Year 2 Maths Home Learning | Summer Term

W.C. 20th April

https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-lessons/1

Maths

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.

Extensions – You may wish to deepen your learning by looking at the worksheets provided by the BBC too.

Monday

Finding one more and one less - More advanced than counting, finding one more and one less is knowing which number comes after and before a number between 1 and 100.

https://www.bbc.co.uk/bitesize/articles/zkhsf4j

Add one or subtract one

To work out which number is one more than a number, you need to **add one**.

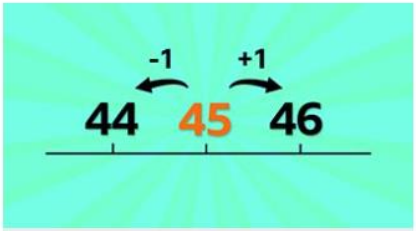
For example, **45 + 1 = 46**

46 is one more than 45.

To work out which number is one less than a number, you need to **subtract one**.

For example, **45 - 1 = 44**

44 is one less than 45.



The number line shows 44 is one less than 45 and 46 is one more than 45

Mild

Jack has 6 cookies.

Annie gives him one more cookie.

How many cookies does he have now?

Jack has ☐ cookies now.

Complete the number tracks.

a)

21		23					

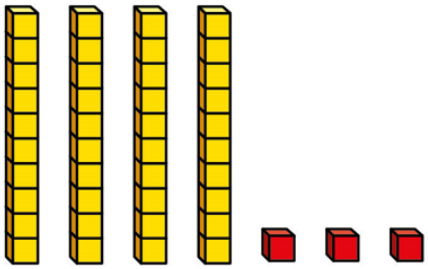
b)

47		45					

c)

				5					10

Filip has made a number using base 10



What number has Filip made? ☐

Medium

Complete the calculations.

a) 14 + 1 = ☐

b) 22 + 1 = ☐

c) 54 + 1 = ☐

d) ☐ = 1 + 61

e) 19 – 1 = ☐

f) 33 + ☐ = 34

g) 18 = 19 – ☐

h) ☐ = 89 – 1

Complete the calculations.

a) 14 + 2 = ☐

b) 22 + 3 = ☐

c) 54 + 4 = ☐

d) ☐ = 5 + 61

e) 19 – 2 = ☐

f) 33 + ☐ = 35

g) 12 = 19 – ☐

h) ☐ = 89 – 3

Spicy

These four calculations have the same answer.

7 – 3 – 2

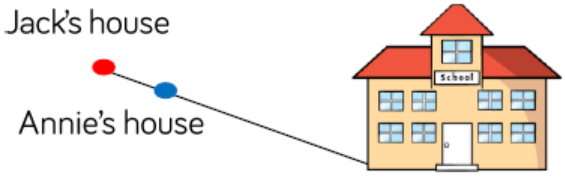
2 – 3 – 7

3 – 2 – 7

7 – 2 – 3

True or false?

How do you know?



Jack lives 5 km from school.
Annie lives 4 km from school in the same direction.

What is the distance between Jack and Annie's houses?

After travelling to and from school, Jack thinks that he will walk 1 km more than Annie. Is he correct?
Explain your answer.

What will be the difference in distance walked after 2 school days?

Tuesday

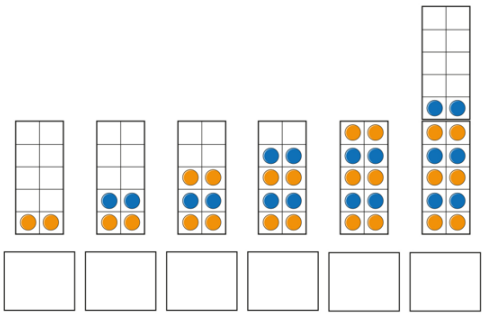
Counting in twos, threes, fives and tens - Today's daily lesson is on counting forwards and backwards in twos, threes, fives and tens to 100.

https://www.bbc.co.uk/bitesize/articles/znywjhv

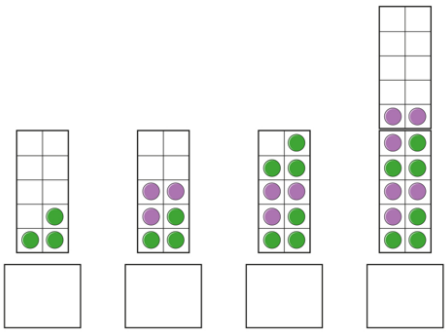
Mild

Don't forget to count in your 2s, 3s, 5s and 10s.

