



Year 2 Maths Home Learning | Summer Term



Week Commencing 11th May

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

<https://whiterosemaths.com/homelearning/year-2/>

Maths



After watching the videos and doing the practice activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy. **Adults** we have now attached an answer sheet for all of the activities on this worksheet (year 2 home learning page, week 4, answers).

Remember, these activities are to work from, not on. There is no expectation to complete all of the work or to print worksheets off – children can work on paper if they want to write it down. It is also fine for your child to just say the answer, or for instance, where it says 'circle all of the number bonds' it's fine for them to simply point to them! 😊

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

Monday

Adding and Subtracting Tens

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

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Mild

Before you start, it would be a great idea to do some counting in 10s. You could count in your 10s up to 120 forwards and backwards. This will help you with the activities that you have coming up! 😊

Eva has some marbles.



How many marbles does Eva have?

Eva has marbles.

She buys 3 more boxes of marbles.

How many marbles does she have now?

Teddy has some marbles.



How many marbles does Teddy have?

Teddy has marbles.

He gives 5 boxes of marbles to his friend.

How many marbles does he have now?

	← - 10	46	+ 10 →	
	← - 10	15	+ 10 →	
	← - 10	62	+ 10 →	
	← - 10	81	+ 10 →	

Complete the number sentence.

Tens	Ones
	
	
	

		T	O
		2	4
	+	1	0
		3	4

+

$$\square + \square = \square$$

Medium

Before you start, it would be a great idea to do some counting in 10s. You could count in your 10s up to 120 forwards and backwards. This will help you with the activities that you have coming up! 😊

	← - 10	38	+ 10 →	
	← - 10	17	+ 10 →	
	← - 10	29	+ 10 →	
	← - 10	71	+ 10 →	

Use base 10 to complete the calculations.

a) $24 + 20 = \square$

b) $17 + 50 = \square$

c) $40 + 16 = \square$

Base 10 are your tens and ones

Use base 10 to complete the calculations.

a) $34 - 20 = \square$

b) $57 - 20 = \square$

c) $46 - 40 = \square$

Huan has 6 stickers.



He gets 10 new stickers every day for 8 days.

How many stickers will Huan have after 8 days?

Use the number track to help you.



Huan will have stickers.

Spicy

Before you start, it would be a great idea to do some counting in 10s. You could count in your 10s up to 120 forwards and backwards. This will help you with the activities that you have coming up! 😊

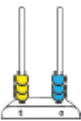
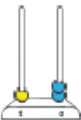
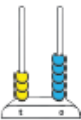
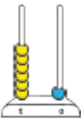
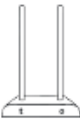
Continue this sequence adding 10 each time.

22							
----	--	--	--	--	--	--	--

Continue this sequence by subtracting 10 each time.

75							
----	--	--	--	--	--	--	--

Draw the answer on the abacus.

	$+ 20 =$	
	$+ 50 =$	
	$- 30 =$	
	$- 40 =$	

Diving into Mastery - Diving

Adult Guidance with Question Prompts

Using their knowledge of place value, children add and subtract multiples of 10 from numbers within 100. Children may find a hundred square helpful with this activity.

What number would be next in this sequence?

How do you know?

Which digit changes?

Which stays the same?

Why does that happen?

What number does the abacus represent?

How many tens does the number have?

How many ones?

What operation is the symbol telling us to use?

How many tens do we need to add/subtract?

How will you represent that on the abacus?

Which rod will change?

Which rod will stay the same?

Can you draw the beads to show what number has been made?

 = 30
  = 10
  = 40

Complete the calculations.

a)  +  = 70

b)  -  = 20

c)  -  = 10

31 - 30 =

41 - 30 =

61 - 30 =

91 - 30 =

Tuesday

Adding 2 Digit Numbers

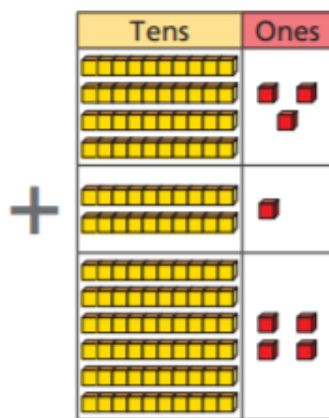
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Mild

Adding 2 digit numbers - crossing 10

What calculation is represented?



$$\square + \square = \square$$

Use base 10 to complete the additions.

- | | |
|------------------------|------------------------|
| a) $7 + 2 = \square$ | c) $17 + 32 = \square$ |
| b) $10 + 30 = \square$ | d) $37 + 12 = \square$ |
| e) $21 + 13 = \square$ | h) $13 + 61 = \square$ |
| f) $48 + 11 = \square$ | i) $11 + 22 = \square$ |
| g) $17 + 22 = \square$ | j) $34 + 43 = \square$ |

Base 10 are your tens and ones

Count the ones and complete the sentences.

