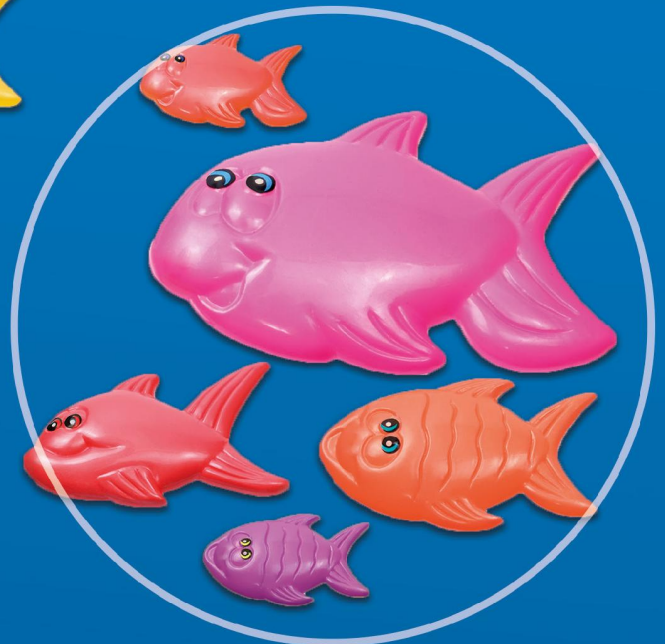


# max<sup>✓</sup> maths primary

A SINGAPORE APPROACH

Journal

2



# max maths primary

A SINGAPORE APPROACH



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# Contents

<b>Helping your child at home</b>	<b>iv</b>	<b>7 Fractions</b>	<b>56</b>
<b>1 Numbers to 100</b>	<b>1</b>	Halves and quarters	56
Reading and writing numbers to 100	1	<b>8 Length</b>	<b>61</b>
Place value	6	Using standard measures	61
Ordering and comparing numbers	11	<b>9 Mass</b>	<b>66</b>
<b>2 Addition</b>	<b>16</b>	Measuring mass	66
Number pairs	16	<b>10 Volume</b>	<b>71</b>
Adding small numbers together	21	Comparing the capacity of two objects	71
Word problems	26	Comparing capacity using standard units	76
<b>3 Subtraction</b>	<b>31</b>	<b>11 Money</b>	<b>81</b>
Subtracting and adding ones and tens	31	Amounts of money	81
<b>4 2D and 3D shapes</b>	<b>36</b>	<b>12 Time</b>	<b>86</b>
2D shapes	36	Days of the week	86
3D shapes	41	<b>13 Position and movement</b>	<b>91</b>
<b>5 Multiplication</b>	<b>46</b>	Angles	91
Doubling	46	<b>14 Data handling</b>	<b>96</b>
<b>6 Division</b>	<b>51</b>	Pictograms	96
Sharing out and finding some left over	51	Venn and Carroll diagrams	101



# Helping your child at home

Welcome to Max Maths Journal 2! This journal is designed to help you support your child with their mathematical learning, including the language of mathematics. It can be used either as part of the Max Maths scheme or as a standalone resource.

This journal provides opportunities for consolidation of school learning and reflection, so it is important to make sure your child has covered a topic at school before your child begins work on it in the journal. Typically, your child will be set exercises from the journal as homework by their teacher.

We recommend that when your child sits down to work on the journal, you are on hand to provide support, engage in discussion and explore the maths together. Some tasks in the journal require the direct involvement of a grown-up for discussion and you are expected to reflect with your child on their understanding at the end of each topic.

## Topic structure

Each topic begins with a scenario and related task that reflects key learning from the topic.

## Check your maths!

These tasks check your child's understanding of one or more of the key concepts in the topic.

## Practising my maths language

These activities are focused on practising new mathematical language connected to the topic. They often require discussion with an adult at home.

## From school to home

Opportunities for discussion, sharing and reflection on your child's learning. At the end of the topic, there is space for your child's teacher to comment on your child's learning experience.



# Numbers to 100

## Reading and writing numbers to 100

We have been counting, reading and writing numbers up to at least 100. We have also been counting up to 100 objects.



How many flowers are there on this page?

## Check your maths!

Tya has made three groups of different objects and written how many there are in each one.



- a How many cars are there?
- b How many pencils are there?
- c How many socks are there?



## Practising my maths language

- a Show someone at home that you can count from 1 to 100.
- b Point to each of these numbers and say them out loud.

74 17  
96 38 104

- c Write the number eighty-five.
- d Write a number greater than 73.
- e Write a number less than 46.
- f Play a game with someone at home. Think of something there are a lot of in your home, perhaps beans in the kitchen, or socks, or books. Count them together and then write how many there are below.

---



## From school to home

### Find someone at home to talk to.

- 1** Show them your school work. Talk about some of your answers to the questions on numbers to 100.
- 2** Explain what you have learnt about reading and writing numbers to 100.
- 3** Ask someone at home to help you complete the following:

**a** What do you like about reading and writing numbers to 100?

---

---

---

**b** What was hard about reading and writing numbers to 100?

---

---

---



I understand



I understand  
a bit



I need more time  
to understand this

**4** How well do you understand this topic now?  
Circle one face for each statement.

- I can count from 1 to 100.



- I can read numbers to 100.



- I can write numbers to 100.



**5** Ask an adult at home to read and sign this.

I have checked learning on this topic.

We have shared some understanding at home.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Teacher comment \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

# Place value

We have been learning what each digit represents in 2-digit numbers and we have been partitioning numbers into tens and ones.

How many items are there in each picture?

a



b



c



d



e