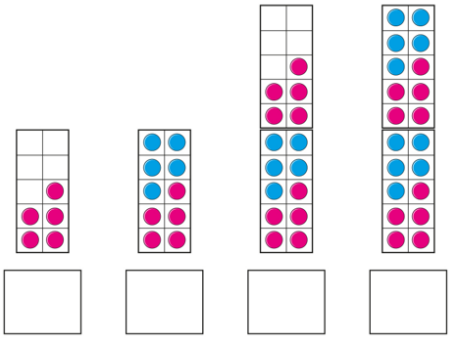
What numbers are represented?



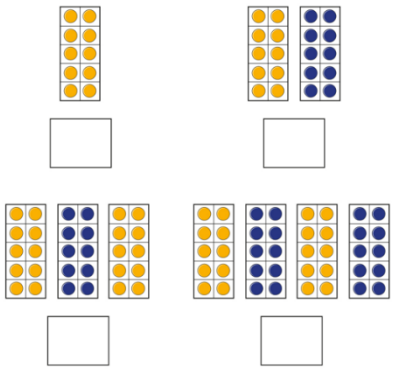
What numbers are represented?



What numbers are represented?



What numbers are represented?



Medium - Start by counting in 2s, 3s, 5s and 10s

2s

Complete the number tracks.

0	2			8	10	12			
22	20					10			

3s

0	3			12			21		
30	27	24							

5s

	5	10	15						
				35	30				

10s

0	10								
					40	30			

The numbers that are circled are counting up in steps of ☐

Circle the number that does not fit the pattern.

a) 4, 6, 8, 9, 10, 12, 14

b) 40, 30, 20, 10, 5, 0

c) 10, 20, 30, 35, 40, 50

Spicy

Start by counting in 2s, 3s, 5s and 10s

Always, Sometimes, Never

- When counting in 2s from zero the numbers are even.
- When counting in 5s from zero the numbers are even.
- When counting in 10s from zero the numbers are even.

Next to each statement, choose always/sometimes/never.

Teddy and Whitney are both counting from zero to twenty.

- Teddy is counting in 2s.
- Whitney is counting in 5s.

Will they say any of the same numbers? What do you notice about your answer?

Teddy is counting in 2s and Jack is counting in 3s.

Teddy	2	4	6	8
Jack	3	6	9	12
+				

What happens if both Teddy and Jack count in 5s and they add them together to make a new pattern?

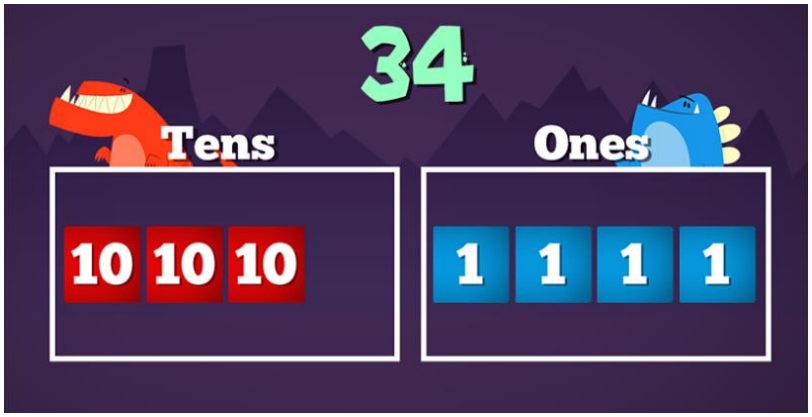
Teddy says,

If we add our numbers together as we count we can make a new number pattern.

Wednesday

Counting tens and ones - Learn how blocks of tens and ones can be used to represent numbers. This representation of numbers by physical objects is a key factor in understanding numbers and builds a foundation for more complicated maths.

https://www.bbc.co.uk/bitesize/articles/zvtppg8

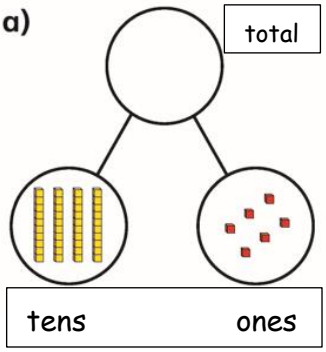


Any two-digit number can be shown using tens and ones. For example, the number 34 can be divided into three lots of ten and four lots of one.