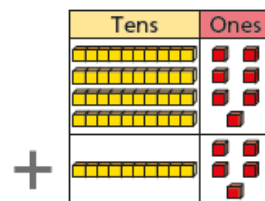
- a)

$$\square \text{ ones} = \square \text{ ten}$$

- b)

$$\square \text{ ones} = \square \text{ ten and } \square \text{ ones}$$

Complete the additions.



$$\square \text{ ones} + \square \text{ ones} = \square \text{ ones}$$

$$\square \text{ ones} = \square \text{ ten} + \square \text{ ones}$$

$$\square \text{ tens} + \square \text{ tens} = \square \text{ tens}$$

$$\square + \square = \square$$

Medium

Adding 2 digit numbers - crossing 10

Use base 10 to complete the additions.

a) $7 + 4 =$

f) $37 + 14 =$

b) $10 + 30 =$

g) $22 + 19 =$

c) $17 + 34 =$

h) $48 + 19 =$

d) $19 + 21 =$

i) $33 + 29 =$

e) $18 + 64 =$

j) $39 + 47 =$

Write the addition.

		T	O	
		4	6	
	+	1	5	
		6	1	
		1		

+ =

Complete the additions.

a)

		T	O	
		5	7	
	+	1	5	

c)

		T	O	
		1	7	
	+	7	3	

Spicy

Adding 2 digit numbers - crossing 10

Complete the additions.

a)

		T	O	
		5	7	
	+	1	5	

c)

		T	O	
		1	7	
	+	7	3	

Fill in the missing digits to complete the number sentence.

 9 + 3 = 62

b)

		T	O	
		1	8	
	+	1	9	

d)

		T	O	
		6	3	
	+	1	9	

Compare answers with a partner.

How many different answers can you find?

$14 + 67 =$

$42 + 32 =$

$47 + 52 =$

$29 + 18 =$

$27 + 15 =$

$22 + 13 =$

$53 + 36 =$

$28 + 57 =$

$13 + 27 =$

$72 + 21 =$

Wednesday

Subtracting 2 Digit Numbers

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Mild

Complete the sentences to describe each step of the subtraction.



First the number is



Then

is crossed out.



Now the number is

$$\square - \square = \square$$

a) What number is represented?



Subtract 12

What number is left?

$$\square - 12 = \square$$

b) What number is represented?



Subtract 12

What number is left?

$$\square - 12 = \square$$

Use base 10 to complete the subtractions.

a) $23 - 6 =$

d) $45 - 26 =$

b) $33 - 7 =$

e) $63 - 35 =$

c) $33 - 17 =$

f) $82 - 24 =$

Medium

a)

	T	O
	2	3
-		6

d)

	T	O
	4	5
-	2	6

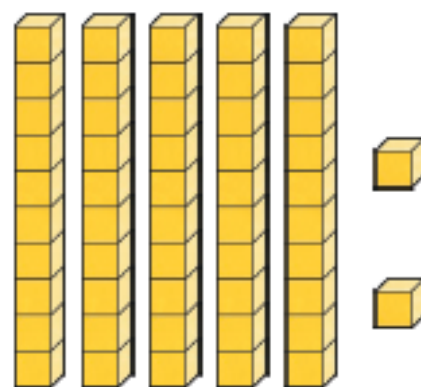
b)

	T	O
	3	3
-		7

e)

	T	O
	6	3
-	3	5

Use base ten blocks to subtract 18 from 52.



Remember - you can split a ten into ones

$21 - 14 =$

$90 - 38 =$

$62 - 14 =$

$64 - 52 =$

$28 - 16 =$

$57 - 13 =$

$84 - 24 =$

$47 - 37 =$

$85 - 29 =$

$55 - 48 =$

Spicy

a)

		T	O	
		2	3	
	-		6	

d)

		T	O	
		4	5	
	-	2	6	

b)

		T	O	
		3	3	
	-		7	

e)

		T	O	
		6	3	
	-	3	5	

c)

		T	O	
		3	3	
	-	1	7	

f)

		T	O	
		8	2	
	-	2	4	

Dexter has 33 bricks.



Rosie has 19 bricks.



a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?

Subtract 2-Digit Numbers – Crossing Tens



Ring the odd one out.

$41 - 15 =$

$95 - 68 =$

$52 - 24 =$

$64 - 36 =$

$36 - 17 =$

$78 - 49 =$

$83 - 59 =$



Explain your choice.

