and that we should keep them to ourselves.

Personal data

I know that I'm too young to share personal information (eg full name, address, school, age) online.

Persuasion

I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at.

Online vs. offline behaviours

I know that people should treat others respectfully when they are online.

I know what to do if someone is mean to me or someone else online.

Impact on quality of life

I know that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.

Reading

- Active engagement in the process of **constructing meaning** - which is the key purpose of reading

Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can
save a person`s life.**

Phonics and Spellings

- **Daily phonics/spelling sessions in Y2**
- **Children continue to work through DfE Letters and Sounds, Phase 5 then 6**
- **Shift to focus on spelling patterns, root words (and prefixes and suffixes)**

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.



Fluency and independence

- Regular reading – **average** 90 words per minute https://youtu.be/w4c_DMS-3IE
- Moving away from reading 'scheme'
- Library books (school and Scholes)
- Comprehension – including RIC
- Reading lessons – variety of texts
- Group/whole class reading
- Learning by heart, singing/reading



SATs - Statutory Assessment Test papers

At the end of Year 2, children will take formal assessments in:

- Reading
- Maths
- Spelling, punctuation and grammar

We will be asked to report an assessment for Writing and Science. These will not involve a written test.

All formal assessments are due to take place in May next year.

The SATs are used as a **guide** to inform the teacher of a child's progress.



Assessment and Reporting

Government guidelines are as follows.

Children are now described as

- **pre-key stage foundation standard**
- **working towards the expected standard**
- **working at the expected standard**
- **working at greater depth within the expected standard according to the Year 2 expectations of the new curriculum.**

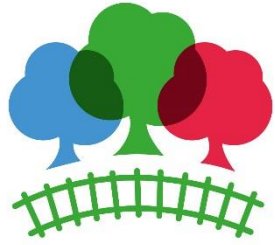
The test scores are now reported as 'scaled scores'.



Scaled Scores

What is meant by ‘scaled scores’?

- It is planned that 100 will always represent the ‘national standard’.
- Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.



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Reading Test

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.



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Reading – sample questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice:

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark



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Reading – sample questions

Ranking/Ordering :

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

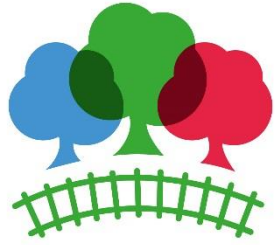
Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark



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Reading – sample questions

Matching/Labeling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

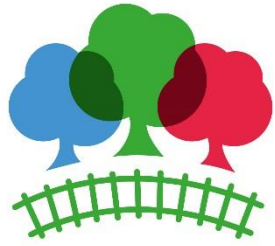
Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?



1 mark



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Reading – sample questions

Find and Copy Questions

- 16** Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions

- 6** At the end of the story, Bella was happy. Why?



1 mark



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Reading – assessment framework

Foundations for the expected standard

The pupil can:

- respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- blend the sounds for all letters of the alphabet into words¹
- sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences
- answer literal questions about a familiar book that is read to them.

¹ CVC, CCVC, CVCC words containing sounds represented by single letters (e.g. *cat, frog, jump*).



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Reading – assessment framework

Working towards the expected standard

The pupil can:

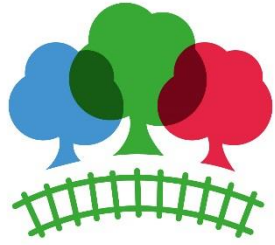
- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.



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Reading – assessment framework

Working at the expected standard

The pupil can:

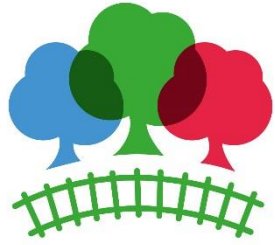
- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



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Reading – assessment framework

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.



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Spelling, Punctuation and Grammar

The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.



SPAG – sample questions

7

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8

Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

SPAG – sample questions

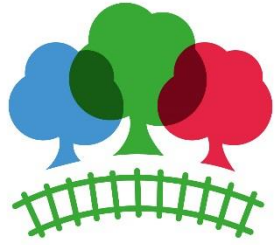
19

Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark



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SPAG – spelling paper

1. I need to _____ my holiday suitcase.
2. The _____ is dark at night.
3. The snail hid inside its _____.
4. My friend has a new _____ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.



Writing

- **We will also have to report a level for your child's writing. This will be either pre-key stage, working towards, working at or at greater depth the expected standard.**
- **This is not a formal test but based on the teacher's knowledge of the child and evidence in their books.**



Writing

Foundations for the expected standard

The pupil can, with the support of the teacher:

- write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning)
- write the correct letter in response to hearing each sound of the alphabet
- segment simple¹ spoken words into phonemes and write the graphemes corresponding to those phonemes
- form most lower-case letters in the correct direction, starting and finishing in the right place
- use spacing between words (the teacher may remind the pupil to do this)
- spell correctly some familiar words, such as their own name.

¹ CVC, CCVC, CVCC words containing sounds represented by single letters (e.g. *cat, frog, jump*).