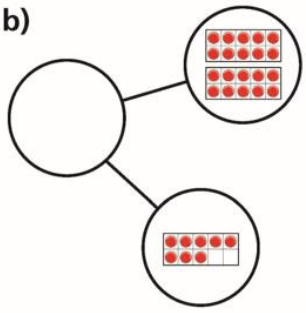
Mild

Write a numeral to complete the part-whole models.

a)



b)

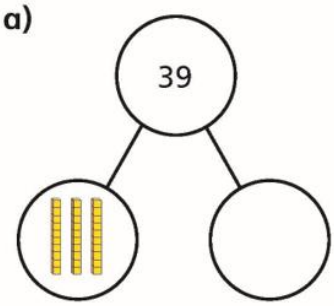


Match the number sentence to the correct number

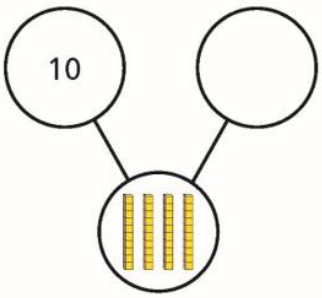
10 + 4	40 + 0	80 + 1
14	81	39

Write a numeral to complete the part-whole models.

a)



b)



Medium

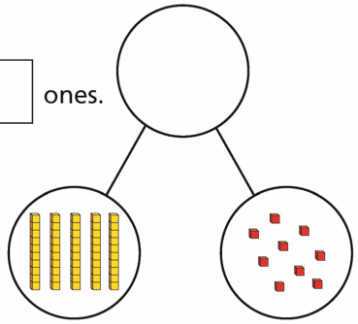
Draw base 10 to complete the part-whole model.

Complete the sentences.

There are ☐ tens and ☐ ones.

The whole is ☐

☐ + ☐ = ☐



Complete the sentences to describe each number.

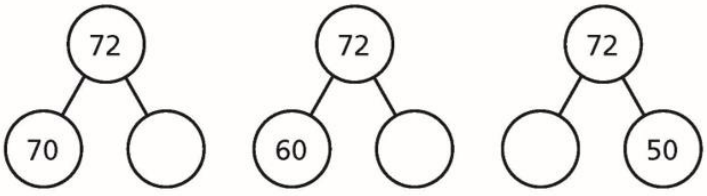
a) 39 has ☐ tens and ☐ ones.

b) 70 has ☐ tens and ☐ ones.

c) 12 has ☐ ten and ☐ ones.

d) 56 has ☐ tens and ☐ ones.

Complete the part-whole models.



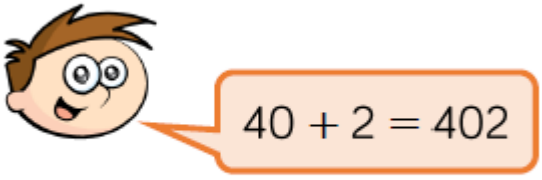
What is the same and what is different about the part-whole models?

Dora has 20 sweets and Amir has 15 sweets.
Represent the total number of sweets:

- With concrete resources.
- In a part-whole model.
- As a number sentence.

Spicy

Teddy thinks that,



Explain the mistake he has made.

Can you represent this calculation correctly using concrete resources like marbles, sweets etc…?

Fill in the missing numbers.

1 ten + 3 ones = 13

2 tens + ___ ones = 23

3 tens + 3 ones = ____

___ tens + 3 ones = 43

What would the next number in the pattern be?

Annie and Teddy have each made a number.

Complete the sentences to show that they have made the same number.

Annie's number has ☐ tens and ☐ ones.

It is ☐

Teddy's number has ☐ tens and ☐ ones.

It is ☐

Complete the number sentences.

a) 35 = 30 + ☐

b) 20 + ☐ = 29

c) 42 = 2 + ☐

d) 50 + 7 = ☐

e) 19 + 20 = ☐

f) 67 = 50 + ☐

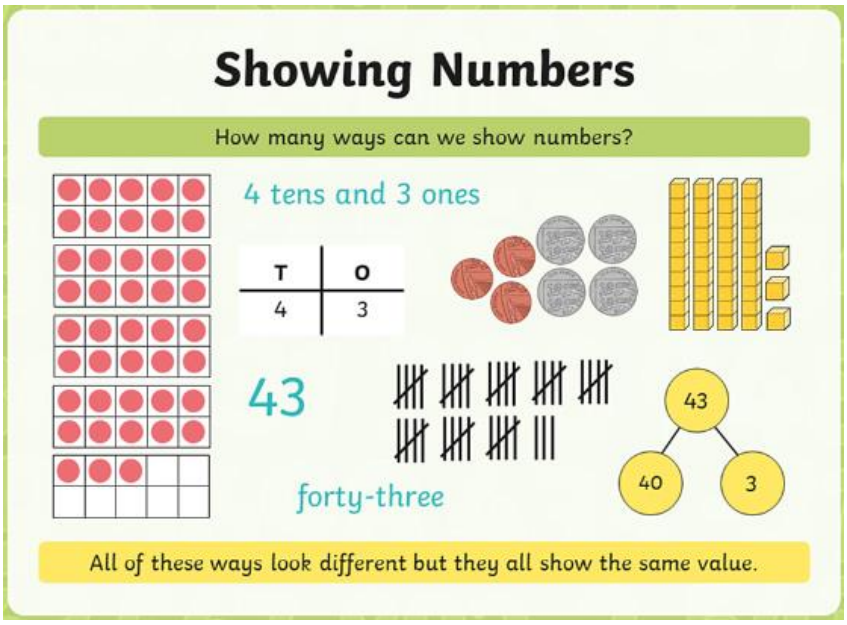
g) 99 = ☐ + 39

h) 40 + 30 + ☐ = 81

Thursday

Showing numbers up to 100 in different ways – learning how to show numbers up to 100 differently