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children will need to calculate the answers to all the calculations before they can spot the odd one out. They will need to look carefully at the answers to do so. They may want to use base ten blocks (drawing them or using them practically) – or any other method they are confident with – to solve the calculations.

What do you think you need to do first?

Can you spot the odd one out from just looking at the calculations?

Which method will you choose to solve the calculations?

Why?

Now you have found the answers, can you spot an odd one out?

Can you explain why you think that?

$62 - 26 =$

$73 - 34 =$

$25 - 18 =$

$55 - 48 =$

$50 - 32 =$

$34 - 26 =$

$64 - 16 =$

$82 - 32 =$

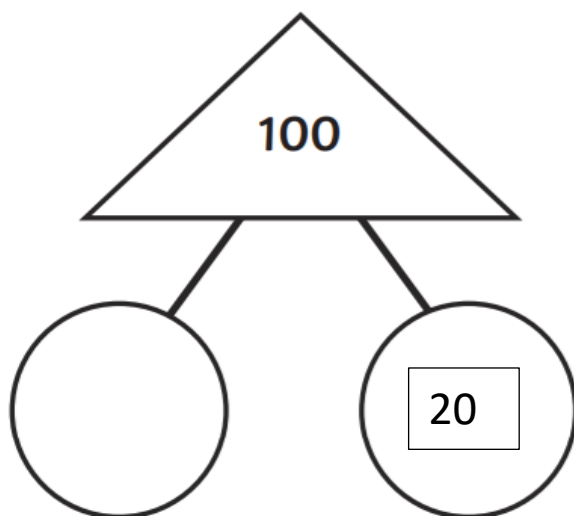
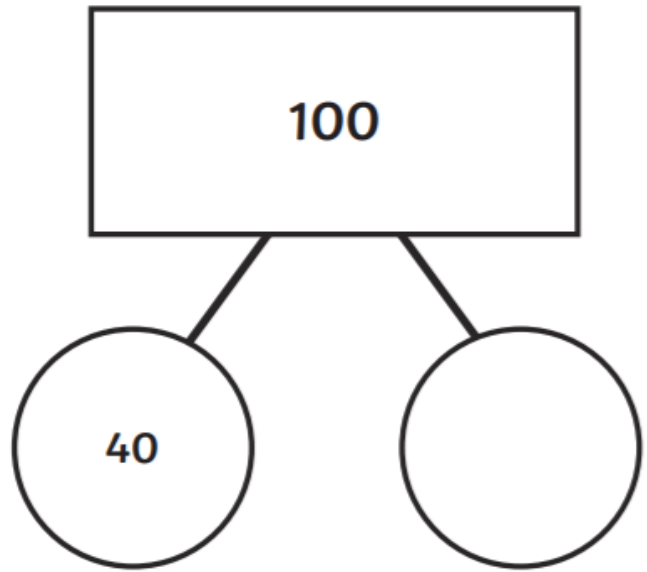
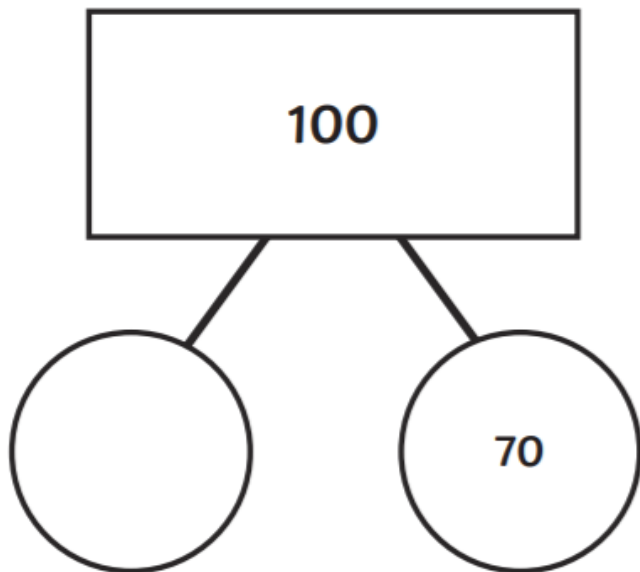
Thursday

Number Bonds to 100

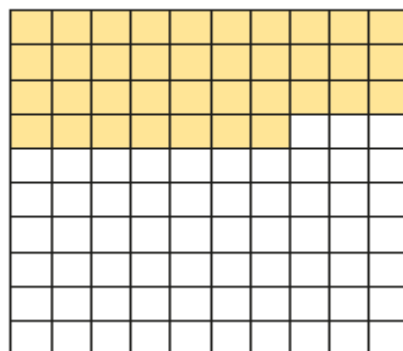
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Mild



Here is a hundred square.