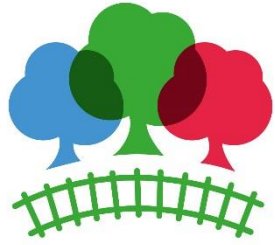


Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.



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Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



Writing

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.



Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



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Maths – Paper 1

Arithmetic

15

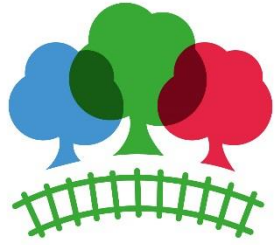
$$3 \times 3 = \boxed{}$$



16

$$12 \div 2 = \boxed{}$$





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Maths – Paper 2 Reasoning

27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins



2 marks



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Maths – Assessment framework

Foundations for the expected standard

The pupil can:

- demonstrate an understanding of place value of 10s and 1s in a two-digit number, using resources to support them if necessary (e.g. representing a two-digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus)
- count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20)
- read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- use number bonds from 1 to 5 (e.g. partitioning the number 5 as $0 + 5$, $1 + 4$, $2 + 3$, $3 + 2$, $4 + 1$, $5 + 0$; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction, e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$ and $5 - 3 = 2$ and $5 - 2 = 3$)
- solve problems involving the addition and subtraction of single-digit numbers up to 10
- put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).



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Maths – Assessment framework

Working towards the expected standard

The pupil can:

- demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$)
- count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives)
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly)
- use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$)
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations
- recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)
- recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.



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Maths – Assessment framework

Working at the expected standard

The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)

Continued on the next page



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Maths – Assessment framework

- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).



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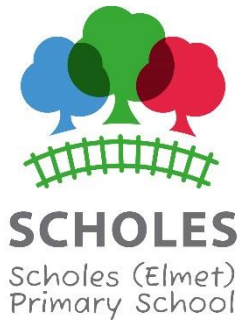
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Maths – Assessment framework

Working at greater depth

The pupil can:

- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$)
- solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$)
- determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- solve word problems that involve more than one step (e.g. “which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?”)
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$)
- find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4, so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).



Website

<https://www.scholeselmet.leeds.sch.uk/learn-more/calculations/>

Calculations and times tables

How to support your child with calculations and learning times tables

At Scholes (Elmet) Primary, we place great emphasis on calculating skills, both mental and formal written calculations.

Our [Mental Calculations guide](#) is a summary of some of the most useful mental calculation strategies. Please support your child by talking through different methods, being aware that there are often various ways to work something out (and rarely one right way). Remember these are **mental** calculations, so they're quite hard to explain on paper – please ask if you're unsure.

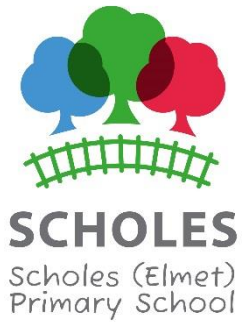
Rapid recall of number facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Colours represent:

adding 1 and 2
bonds to 10
adding 10
adding 0
doubles
near doubles
bridging / compensating





Times tables

Most importantly...

I can't
read or
write

I can't do
maths

Be positive about maths!



Science – Assessment framework

Working at the expected standard

Working scientifically

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

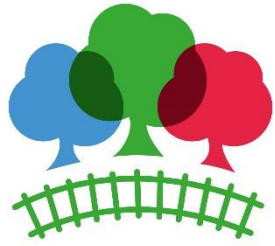
Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

Science & Topic





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How you can help your child

- **First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with any homework tasks.**
- **Reading, spelling and arithmetic (e.g. times tables) are always good to practise.**
- **Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).**
- **Make sure your child has a good sleep and healthy breakfast every morning!**



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How you can help your child - reading

Listening to your child read can take many forms:

- **Focus developing an enjoyment and love of reading.**
- **Enjoy stories together – reading stories to your child is equally as important as listening to your child read.**
- **Read a little at a time but often, rather than rarely but for long periods of time!**
- **Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.**
- **Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.**
- **All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes and TV guides.**
- **Visit the local library - it's free!**



How you can help your child - writing

- **Practise and learn spelling lists – make it fun! Check the website.**
- **Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.**
- **Write together – be a good role model for writing.**
- **Encourage children to check their spelling using phonics.**
- **Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure & punctuation).**
- **Show your appreciation: praise and encourage, even for small successes!**



SCHOLES

Scholes (Elmet)
Primary School

How you can help your child - maths

- **Play times tables games. Expectation that all times tables up to 12 x 12 known by year 4.**
- **Play mental maths games including counting in different amounts, forwards and backwards.**
- **Encourage opportunities for telling the time.**
- **Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.**
- **Look for numbers on street signs, car registrations and anywhere else.**
- **Look for examples of 2D and 3D shapes around the home.**
- **Identify, weigh or measure quantities and amounts in the kitchen or in recipes.**
- **Play games involving numbers or logic, such as dominoes, card games, draughts or chess.**

Questions



Thank you for coming!