https://www.bbc.co.uk/bitesize/articles/z7cthbk



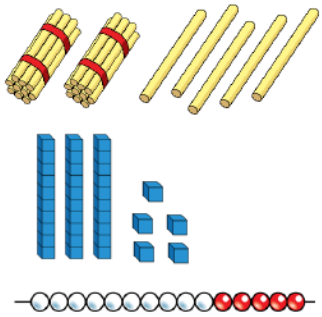
Mild

How many different ways can you represent the number **24**?

How many different ways can you represent the number **36**?

Use the different images above to help you out! Remember we do these in anchor tasks.

Match the number to the correct representation.



One ten and five ones

Thirty-five

25

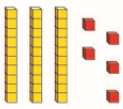
Medium

How many different ways can you represent the number **57**?

Use the different images above to help you out! Remember we do these in anchor tasks.

Complete the sentences.

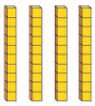
a)



There are ☐ tens and ☐ ones.

The number is ☐

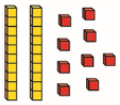
b)



There are ☐ tens and ☐ ones.

The number is ☐

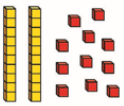
c)



There are ☐ tens and ☐ ones.

The number is ☐

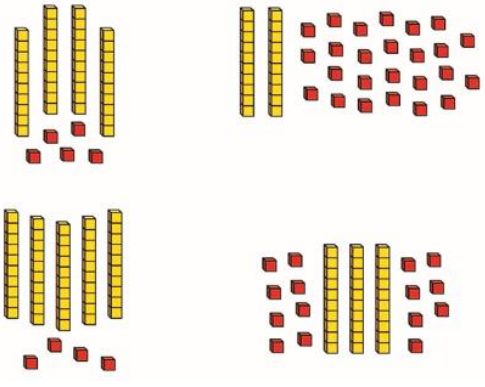
d)



There are ☐ tens and ☐ ones.

The number is ☐

Rosie is using base 10 to make 45 in different ways.
Which picture does **not** represent 45?
Circle your answer.



Explain how you have worked this out …

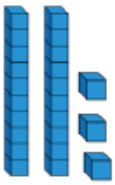
Spicy

How many different ways can you represent the number **93**?

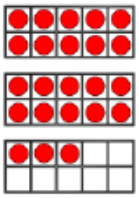
Use the different images above to help you out! Remember we do these in anchor tasks.

One of these images **does not** show 23
Can you explain the mistake?

A



B



C

Amir is thinking of a 2-digit number.

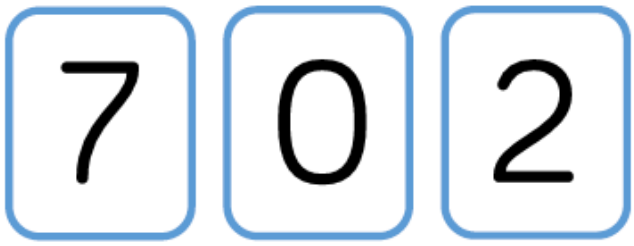
- There are 3 more tens than ones.
- There are 4 ones.

What number is Amir thinking of?

Amir is thinking of the number ☐

How many different ways can you represent Amir's number?

How many two digit numbers can you make using the digit cards?



What is the largest number?
Prove it by using concrete resources.

What is the smallest number?
Prove it by using concrete resources.

Why can't the 0 be used as a tens number?

Friday

Times Table Rockstars and quiz on following page!

Times Table Rockstars

Have a go at your times tables on TTRockstars this week. Maybe you could battle with one of your friends? We can't wait to see how much your times tables have improved!

Mild

A: Number and Place Value

1. What is the missing number?

23 24 25 26 ☐

2. What is the missing number?

5 10 ☐ 20 25

3. What number is one **more** than 38?

4. Pat has 3 sweets. Sam has 5.
Who has the **most**?

5. Write this number in numerals:

twelve

6. What symbol is missing?

5 ☐ 4 = 9

Medium/Spicy

A: Place Value, Add and Subtract

1. What is the missing number?

0 2 4 6 8 10 ☐

2. What is the **value** of the **8** in this number? 83

3. What number is labelled?

4. Which numbers are **< 15**?

12 14 16 18

5. Write this number in numerals.

sixty five

6. There are 30 children in a class. 15 are girls. How many are boys?