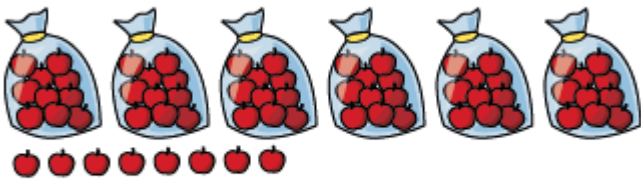
How many squares are shaded?

How many squares are not shaded?

$$\boxed{} + \boxed{} = 100$$

Medium

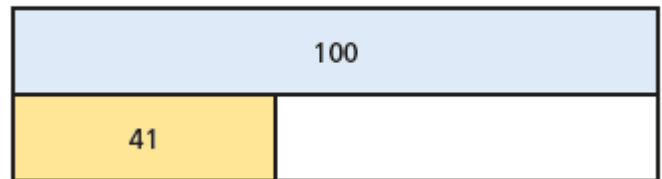
Mrs Harris has these apples for Sports Day.



She needs 100 apples.

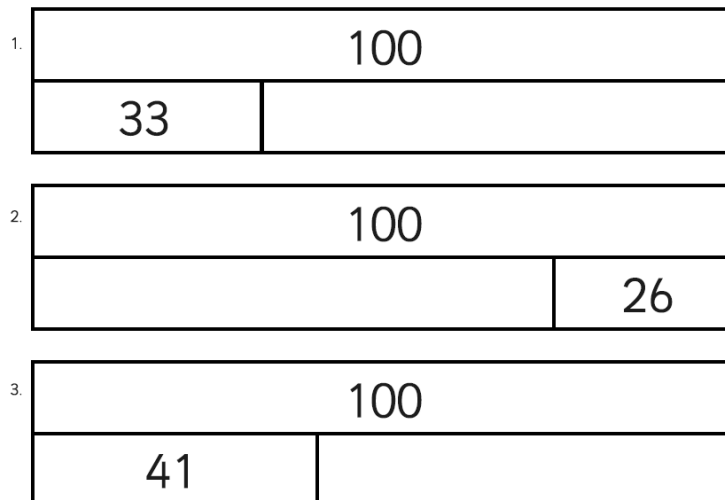
How many more apples does Mrs Harris need?

Complete the bar model.



Number Bonds to 100

Use known number facts to fill in the missing numbers on these bar models.



Spicy

Complete the calculations.

a) $40 + \square = 100$ e) $100 - 50 = \square$

b) $\square + 70 = 100$ f) $100 - 37 = \square$

c) $100 = \square + 72$ g) $\square = 100 - 22$

d) $100 = 28 + \square$ h) $8 = 100 - \square$

A coat costs £100

Mr Farmer has £58

How much more money does Mr Farmer need to buy the coat?

Whitney is working out $38 + \square = 100$



The missing number is 72 because I need 2 more ones and 7 more tens.

Do you agree with Whitney? _____

Explain your answer

Each row and column adds up to 100.

Complete the grid.

45	45	
	35	
15		65

Friday

Times Table Rock stars, key skills 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!



Key skills - 3 x tables

Year 2 staff know just how super you are at counting in 2s, 5s and 10s, so first of all we would like you to spend some practising these.

What number can you count up to? How quickly can you count up to 100? Can you start counting in 2s, 5s and 10s from any given number?

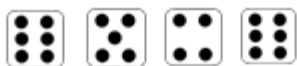
Then we would like you to move on to counting in your 3s.

1	×	3	=	3
2	×	3	=	6
3	×	3	=	9
4	×	3	=	12
5	×	3	=	15
6	×	3	=	18
7	×	3	=	21
8	×	3	=	24
9	×	3	=	27
10	×	3	=	30
11	×	3	=	33
12	×	3	=	36

Weekly Quiz

Mild

1. What is the total score on the dice?



2. What is the missing number?

20 30 40 50

3. What number is one **more** than 73?

4. Circle the right phrase:

8 is **less than/equal to/more than** 2×4

5. Write this number in numerals:

sixteen

6. What symbol is missing?

6 1 = 5

Medium/Spicy

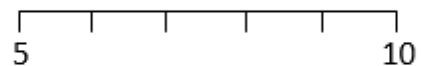
1. What is the missing number?

87 77 67 57 47

2. What is the **value** of the **9** in this number?

92

3. Draw an arrow to label 8.



4. Use $<$, $>$ or $=$ to make this correct:

2×4 $5 + 3$

5. Write this number in numerals.

thirty nine

6. There are 29 people on a train. 16 get off. How many people now?