

Challenge 3

Concept targets	S	I
Telling the time to quarter past		
Telling the time to quarter to		
Representing the same value with different coins e.g. 5 2ps or 2 5ps both make 10p.		
Using coins to add up (10p + 5p)		
Using coins to subtract (10p - 5p)		
Vising a shop with a grown up to pay for an item in coins (dojo picture please :))		

Key: S - this is supported, they are working with you, using physical items to count/check their answers (clocks, coins etc).
I - they are using resources but able to do this on their own, really confidently.

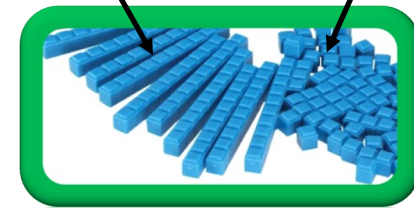
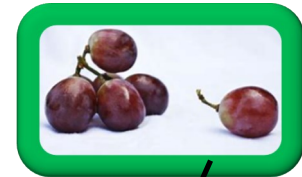
Name

YEAR TWO

Targets to achieve at home, using resources you have around you to have fun with maths!

Pashley Maths

Passports



Challenge 1

Fluency targets	C	M
Adding on 0 within 50 ($37 + 0$)		
Adding on 1 within 50 ($48 + 1$)		
Adding on 2 within 50 ($34+2$)		
Doubles within 20 ($8+8$)		
Near doubles within 20 ($8+9$)		
Adding 10 onto a number within 50 ($26+10$)		
Count in 2s and understand the number of groups in each multiple of 2 (there are 4 groups of 2 in 8)		

Key: **C-** stands for concrete resources, this could be anything you have at home, pasta, sweets, sticks as long as it is physical resources :).

Challenge 2

Fluency targets	C	M
Number bonds to 10 ($4+6=10$)		
Number bonds to 20 ($14+6=20$)		
Number bonds to 100 ($40+60=100$)		
Adding 10 onto a number within 100 ($64+10$)		
Count in 5s and understand the number of groups in each multiple of 5 and 10 (there are 4 groups of 5 in 20)		
Count in 10s and understand the number of groups in each multiple of 5 and 10 (there are 4 groups of 5 in 20)		

Key: **M-** stands for mental, after fully exploring the concept with physical items can they memorise the facts and say them back to you. They are truly secure when it is a quick automatic response.